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| **National Improvement Framework Priority:**  Improvement in engagement, Closing the Attainment Gap between the most and least disadvantaged children, Improvement in children’s and young people’s health and wellbeing | | | | | |
| **Focused Priority:** *Strengthen engagement within a diverse whole school community through an effective partnership approach* | | | | | |
| **HGIOS4/HGIOELC Quality Indicators** | | | **NIF drivers** | | |
| 1.5 Management of resources to promote equity  2.2 Curriculum  2.7 Partnerships  3.1 Improving Wellbeing, Equality and Improvement  3.2 Raising attainment and achievement | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Embed use of digital technologies to ensure effective engagement in learning and the life of the school for all children  Involve all parents/carers more fully in the life of the school and their child’s learning (Covid dependent)  Improve partnerships with local community partners to promote health and safety  Develop approaches to capture pupils voice (ELC and school with particular emphasis on Care experienced and ASN children)  Encourage and support family engagement across the nursery (all parents/carers)  Raise attainment through targeted intervention in curricular subjects | Continue use of Seesaw and Teams for home learning (and in contingency plan if necessary for remote learning)  Deploy new Ipads to learners with ASN with relevant apps and accessibility tools  Maintain and manage device allocation to ensure those who have limited access to devices at home are fully supported  Develop new school website and parent portal to communicate with wider school community  Maintain Twitter and Facebook (PTA and ELC pages)  Achieve recognition of strong practice in digital learning  Conceptual numeracy parent workshops  Learn With Us Sessions  Maintain high level of involvement with PTA members (broaden demographics so the group reflects the views of all)  Fully utilise partnership opportunities with Active Schools to provide positive outcomes for all children through the provision of a range of after school activities  Maintain close links with community Police, elected members, neighbours and Stagecoach to protect pupils’ safety in and around school  Raise awareness of The Promise and Children’s Rights legislation  Understanding of Nurturing Approaches and Trauma Informed Practice across teaching staff  (Emotion Works, Kitbag, Seasons for Growth, Mindfulness, Yoga, Incredible 5 point scale, sensory assessments, art club, Lego Therapy, coaching, Hidden Chimp, Sollihul, Incredible Years, interactive display)  Children clearly and fully involved in teaching and learning (metacognition, selecting IDL, involvement in 4-part model)  Offer a range of activities to cater for the needs of a wide group of parents in the life of the school  (Bookbug, Fairshare, Baby Massage, Cookery skills, Conceptual numeracy, conceptual literacy, PEEPS)  Raise awareness in STEM through the provision of high-quality learning experiences  Use Stuart Booker data to identify focus group to deliver targeted interventions in writing (particularly at P.1, P.2 and P.4) | Seesaw- nursery, P.1 and P1/2  Teams- P.2 – P.7  SfL team- SM and LM  Pupils  Class Teachers  SLT and office staff  CT leads- CS and SK  Whole school  Pupils (digital ambassadors)  Office staff  ELC team  New SLT ST?  ?  SfL-SM  All CTs and PSAs  PTA chair- CL  HT  Parents  Liz Anderson  CT- MG, PM  SLT  Community Police  Elected member- JH  Stagecoach Manager- TW  Linktown and Inverteil Community forum  HT  Whole school staff  Children  Social Work partners  Educational Psychologist- CH  PSAs  CTs  SfL  SLT  Educational Psychologist  CTs  PSAs  SfL  SLT  Children  Bookbug -all EYOs  Fairshare – all EYOs  Baby Massage – SM  Cookery Skills- KF, KM  Conceptual numeracy and literacy- SfL SM  PEEPS sessions- SS  Liaise with PT Science at Balwearie High School- KMc  CT lead?  SfL team  SLT  Cts | | Measure continuing levels of engagement. Patterns across departments?  Seesaw and Teams parent views questionnaires  Stage and Departmental discussion  Joint planning  Pupils and parents report confidence in use of Ipads with adult support lessening over time (observation and review meeting reports)  Accurate reflection of attainment shown through use of technology  Devices are used regularly to access home learning and submit assignments (track ‘hits’)  Staff questionnaire to seek views about previous website (done May 2021)  Parent questionnaire  Promote through PTA and parent newsletter  Establishment of two-way channel between school and parents (number of views)  Number of views, likes and messages received  Parental feedback  Achievement of digital literacy award  Monitor attendance at workshops  Parent feedback(qualitative and quantitative)  Monitor attendance at sessions  Continue to offer PTA meeting via Teams (this has raised attendance at meetings significantly)  Collate engagement levels across all year groups (except P.1) evident across a range of activities  Parent questionnaire( completed Jan 2021)  All stakeholders report improvement (through emails, assemblies and community meetings)  Input at INSET day Nov 2021  Enactment in practice across school through shared values  Class Charter  Pupil voice focus groups  Talking mats  Signalong  House points/values system  Eco group  Playground mediators  Pupil council  Digital ambassadors  Community representatives  School assemblies  Completion of ELC, Fife and National professional learning opportunities  Collaborative discussion to share good practice (hours identified in collegiate timetable)  Class observations  SLT focus groups with children  Discussion with children  Display  Articles of evidence  Monitor levels of engagement  Engagement reflective of meeting needs of all parents (particularly in SIMs1 and 2)  Parental feedback during cuppa chats, questionnaires and feedback discussions  Improvement in attainment levels in Maths and Science particularly (evidenced through tracking, moderation, SNSA’s and class teachers observations)  “ “ “ | Throughout the school session  Once Ipads are received SfL will set up and deploy then will be maintained throughout the school session  Throughout the school session  In June 2022 upper school DHT will recall all devices from P.7 pupils prior to transition  School website initial set up April to June 2021 – 2 CT’s released from class for one afternoon per week.  Development throughout the session through staff meetings and digital learning staff and pupil focus groups  Ongoing through the session  By end of May 2022  By January 2022  Once each term (x4 a year)  Once each term  Ongoing throughout the session  Ongoing throughout the session and at termly community meetings  INSET November 2021  Class Charter within first two weeks of Autumn term  Focus groups weekly in departments  Weekly school assemblies  Remainder ongoing throughout the session  Continuous throughout the session  Continuous throughout the session  4 hours PEF funded to protect time for targeted interventions to support ELC families with early intervention  52 week activities (to fit with new ELC KWPS operational model)  Ongoing throughout the session  Autumn and Winter terms 2021 |
| **Ongoing Evaluation** | | | | | |
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