



Renfrewshire Council Children’s Services

**St. Fillan’s Primary School**

**Improvement Plan**

**2021-2022**

##### Planning framework

As part of Children’s Services, St. Fillan’s has developed this establishment improvement plan which provides a framework for how we intend to achieve Children’s Services’ vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

**National Priorities**

We also have to take account of the Scottish Government’s national improvement framework which provides a vision for education in Scotland, namely to:

1. **improve attainment, particularly in literacy and numeracy;**
2. **close the attainment gap between the most and least disadvantaged pupils;**
3. **improve children’s health and wellbeing; and**
4. **improve children and young people’s employability skills so that they move into positive and sustained destinations.**

**Renfrewshire’s Education Priorities**

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

**Pupil Equity Funding**

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

**Renfrewshire’s Council Plan 2017-2027**

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our place, our economy, our future

Creating a sustainable Renfrewshire for all to enjoy

Building strong, safe and resilient communities

Working together to improve outcomes

Tackling inequality, ensuring opportunities for all

**Renfrewshire Council’s Values**

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

**Children’s Services Vision**

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

**Renfrewshire’s Education Improvement Plan Priorities**

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

Improve employability skills and support all of our young people to enter positive and sustained destinations

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

**Our Vision, Values and Aims**

**Vision:**

In St. Fillan’s Primary School, we believe that all persons are created by God, unique and equal. The whole school community strives to build up an ethos that is based upon Gospel Values.

St. Fillan’ Primary School aspires to be a centre of excellence and achievement, one which provides the highest quality of education. We believe that children learn best and fulfil their potential in a secure and happy environment where they are confident, valued and trusted.

We promote creativity and enthusiasm because we believe that children should enjoy their learning and also be challenged to develop to their fullest potential. All children are valued, supported and encouraged to participate in the life of the school and the wider community.

**‘In Learning, we are growing and succeeding together.’**

**Values:**

The Values of our school community are:

**Faith Respect Responsibility Trust Teamwork Success**

**AIMS: (BUDS)**

We aim to provide a stimulating, inclusive and appropriate curriculum in line with Curriculum for Excellence which will be:

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| **Area of the National Improvement Framework** | **Aim** |
| Ethos & Life of The School as a Community. | 1. **Be brave:**   Develop positive behaviours so that all children, staff, families and partners feel safe, secure and valued within our school family.  Create a strong collegial school community which operates in an atmosphere of openness, support, effective communication, self-evaluation and school improvement. |
| The Curriculum. | 1. **Unleash excellence:**   Provide a rich, skills- based curriculum which adheres to the principles of curriculum design, challenge, enjoyments, breadth, progression, depth, personalisation and choice, coherence and relevance. |
| The Four Capacities of CfE. | 1. **Develop creativity:**   Put the learner directly at the centre of the curriculum to holistically develop the child. |
| Assessment and Recognition of Skills. | 1. **Show/Radiate enthusiasm:**   Nurture a culture of high expectations and aspirations to promote skills for learning, life and work.  Through gathering evidence of learning, analyse, reflect and act upon the data to improve outcomes for learners. |

Who did we consult?

To identify our priorities for improvement, we sought the views of the whole school community (staff, pupils, families and partners). We used a variety of methods of getting the views of those who are involved in the life and work of St. Fillan’s Primary such as:

* Planned calendar of in-service activities.
* Staff Collegiate Time.
* Pupil progress meetings/Tracking.
* Self-evaluation activities.
* EST meetings.
* Whole school community surveys/questionnaires.
* Monthly Newsletters.
* PEF Consultation.
* Professional dialogue.
* Whole school vertical learning Assemblies.
* Committee meetings.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities:

* Cluster meetings.
* Family school meetings.
* PEF Advisor visits.
* QI Visits from HQ.
* Education Scotland visit – September 2017.

All information gathered is collated and used to assist us to identify next steps and areas for improvement

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

* QI visits from HQ.
* HT cluster meetings to be used to monitor progress.
* Staff evaluation and discussions/professional dialogue.
* Pupil evaluations on learning experiences.
* Staff/pupil/parents’ views, assessments and evaluations – target setting/new procedures for reporting to parents.
* Planned calendar of monitoring, evaluation and feedback (including SLT Learning Visits).
* Photographs/reports on activities.
* CLPL opportunities for all staff throughout the year.
* Continuous robust Quality Assurance programme.
* Evidence of quality learning and teaching experiences and outcomes within short and long-term planning.
* A range of quality assessment activities demonstrating pupil knowledge and understanding and application of skills.
* Tracking and attainment meetings.
* Minutes of staff meeting.
* Transition assessments.
* Updated CfE planner/ evidence of delivery within yearly/termly planning.
* Staff display working knowledge of new policies and procedures.
* Correct procedures followed by all – visible consistency across the school.
* Staff will attend PRD meetings, having completed all appropriate paperwork.
* Staff will complete CLPL record in line with GTCS requirements.
* Ongoing professional dialogue.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff.

