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| **National Improvement Framework Priority:**  Priority: * Improvement in attainment, particularly in literacy and numeracy
* Improvement in employability skills and sustained, positive school-leaver destinations for all young people
 | **National Improvement Framework Drivers:****Teacher Professionalism*** Improve skills, and increase the confidence of teachers in using digital tools to enhance learning, teaching and parental engagement.

**Parental Engagement*** Ensure that every parent and family is supported to be involved and engaged in their child's education throughout their learning journey.

**School Improvement*** Support schools and settings to harness the potential of digital technologies to enhance learning, teaching and assessment.
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| **Focused Priority:** Increase pupil and staff engagement in digital technologies to support the development of digital skills for learning, life and work.  |
| **HGIOS4 Quality Indicators** |
| **1.3 – Leadership of change****2.2 – The Curriculum**2.3 – Learning, teaching and assessment2.6 - Transitions3.3 – Increasing creativity and employability |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence)*** | **Timescales** |
| By September 2021, staff are planning progressive digital learning using the PICT programme. | **Embed use of PICT planning tool**- Implement progressive planning using an aged and staged approach to the development of skills- Have in place for August 2021- Staff accessing additional planning support via interactive planning sheets on Glow | * Teaching staff
* Lesley O’Brien
 | * Planning in place in planning folders and being used
* Staff audit of impact
 | * August 2021
* May 2022
 |
| By October 2021, pupils are able to share their learning digitally with home. | **Introduction of Seesaw for Schools**- Extend app license to include all pupils- Gain parental consent and set up classes- Provide CPD and support for staff.- Share pupil profiles by Term 2- Seek parental feedback on app via Parent Council initially and then audit in January**Continue to build P4-7 skills in using Glow and Teams**- Set up a Class Teams. Ensure all P4-7 pupils can navigate Teams, participate in online meetings and respond to set tasks.- Audit BBHS use of Teams/Glow and develop identified skills to support transition. | * Lesley O’Brien
* Lesley O’Brien
* George Neilson
* Lesley O’Brien and George Neilson
 | * Percentage of families engaging with the app
	+ Accessing information
	+ Engaging with posts
* Parental Audit
* Pupil Focus Groups – P7s
 | * Ongoing monitoring
* Jan 22
* May 22
 |
| By May 22, pupils have the digital tools necessary to develop skills both in ICT and across the curriculum. | **Extension of digital resources to support skills development**- Complete an ICT audit using the curriculum drivers- Identify and plan for purchase of resources to enable all pupils to develop necessary skills across the ICT curriculum- Introduce new resources and support with CPD where necessary | * Anna Latto and Susan Beveridge
* Lesley O’Brien
 | * Audit identifies any gaps in resource provision
* Plan for resourcing identifies funding streams and timescales for resource acquisition
* Key resources in place within realistic timescales
 | * Sept/Oct 2021
* Nov 21
 |
| By May 22, children with ASN are able to access digital technology to support their learning. | **Supporting learners***- Purchase IPads to support the use of assisted technology for learning and sharing of learning with home (Clicker, Seesaw, Book Creator, Glow)*- Embed use of Clicker to support development of writing- Complete ICT referrals for children identified through ASN reviews – embed identified support technologies | * Roz Jenkins
* Anna Latto and George Neilson
* Roz Jenkins
 | * Ipads available for use by May 22
* Pupil Focus Groups – ICT as support for learning
 | * IPads ordered Aug 21
* May 22
 |
| By May 22, staff and pupils report increased engagement and confidence in using digital technologies. | **Increase engagement and confidence**- Audit pupil and staff perceptions – pre and post- Share CPD opportunities for staff – responding to any feedback given during audit- Support staff to visit Digital leaders in local schools if safety mitigations allow | * Lesley O’Brien
* Teaching Staff
 | * Staff audit
* CPD reviews
 | * Oct 21 and May 22
* Sept 21
* When allowed
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| **Ongoing Evaluation** |
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| **National Improvement Framework Priority:**  Priority: * Improvements in attainment, particularly literacy and numeracy.
 | **National Improvement Framework Drivers:****Assessment of children's progress*** Assessment should take into account the need to establish children's next steps in learning across the curriculum, with a particular focus on literacy and numeracy.

**Performance information*** It is everyone's responsibility to gather and use performance information to intervene to secure improvement for all children and young people
 |
| **Focused Priority:** Children experience a broad and coherent BGE with a focus during the recovery phase on literacy, numeracy and health & wellbeing across learning. Effective tracking and monitoring supports pupil progress. |
| **HGIOS4 Quality Indicators** |
| **1.3 – Leadership of change****2.2 – The Curriculum**2.3 – Learning, teaching and assessment3.2 – Raising attainment and achievement3.3 – Increasing creativity and employability |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence)*** | **Timescales** |
| By the end of September, WfL and Conceptual Numeracy planning and assessment approaches are in place. | **Embed WfL and Conceptual Numeracy planning and assessment**- reintroduce WfL and Conceptual Numeracy planning and use of pyramids to support L&T. Consistent use across two classes.- introduce digital records for understanding to track assessment of progress- pyramids used to support learning conversations with the children- moderation of judgements between teaching staff | * Teaching Staff
* Lesley O’Brien
 | * Planning folder and digital RfU in use
* Staff audit on impact
 | * September 21 – in place
* May 22
 |
| By January 22, a coherent approach to H&W and BGE is in place for all pupils and is embedded in our local context. | **Pilot BGE and H&W planning**- agree amendments to current planning approaches- identify and agree year most suited for 21~22- review planning and identify next steps for amendments to personalise for Pitlessie and maximise opportunities to embed learning and teaching in our local context | * Teaching Staff
* Anna Latto and Susan Beveridge
 | * Planning folder – consistent approaches observed
* Planners amended and have local opportunities to embed learning identified and signposted
* Staff audit on impact
 | * September 21 – in place
* By Jan 22 – planners amended
* May 22
 |
| By May 22, staff have increased confidence in accuracy of attainment data for pupils. | **Review standardised data** - Staff meeting focussed on revisiting SNSA and Base data.- Historical data shared and held in planning folders- review BASE and SNSA data for individuals as part of tracking meetings | * Teaching Staff
* Lesley O’Brien
* LO and staff
 | * Staff audit
* Attainment data
* Attainment over time
* Assessment evidence
* P7 BBHS maths assessment
 | * Sept and May
* Sept 21
* August 21
* Termly
 |
| EE tracker is used to identify next steps for individual pupils in attainment and achievement by May 22. | **Create Excellence and Equity tracker**- Gather attainment and achievement evidence for individuals – create an overarching tracker- Use tracker in tracking meetings to discuss individuals and any action required as a result | * Lesley O’Brien
 | * Next steps identified and actioned as per tracking meeting
* Impact noted in EE tracker
 | * In place by Jan 22
* Used termly at tracking meetings
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| **Ongoing Evaluation** |
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