Education and Learning Directorate

School / ELC Improvement Progress Reporting and Planning Return to Education and Learning

(2022 - 2023)
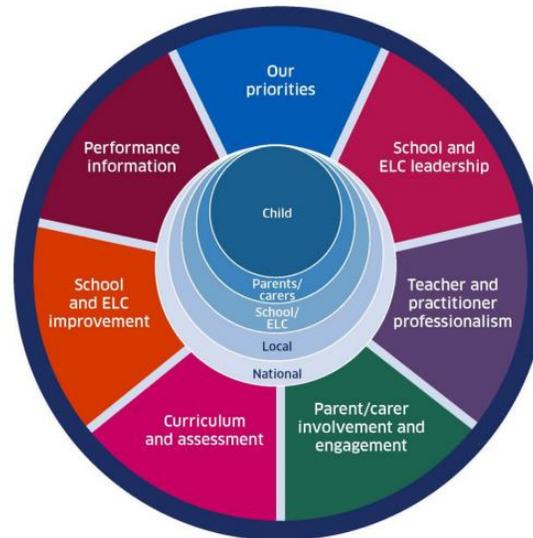
School: Brownrock (Brownhall & Caerlaverock)

Date: May 2022

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in empowering the school community and partners, and in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Partnership Mission Statement

We are aware that it is important to see our schools as one piece in the jigsaw that makes up the wider community. There is a huge range of people involved in the day to day life of our schools, and only when we work in partnership can our schools be fully effective.

Brownhall - Motto – *Believe to achieve*	Caerlaverock - Motto – *We are small but mighty*
Vision – Through learning in a caring, stimulating, healthy and holistic environment, we are given the opportunity to achieve our full potential though inspiration, fun, imagination, individuality and teamwork.	Vision – We are given the opportunity to achieve our full potential and develop our skills for learning, life and work. Through learning in a caring, stimulating, enterprising and safe environment, and through working with our partners, we shall have the self-belief and motivation to prepare us for the next chapter.
Values – Honesty, Inclusion, Respect, Friendship, Responsibility and Self-belief	Values – Teamwork, Friendship, Independence, Self-belief & Achievement
Aims – • To take responsibility for our own learning in health & wellbeing, literacy and numeracy • To self-evaluate our own learning in order to celebrate our successes and find next steps • To improve and use team work and co-operation, in school and out • To be responsible and caring, in school and out • To share our thinking and ideas with others	Aims – • To take responsibility for our own learning in health & wellbeing, literacy and numeracy • To self-evaluate our own learning in order to celebrate our successes and find next steps • To improve and use team work and co-operation, in school and out • To be responsible and caring, in school and out • To share our thinking and ideas with others

Review Date: **January 2022**

Review Activities (as appropriate):
- Through consultation with parents, staff and pupils in both schools – a Brownhall parent commented that since we are such an inclusive school, that this be reflected in our values – updated displays, leaflets & curriculum rationale
- Values are discussed and developed in school assemblies
- Child friendly versions were developed and displayed in both schools
- School Vision leaflets were developed and shared at both schools

2. School Improvement Progress Report
Include evaluative statement/s on the impact of Covid-19 on priorities.

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate *(Include evidence of impact.)*	Next Steps (Looking Forwards)
School Priority 1/ Cluster Priority: Refresh of the Digital Literacy strategy after D&G Windows 10 rollout **NIF Priority:** Improvement in attainment, providing learners with the right skills to succeed **NIF Driver:** Teacher Professionalism; Parental Engagement; Assessment of Children's Progress. **HGIOS4 / HGIOELC QIs** 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work	The Windows10 rollout by D&G was delayed for a significant length of time. This was completed in the October break in both schools, with the upgrade to WiFi and move to the remote desktop still to be completed. This has had a major impact on the range of software and hardware used to deliver our Digital Literacy learning and teaching programmes. School equipment proved challenging this session – many laptops were away for repair or had to be discarded. Laptops that were given to families during lockdown could not be connected to school network. New equipment was ordered with long delivery delays. As staff delivered different building blocks of the Digital Literacy programme, they have highlighted which programs are no longer available, and the Digital Leaders for the cluster have started to collate issues and need. These have been passed to the D&G Education ICT group as well as the Remote Desktop working party so these can be addressed. We are not yet in a position to fully refresh the current Cluster Digital Literacy Strategy, as we are still not fully cognisant of what software/ hardware is available to us. Staff feedback has shown that the staff level of confidence in Digital Literacy has decreased due to the rollout, and therefore we must focus on building this expertise within the new parameters. Within our partnership, the PT's have included all the relevant digital literacy skills into the IDL bundle planners so that they are visited on a rolling programme. We now have Digital Literacy trackers (spreadsheet format) for all pupils. Communication using the platform Class Dojo is very well established and has been consistently used with all parents. Portfolios allows parents to easily send evidence of learning through photos, videos or texts / drawings. Both PTs have been working on completing the self-evaluations for Digital Awards Scotland. As one PT has now completed his Into Headship project based on	Cluster Digital Leaders to audit the Digital Literacy Strategy to identify gaps in software and hardware, and to highlight alternatives if a piece of software is no longer available to us. A cluster Whiteboard to be set up to allow sharing of information if a member of staff has found an excellent replacement: this will build up over time. Work across stages, and across the cluster to build staff skills and confidence with the new programmes in order to deliver high quality learning and teaching. Staff to reflect on our Digital Literacy Strategy and programmes, using the Education Scotland documents "Features of Highly Effective Digital Learning, Teaching and Assessment in Schools" (January 2022) and "What Digital Learning Might Look Like". Identify next steps and then implement. Build pupil expertise in this area to allow some to act as mentors for other pupils and staff as we implement new approaches and software.