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| **Improvement Priority 1: Promote Positive Relationships and Nurture the Health and Wellbeing of the School Community.** | | | | |
| **HGIOS/HGIOELC Qis**  QI: 1.3  QI: 2.7  QI: 3.2 | **NIF Priorities**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children’s and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people   *Highlight as appropriate* | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| Following an unsettled and challenging academic year, we recognise the need to support the health and wellbeing of our whole school community. This will be key in our ‘Building Back Stronger and Smarter’ Recovery Agenda.  Through self-evaluation and the gathering of quantitative data, we recognise the need for a more bespoke programme to be implemented in order to support the health and wellbeing of staff, groups of children and targeted individuals.  We will facilitate this change through the implementation of the ‘Treehouse Programme.’  By taking into account of national priorities and guidance, we recognise that children’s rights and wellbeing are intrinsically linked and when a child’s rights have been respected, protected and fulfilled, then their wellbeing should improve. We will make effective use of self- evaluation to ensure that a rights-based approach is adopted in our school to begin the formal embedding of children’s rights into all aspects of school life and beyond. | **Staff, Learners and Families:**  By May 2022, all staff, learners and families will have shared, clear and consistent expectations around their role within the ‘Promoting Positive Relationships and Communication Policy.’  **Learners:**  By May 2022, learners will have benefitted from participating in a range of online interactive, inspirational and confidence boosting modules to promote their health and wellbeing and encourage them to be the best version of themselves.  By May 2022, leaners and targeted groups will have engaged in a range of evidence- based approaches to nurture specific aspects of their health and well-being including: mental health, resilience, kindness, connectedness and nurture.  **Staff:**  By December 2021, Staff will feel empowered to take ownership over the ‘Building Back Stronger and Smarter’ Recovery Agenda within their class by facilitating specific learning opportunities to promote health and wellbeing for groups and individual learners.  By May 2022, Staff will feel supported in the development of their own health and wellbeing by participating in interactive and inspirational online modules.  By February 2022, Teaching staff will feel better equipped with the tools required to facilitate effective conversations with learners around resilience and good mental health.  By October 2021, specific staff members will be empowered and take ownership of the programme to build on their skills as ‘Curricular Champions. They will benefit from collegiate working and planned opportunities to create, implement and review their Action Plan.  **Families:**  By June 2022, families will feel supported in their goal to promote good mental health and wellbeing in their children.  **Staff:**  By December 2021, staff will be more familiar with the articles surrounding the ‘Rights of the Child.’.  By June 2022, staff will feel confident in the implementation of a rights-based approach into their planning and provide planned opportunities for children to experience their rights.  **Learners:**  By November 2021, learners will become more familiar with the purpose and terminology surrounding their rights and they will understand that school-based decisions will take into account their rights and their voice.  **Families:**  By September 2021, families will be secure in the knowledge that our policy and decision making is explicitly taking into account and making reference to the rights of the child. | We will measure the impact of this improvement objective by:  Increased confidence and a sense of empowerment within the staff team when effectively managing challenging situations involving families and learners.  Collegiate and Annual Calendar showing that a range of activities and opportunities are being facilitated to explore relational practice.  Professional dialogue and minutes of Collegiate/Inservice Day meetings to reflect this discussion.  The use of qualitative data to demonstrate that there has been an improvement in the building and sustaining of relationships through a culture of mutual respect and trust.  We will measure the impact of this improvement objective by:  Annual Coaching Calendar – learning visits and learning conversations with children.  Whole School ‘Getting it Right for Every Child’ meetings, tracking meetings and the analysis of the children’s ‘Health and well Being Wheels.’ Minutes of these discussions and meetings.  Professional dialogue at Collegiate Times and the sharing of good practice. Minutes of these meeting to analyse progress.  Use of questionnaires with staff, pupils and parents via Forms pre and post implementation to ascertain added value.  Analysis of the fortnightly online ‘Staff Health and Wellbeing Check in.’  Ongoing review of the Health and Wellbeing Action Plan created by the ‘Health and Wellbeing Champions.’  We will measure the impact of this improvement objective by:  Engaging as a whole staff in the ‘Self Evaluation’ framework (Red, Amber, Green) to create an ‘Action Plan’ for the implementation of children’s rights across the school for this academic session.  Use the findings of the whole school self- evaluation to devise a roadmap of how we strategically wish to develop rights-based education over a number of years.  Ongoing review and self-evaluation of the ‘Rights of the Child Action Plan.’  Professional dialogue at Collegiate Times and the sharing of good practice.  Revising policies and procedures to evidence that children’s rights have been considered and are in alignment to our policy and practice. (Promoting Positive Behaviour and Communication Policy in the first instance) | | Staff will engage in high quality professional learning opportunities around the development of our nurturing work as facilitated by the Educational Psychologist and by engaging in the ‘Renfrewshire Nurture and Relationships Approach - Nurturing Wellbeing to Build Back Better’ series.  Planned Collegiate Times will provide a framework for staff to consider and implement consistent approaches around: relational practice, restorative justice, recognition of achievements through positive reinforcement and the blueprint for behaviour.  Staff, families and learners will be invited to revisit the key principles within the ‘Promoting Positive Relationships and Communication’ policy to ensure expectations are clear, consistent and shared by all stakeholders.  Plan the Collegiate and Inservice Day Calendar in collaboration with teaching staff to include protected time for staff well- being activities.  Revisit the fortnightly online ‘Staff Health and Well Being Check in’ to ensure questions are targeted around the expected impact of the programme.  Plan the ‘Annual Coaching Calendar’ to included learning visits and conversations with staff and learners around the implementation of this programme.  Plan opportunities for self-evaluation of the programme throughout the school session and in alignment with the ‘Health and Wellbeing Action Plan.’  Identify additional evidence-based resources/programmes and activities to use to promote staff health and wellbeing within a nurturing environment. Make use of the ‘Nurture Group Network Wellbeing Toolkit for Professionals’ when mitigations permit ‘face to face’ interactions during Collegiate Times.  Promote the importance of ‘self-care’ for all stakeholders through Social Media platforms. For example, the use of ‘Action for Happiness Monthly Calendars.’  Develop outdoor learning opportunities across the school.  Encourage parents to make use of targeted online modules to support the health and wellbeing of their family and children. Targeted families will be identified during the whole school GIRFEC meetings.  Plan the Collegiate/Inservice Days Calendar in collaboration with teaching staff to include protected time for staff to reconnect with the ‘Rights of the Child’ through professional learning opportunities.  Engage in whole school self-evaluation and the creation of an action plan to drive this focus of improvement forward. Implement and review these actions.  Facilitate collaborative opportunities to discuss and review practice and implementation through professional discussion/ Collegiate Time ‘Spotlights.’  Discuss and promote the work of the ‘Rights of the Child’ through virtual Assemblies.    Promote a rights-based approach within our Parent Forum through social media and interactive newsletters. |

