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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. | | | |
| **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 assessment  2.6 - Transitions  3.3 – 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 |
| **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 assessment  3.2 – Raising attainment and achievement  3.3 – 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 |
| **Ongoing Evaluation** | | | | | |
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