

3. SCHOOL IMPROVEMENT PLAN (Session 2020 – 2021)

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources and time allocations; for example, collegiate sessions. Consideration should be given to the schools' empowerment agenda, and also to how bureaucracy will be reduced, and workload managed within the school's 35-hrs Working Time Agreement.

| Improvement Area | Outcomes for Learners / School Community INTENDED IMPACT | Key Tasks | Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date) EVIDENCE |
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| <p>School Priority 1 – Improve Attainment for all learners</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Driver School Leadership/Teacher Professionalism</p> <p>HGIOS 4 / HGIOELC QIs 1.3, 3.2</p> | <p>'Gaps' in attainment across the school are identified. A robust tracking system is in place and all staff understand their roles and responsibilities within this, leading to better quality judgements on progress in learning and ultimately improved outcomes for learners.</p> <p>All learners who are identified as receiving PEF funding are appropriately tracked and supported to achieve.</p> <p>Improved tracking and monitoring policy, process and procedure creates a consistency of expectation, approach and evaluation of learner progress across all stages of learning.</p> <p>Data is used effectively to support and challenge learners and staff to achieve beyond their expectations.</p> | <p>Identify learners across all stages who would benefit from specific numeracy and literacy interventions and coordinate with designated staff to ensure ongoing monitoring and evaluation of progress.</p> <p>Establish baseline data for session 20-21 using CAT. P3/P6/S2.</p> <p>Complete SNSA early for relevant year groups (P4/P7/S3) and use the data diagnostically to improve outcomes for learners through targeted interventions in literacy and numeracy.</p> <p>Improvement team to evaluate current approaches to tracking and monitoring progress in learning and create a school policy for improving further the approaches and achieving a degree of consistency of expectation across the school.</p> | <p>DHT Monitoring and Tracking and PT Raising Attainment (once appointed).</p> <p>DHT Monitoring and Tracking to coordinate. (Completion by October holidays)</p> <p>Relevant PTs and class teachers to plan for interventions. Liaison with DHT Monitoring and Tracking to ensure consistency of approach.</p> |

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| <p>School Priority 2 – Improving learning and teaching through building staff capacity</p> <p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Driver Teacher professionalism/School Leadership</p> <p>HGIOS?4 / HGIOELC Qis 1.3, 2.3</p> | <p>Improve the quality of teaching and learning through building staff capacity in relation to research-informed approaches (eg Visible Learning Plus programme).</p> <p>Young people experience better quality teaching and progress in learning improves as a result of their needs being more effectively met.</p> <p>Agreed approaches to what young people should experience in the classroom and what high quality teaching looks like.</p> <p>Greater consistency of experience for learners. Increased staff collective efficacy and empowerment.</p> | <p>Engage with Visible Learning Plus programme through the initial 'capability assessment' and agree a plan for further activities and staff learning opportunities with the VL consultant.</p> <p>Improvement Team to create a whole school learning and teaching policy/position paper.</p> <p>Improvement Team to consult with staff and agree a number of Learning and Teaching 'fundamentals' that can/should be expected in every lesson or episode of learning. These form the basis of future whole school observation activities.</p> <p>All teaching staff engage with research in relation to the teaching and learning approaches that have been demonstrated to make the greatest difference to learning, progress and achievement. In-service and twilight programme of opportunities.</p> | <p>DHT Learning and Teaching Impact Coaches (Visible Learning Plus programme)</p> <p>Teaching and Learning Improvement team/ PTs/PTCs</p> |
| <p>School Priority 3 – Improving the Health and Wellbeing of all learners and staff</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>NIF Driver Parental engagement/school leadership</p> <p>HGIOS?4 / HGIOELC Qis 3.1/1.3/2.7</p> | <p>All staff feel supported, are aware of and take responsibility for health and wellbeing – including their own.</p> <p>Communication is regular and appropriate with parents / carers.</p> <p>Ensure parents are supported to engage with the learning provided digitally and in school.</p> | <p>Ensure rules, routines and school values are embedded across the whole school, leading to a safe, calm and settled learning environment for all. Including Nurturing Approaches, KiVa and Emotion Works and their articulation with the national 'Respect Me' framework.</p> <p>Consult with parents in relation to communication protocols, including whole school updates, communication channels with staff and access to the right person at the right time to meet their needs. Aim to create a NWCC communication charter.</p> | <p>HT/DHT Health and Wellbeing/PTs Pupil Support/All staff</p> <p>HT - Communication Improvement Team</p> |

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| | <p>Parents/ carers know how their child / young person's learning, physical, social and emotional needs are being met.</p> | <p>Re-engage with Active Schools and plan for whole school approaches to encourage participation in sport and physical activity. Establish sport and physical activity committee with pupil leadership.</p> <p>Create a staff Health and Wellbeing improvement group with a focus on identifying opportunities to support staff Health and Wellbeing.</p> | <p>DHT HWB - School Sports and Physical Activity Student committee. Active Schools Coordinator. Other partner organisations (Youth Sport Trust?)</p> |
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Maintain: The use of PEF to ensure excellence and equity across the whole school. Supporting all staff to work across the 2-18 campus where appropriate.