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| **Improvement Priority 2: Develop High Quality Learning, Teaching and Assessment Leading to Improved Attainment and Achievement in Literacy and Numeracy.** | | | | |
| **HGIOS/HGIOELC QIs**  QI: 1.1  QI: 1.2  QI: 1.3  QI: 2.2  QI: 3.2 | **NIF Priorities**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people   *Highlight as appropriate* | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| We recognise the importance of Reading as being crucial to children's development and potential for success in life. Through professional dialogue we have identified that there is an appetite amongst staff to review and improve our pedagogical practice around reading and foster a productive reading culture within our school.  We want to ensure that our children are challenged appropriately within their reading to enable them to fulfil and exceed their potential.  We will facilitate this strategic change through the implementation of the ‘Hooked on Books’ evidence-based approach. | **Staff:**  By June 2022, Teaching staff will feel better equipped, more confident and more effective when teaching reading.  By June 2022, teaching staff will benefit from having a refreshed and consistent approach to the teaching of reading across the school.  By October 2021, teaching staff will have ownership of the reading data for their class and effectively interpret the data to improve outcomes for learners.  By September 2021, specific staff members will be empowered and take ownership of the Scottish Book Trust’s ‘Reading Schools Framework’ to build on their skills as ‘Curricular Champions.  **Learners:**  By June 2022, learners will be motivated to read and be more able to transfer this skill set into their writing.  By December 2021, learners will be challenged appropriately within their reading. Equity will be provided for all learners to raise attainment through the use of online resources and materials. (PEF).  **Families:**  By May 2022, families will have a greater understanding of the importance of reading to a child’s holistic development and be provided with strategies to nurture their child’s love of books and reading at home. | We will measure the impact of this improvement objective by:  Staff will complete a baseline of staff confidence and knowledge prior to the professional learning sessions and at the end to measure the impact of this strategic change.  Learners will complete reading engagement surveys. A baseline will be taken prior to the implementation of the ‘Book Talk’ approach and at the end to ascertain any added value.  Teaching staff will facilitate a ‘Book Talk Observation Record’ as a baseline and at the end of each term. Data will be analysed and discussed.  Learners will continue to complete their ‘Termly Running Reading Records’ to monitor the level of challenge.  Learners will complete a ‘Reading Comprehension Assessment’ at the start of term and at the end to measure the accuracy and depth of reading.  Assessment data (GL) will be utilised by comparing the ‘New Group Reading Test’ Paper A and Paper B assessment to measure attainment across a school session.  ‘Critical Friend’ opportunities will be facilitated across the school for staff to engage in peer coaching around the implementation of the programme.  Annual Coaching Calendar – learning visits and learning conversations with children.  Professional dialogue at Collegiate Times and the sharing of good practice.  Professional dialogue at our ‘Getting it Right for Every Child’ and Tracking meetings. | | Plan the Collegiate/Inservice Day Calendar in collaboration with teaching staff to include protected time for online ‘Hooked on Books’ professional learning and the revisiting of the Renfrewshire Literacy and English Approach to support new teaching staff and our newly qualified teacher.  Plan the ‘Annual Coaching Calendar’ to included learning visits and conversations with staff and learners around the implementation of this programme.  Continue to raise the profile of reading for pleasure through participation in ‘World Book Day with a direct focus on books and a love of reading.  Review and revise policy and practice around this approach and incorporate an ‘Assessment Framework’ for the implementation and analysis of data.  Implement the ‘Core Reading School’ principles within the ‘Reading Schools Framework’ across the school as part of the accreditation process. |