2.3 Learning teaching & assessment 2.6 Transitions; Collaborative planning and delivery; Continuity and progression in learning 3.2 Raising Attainment	Improving Literacy Skills Using Digital Technology, parents have been involved in completing questionnaires about technology at home. All teachers have completed an individual skills audit for every pupil –this has highlighted strengths along with next steps for improvement. Digital skills have been added to all our IDL bundles to ensure they are visited on a planned basis. Pupils are utilising online Word dictation and Immersive Reader.	Development of parental guides for key programs/apps. Both schools to submit evaluations for Digital Schools award
School Priority 2 Continue to develop pupil ownership of their learning and promote parental engagement **NIF Priority** Work with parents to support children to develop respect, citizenship and the foundation skills & attitudes for learning, life and work **NIF Driver** Teacher Professionalism; Parental Engagement; Assessment of Children's Progress. **HGIOS?4 / HGIOELC Qis** 2.1 Arrangements to ensure wellbeing 2.2 Skills for learning, life and work 2.4 Universal support; Targeted support; Removal of barriers to learning 2.5 Early intervention and prevention 2.7 Development of partnerships; Impact on learners 3.1 Wellbeing Inclusion and equality	We have moved our *Journals of Excellence* onto an online format through *Class Dojo.* Targets and reflections are shared with all parents and can be accessed easily on any device. Covid necessitated a significantly increased involvement with parental engagement. Almost all became more fully engaged in their child's learning as evidenced through the sharing of children's work on Class Dojo – Profiles. Teaching videos, Team meetings and *D&G Framework for Numeracy* materials supported parents with their understanding of how literacy and numeracy develop, and how they can help at home. During our review of our Vision, Values & Aims, a Brownhall parent commented that since we are such an inclusive school, that this be reflected in our values. This has been added to our Values (Brownhall) which led to us having to update leaflets, handbooks, displays…and our curriculum rationale. It was agreed that the rationale would be more user friendly as a sketch note that a body of text – the updated versions are on display around both schools and websites.	Evaluate the use of Class Dojo for sharing targets & reflections

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2.1.1 Report on the impact of PEF *(Not required for ELC if PEF has not been used for children in the nursery.)* • **Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?** • **How rigorous is the school's approach to providing robust evidence of closing the attainment gap?** • **How well are you removing barriers to learning and ensuring equity for all?**	*(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)* We continue to monitor and evaluate learners' progress through tracking of attainment and achievement, termly attainment meetings, and ongoing teacher assessment. As a result, we have clear information on the attainment of all pupils and have systems which promote excellence and equity. This includes for those facing additional challenges, eg family circumstances and financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners. We identified which of our children should be targeted by the PEF funding, and highlighted possible interventions. Priorities were established by the SMT for a range of interventions, including nurture sessions, *Closing the Literacy Gap, Literacy Ladders, Fastlane Closing the Numeracy Gap and Toe by Toe* interventions. Staff have undergone training to enable us to offer a range of interventions as needed, and to ensure we have sustainability with staff increasing their expertise. These interventions were not as effective as in previous years as we have not had an Additional Support for Learning Teacher due to long term absence, and staff covering have also been used to cover significant Covid absences to keep all classes open. The impact of these has been tracked from a baseline assessment on an ongoing basis, with the assessment used tailored to the nature of the intervention e.g. focused literacy and numeracy assessments. There are individual profiles of evidence for children that have been supported. The impact of these interventions was reviewed on a termly basis using the ongoing data, pupil evaluation and staff evaluation, as well as being discussed in attainment meetings. We have then amended priorities as an intervention has come to a natural close, or if an intervention needs to continue. We track the attainment of all pupils triangulating the evidence of formative and summative assessments in class, as well as the focused assessments of the PEF interventions. This data shows that all children supported through the PEF have made progress both in literacy and numeracy, as well as in their Health & Wellbeing. Our tracking data shows several children have significantly closed the gap caused by lockdown and other factors. We shall continue to refine the interventions, establishing priorities for the children as required. We will continue to track impact, and adapt plans as required. At Brownhall, we have invested in laptops and desktops to enable us to continue the drive to use Word Online dictation and Immersive reader to raise attainment in literacy.

