

Priority 2: To begin our journey towards becoming a Rights Respecting School Continuation from 2022/23? Y/N <i>(postponed from last year)</i>					
NIF PRIORITIES <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 		NIF DRIVERS <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance Information 		1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	
		2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships		3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/Developing creativity & skills for life & learning	
National Improvement Framework priorities HGIOS – self-evaluation against: Q.1 3.1	Planned Outcome By June 2024, our learners will have increased their knowledge of Children's Rights, with: All upper primary pupils can identify at least 8 rights and explain how some of these are embedded in the daily life of our school. <u>The majority of middle primary pupils</u> , can give identify at least 6 rights and explain how some of these are embedded in our daily experiences and interactions in school. The majority of lower primary can give 3 key rights and why they are important for their wellbeing.	How exactly are we going to do it? Terms 1-4: Through curriculum activities, increase children's understanding and awareness of their rights. Teaching about , through and for rights. Term 1: <ul style="list-style-type: none"> Introduce the Rights Respecting School Awards three strands to the whole school community. Work towards achieving the Bronze Rights Respecting School award. Term 2: <ul style="list-style-type: none"> Involve pupils to review our school practice against Silver Award descriptors for each of the RRSA strands. Term 3 <ul style="list-style-type: none"> Collaborate with pupils and staff to review and evidence our progress and impact Submit our evaluation/ action plans to the RRSA team for approval. Term 4 <ul style="list-style-type: none"> Silver award received? Annual parent and pupil questionnaires 	Resources and Lead Person HT (single teacher school) to lead this change in collaboration with pupils, staff and parents. UNICEF Rights Respecting Schools Learning from other schools who have achieved their RSSA.	Monitoring the impact of the priority on learners Termly – SIP monitoring form updated, specifying actions taken towards priority, impact on children and sources of evidence. By September '23 – Obtain data of children's current knowledge of rights to compare with end of session data (e.g. repeated focus group with each year) By December 2023: did pupil involvement in reviewing our school practice for RRSA strengthen pupil awareness of their rights? By March 2024: Do children contribute meaningfully in planning actions for Silver (to obtain Broze) that reflect data from the review and the unique needs of our school? By June 2024: Achievement of RRSA bronze award. Share celebration with wider community. Annual questionnaires - pupils and parents indicate that children feel valued, respected and listened.	