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| **Improvement Priority 3: Develop High Quality Learning, Teaching and Assessment Leading to Improved Attainment and Achievement in Literacy and Numeracy. (Cluster Priorities)** | | | | |
| **HGIOS/HGIOELC QIs**  QI: 1.1  QI: 1.3  QI: 2.2  QI: 2.3  QI: 3.2 | **NIF Priorities**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people   *Highlight as appropriate* | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| Due to impact of COVID 19 and subsequent lockdowns, we recognise there is potential for significant negative impact on attainment levels in literacy, particularly in writing, of our pupils. We recognise that we need to provide strong curricular focus for our pupils to re-establish work routines and close the attainment gap. We also recognise the need to moderate and share standards in our school community to keep aspirations and expectations high for all learners. | Learners:  By May 2022, learners will benefit from accurate professional judgements of progress in writing, leading to improved feedback and appropriate support and challenge.  Those at key transition stages will benefit from more robust assessment information being shared with receiving staff/depts.  Staff:  By May 2022, staff will benefit from increased confidence in assessing writing due to participation in the moderation process.  By May 2022, high quality assessment processes will enable staff to make more accurate judgements of pupil progress.  By May 2022, professional judgements will show greater consistency due the increased professional dialogue.  By May 2022, a shared standard of expectations, progression and learning will increase staff aspiration for learners’ achievements.  By May 2022, Cluster relationships will benefit from sharing good practice amongst colleagues.  Families:  By May 2022, families will benefit from better, more informed judgements of pupil progress in reporting standards of writing. | We will measure the impact of this improvement objective by:  Seeking out attitudinal trends by collecting staff views in pre and post moderation questionnaires.  Scrutinising moderation templates to ensure high expectations, a shared standard and effective use of feedback.  Engaging in regular professional dialogue around a shared purpose.  Scrutinising attainment data for writing at school and cluster level.  Identifying set children (a sample from each school) whose work will be put forward for moderation across the session so that improvements in attainment due to moderation protocols eg effective feedback can be measured more precisely. | | For moderation of writing we will:  Meet to moderate writing twice per year- first date early November, second date Early May.  Focus on the key transition point of Primary/Secondary with a focus on ‘critical essay’ writing as the second piece to be moderated at the P7 stage.  To manage this process and achieve this outcome we will:  Appoint a moderation staff lead for each curricular level: early, first, second and third, across the BGE, for the cluster- they will make use of the new cluster teams page to meet on a regular basis to develop the moderation calendar and organise the moderation programme this session.  Appoint a lead in each school, at each level, as a single point of contact for moderation purposes- they will make use of the new cluster teams page to meet regularly with the Cluster leads to plan moderation exercises within their own level, collate writing pieces and organise in readiness for moderation purposes. |