2.2 Summary of Key Strengths and Areas for Improvement
(What is our capacity for continuous improvement?) **In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.**

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change • *Developing a shared vision, values and aims relevant to the school and its community* • *Strategic planning for continuous improvement* • *Implementing improvement and change.*	• Staff working effectively as a team. There is a strong ethos of sharing practice and of peer support and challenge, working within most stages, whole-school and cluster level. We continue to plan for collaborative approaches for class/level/school/cluster to take forward. • Termly attainment meetings use the data we hold for each learner, with our knowledge of the child to analyse next steps and any interventions required. We track the impact of these interventions, and adapt plans as needed. • Class assessments and SNSA (P1,4&7) used to provide data • Data is collected on an ongoing basis for all interventions, enabling us to assess the impact of these and refine as required. This data includes summative assessments for literacy and numeracy. • We have an established monitoring programme. • We evaluate the impact of our improvement agenda through focused audits for pupils, parents and staff, as well as an ongoing programme of learning talks, and sampling of work. • Of the parents that completed our annual survey, all/almost all pupils were happy with the schools. • During our review of our Vision, Values & Aims, a Brownhall parent commented that since we are such an inclusive school, that this be reflected in our values. This has been added to our Values (Brownhall) which led to us having to update leaflets, handbooks, displays…and our curriculum rationale. It was agreed that the rationale would be more user friendly as a sketch note that a body of text – the updated versions are on display around both schools and websites. • We have moved our *Journals of Excellence* onto an online format through *Class Dojo.* Targets and reflections are shared with all parents and can be accessed easily on any device.	• Continue to place improvements for our learners at the heart of self-evaluation and professional learning. • Continue to engage children in talk about next steps in learning during lessons, making their individual targets more explicit. • Senior classes in both schools continue to use HWB self-evaluations with pupils. These have now been revised to include UNCRC Articles. We now need to consider how to make use best use of this information and include in spreadsheet overview	4

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Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? *(Include evidence of impact.)*	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	• Both schools are welcoming and have a supportive, positive ethos – all children are valued as individuals. They show kindness and empathy towards each other and are enthusiastic to learn. All staff have an inclusive approach to supporting children. • Of those parents who completed S&Q online questionnaires almost all at both schools felt their children were really known as individuals and were provided with information on their child's progress that they could understand. • Our shared curriculum has been developed to reflect the local communities and learners' needs. • Planning is done collegiately across stages and between schools. • Staff know children's strengths and needs very well. They use this knowledge very effectively to plan appropriate learning experiences. They meet children's needs well through suitably differentiated tasks and activities. A few children are capable of being challenged further. In all lessons, teachers' explanations and instructions are clear. They share what is to be learned and in almost all lessons children are able to review how successful they have been. Teachers use questioning effectively to check understanding and build on prior learning. In examples of highly effective practice, teachers use questioning very well to promote higher order thinking. • Staff to begin using Digital Literacy tracking documents and incorporate digital learning through each bundled holistic plan. • All children contribute very effectively to the life of the school and the community. They participate enthusiastically in a range of well-planned learning activities. All children have opportunities to express their views through their contributions to the eco group, the health and wellbeing group and the pupil	• Senior classes in both schools continue to use HWB self-evaluations with pupils. These have now been revised to include UNCRC Articles. We now need to consider how to make use best use of this information and include in spreadsheet overview • Staff should continue to work together to ensure that all learners are familiar with their targets, the skills which they are developing and what they need to do to further improve • Evaluate the use of Class Dojo for sharing targets & reflections	4