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| **Improvement Priority 4: Cluster Identity, Community and Collaboration. (Cluster Priorities)** | | | | |
| **HGIOS/HGIOELC QIs**  QI: 1.1  QI: 1.4  QI: 2.6 | **NIF Priorities**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people   *Highlight as appropriate* | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| Evidence from a Cluster Working Party questionnaires issued to all stakeholders, suggested that St Benedict’s cluster staff do not always feel a sense of belonging within the cluster. The questionnaires revealed that staff would welcome the opportunity to develop a staff sense of belonging and they identified areas which could be positively impacted by this change.  Identified areas for improvement outlined opportunities to meet other colleagues from other establishments are limited which prevents limited sharing of information and good practice between establishments. The majority of respondents suggested that improved forms of communication would help achieve a sense of cluster belonging. | By April 2022, a cluster identity will be agreed and promoted within the St Benedict’s Cluster. The Cluster identity will take account of the values and culture of all establishments within the cluster and enhance these rather than create an additional set of cluster values and or new values for all.  By April 2022, all cluster stakeholders will have a clear view of who we are and what matters most to the cluster community to ensure that we are serving the needs of our school community.  By April 2022, an action plan for the use of Microsoft Teams as a platform to work together collegiately will be submitted to Cluster SLT.  By September 2021, Microsoft Teams platform will be shared to all cluster staff. This central space will provide a collaborative space to celebrate success, host events, highlight practice and pedagogy and share information. | We will measure the impact of this improvement objective by:  Launch event in each establishment will provide an opportunity to gather baseline data from all staff with regard to their expectations and training needs for using the platform.  Quantitative data will begathered to reflect the numbers of staff accessing the platform and actively engaging - this will be analysed on a termly basis.  School champions will monitor platform usage and provide a summary of usage to Cluster Senior Leadership Teams in April 2022 with suggestions for usage in 2022/23.  In February 2022, a post survey will be conducted via Microsoft Teams/Microsoft Forms, to measure impact of Microsoft Teams platform on sense of belonging for Cluster staff. | | All staff will have a platform through which to communicate, build relationships and share good practice.  Standing committees, working parties and other groups will be able to use the MS Teams platform to meet efficiently and share resources, documents, etc  A representative from each school will be involved in the organisation, maintenance and promotion of the platform in Year 1.  As we look forward to Year 2, we aim to involve more staff with shared interests, responsibilities etc and use the platform to support transition, share good practice etc. |

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| **Improvement Priority 5: Nurture a Culture of Ecological Vocation Within our School Community.** | | | | |
| **HGIOS/HGIOELC QIs**  QI: 1.2  QI: 1.3  QI: 2.2  QI: 2.3  QI: 3.1 | **NIF Priorities**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people   *Highlight as appropriate* | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| We want our children to learn in an environment where they are ecologically aware through prayer, learning and action.  We will nurture a culture of ecological vocation in our learners and school community through the implementation of the ‘Laudato Si programme.’ | **Staff:**  Will gain familiarity with the principles of the programme by focussing on the building of relationships with God and others in protecting the Earth.  Begin to implement the principles of the programme into their Religious Education planning and through interdisciplinary contexts.  Encourage the children to learn, pray and act as part of their ecological vocation.  **Learners and Families:**  Will gain familiarity with the principles of the programme by focussing on the building of relationships with God and others in protecting the Earth. | We will measure the impact of this improvement objective by:  Self-evaluation using the ‘Laudato Si’ framework and engagement in ongoing review of progress.  Quality Assurance Monitoring of Religious Education.  Professional dialogue/learning conversations with staff, parents, learners. | | Highlight key principles of the programme with staff through planned Collegiate Time.  Share the key principles of the programme with learners during virtual Assemblies.  Provide planned and organic opportunities for outdoor learning.  Implement the ‘Learn, Pray and Act’ resource cards – age and stage appropriate.  Share our learning with the wider community through Social Media. |