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Quality Indicator	How well are you doing? What's working well for your learners? *(Include evidence of impact.)*	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	council. • Teachers work well collaboratively with partner school colleagues to develop planning approaches which identify clearly what is to be learned and assessed. They ensure that assessment is integral to their planning. Teachers have a clear understanding of the relationship between planned learning and teaching and ongoing assessment. They make very effective use of a variety of assessment approaches including standardised assessments. Teachers make very good use of national benchmarks when reviewing a range of assessment evidence which is valid and reliable. This includes evidence of children's ability to demonstrate their skills in different contexts across the curriculum. Teachers are becoming increasingly confident about the accuracy of their judgements regarding achievement of a level. • Through regular attainment meetings with HT, CT and ASfLT, we consider pace and progress, highlight gaps in learning, and identify appropriate strategies. We use individualised educational plans to set targets involving staff, parents and pupils. Staff discuss learners' progress and effective ways to improve learning and teaching • Learners are involved in discussions regarding their learning. Staff discuss learners' progress and effective ways to improve learning and teaching. Learning progress is shared regularly with parents through discussions and *Journals of Excellence.* • School values are displayed through each school, and we strive towards these and use assemblies to promote them. Both schools have leaflets that allow us to share our Vision, Value, Aims and Partnership Mission Statement with families. • Teachers make effective use of digital technologies to support and enrich children's learning. Children have a wide range opportunities to learn using		

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	digital approaches. These include using tablet computers to take photographs, contributing to the community website, using programmable toys and coding. Having updated our Literacy & Numeracy/maths programmes, we have increased teachers' confidence regarding Benchmarks – these also link to our trackers. • Individual pathways of learning are recorded in our Literacy, Numeracy/maths and HWB trackers. These can also be used to highlight gaps in learning, along with pace and progression. • Learners have increasing opportunities to apply new skills in a variety of contexts with the respective community, outdoor learning and IDL studies. These are further developed as through our Progression Framework for Skills for Learning, Life and Work that track individual learners and develop the 'language' of skills. • Our work with the whole cluster, along with a smaller school sub-group, on moderation has been very limited this session. • We have moved our *Journals of Excellence* onto an online format through *Class Dojo.* Targets and reflections are shared with all parents and can be accessed easily on any device. • Interventions were not as effective as in previous years as we have not had an Additional Support for Learning Teacher due to long term absence, and staff covering have also been used to cover significant Covid absences to keep all classes open.		

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Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	• Children are polite, well-behaved, motivated and enthusiastic learners - all children are valued as individuals. They show kindness and empathy towards each other and are enthusiastic to learn. All staff have an inclusive approach to supporting children. • Staff know the children and their families well and work hard to address the needs of individuals, supporting children and parents. • All staff and partners model behaviour that promotes and supports the wellbeing of all. • All staff and partners are responsive to the wellbeing of individuals. • Our learning community promotes a nurturing ethos where pupils feel safe and secure, promoting the wellbeing of all. Our children feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared for. • Attendance levels are high. Exclusions rates are now very low (0% to date this session), and inclusion is successful. • Young people understand the importance of developing their own digital skills for learning, life and work. • Of those parents who completed S&Q online questionnaires almost all at both schools felt their children were really known as individuals and all felt their child was safe at school. • All parents felt their child was treated fairly and with respect.	• Move from paper *Journals of Excellence* to electronic platform • Continue to embed Skills Programme for all • Continue to identify appropriate interventions for equity and excellence for our pupils, and use the Pupil Equity Funding to implement these interventions. • Ensure all staff are fully aware of the needs of the pupils with whom they are working, and implement relevant training as required.	
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time*	• Attainment is improving for most; the majority to almost all pupils are now achieving the expected CfE in most stages. Children's learning is supported through appropriate interventions. • Attainment data is used to highlight gaps in	• Continue to engage children in talk about next steps in learning during lessons, making their individual targets more explicit. • Senior classes in both schools continue to use HWB self-evaluations with pupils.	

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Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
• *Overall quality of learners' achievement* • *Equity for all learners* **3.2 Securing children's progress (for Early Learning Childcare)** • *Progress in communication, early language, mathematics, health and wellbeing* • *Children's progress over time* • *Overall quality of children's achievement* • *Ensuring equity for all children*	learning, then identify appropriate strategies. We use individualised educational plans to set targets involving staff, parents and pupils. Staff discuss learners' progress and effective ways to improve learning and teaching. Achievement of a level statistics are collected in June each year. • There are close working transition phases from class to class as staff continually discuss each child's progression and readiness for their next stage of development. P7 to secondary transition work has been limited due to COVID restrictions, added to the fact that none of our pupils attend the catchment school. • Through the use of our programmes of learning, teaching staff are developing their understanding of the Benchmarks in determining a learner's attainment. They will continue to increase confidence in their judgement of attainment, using the Benchmarks, to ensure that they are planning quality assessments in line with national expectations. • Staff use a wide range of assessments. This includes Scottish National Standardised Assessments (SNSA) data annually and various formative and summative assessments to assess children's skills in literacy and numeracy. • Teachers use a range of data and evidence to assess pupil progress and as a basis for professional dialogue during attainment meetings, review meetings with parents,	These have now been revised to include UNCRC Articles. We now need to consider how to make use best use of this information and include in spreadsheet overview • Staff should continue to work together to ensure that all learners are familiar with their targets, the skills which they are developing and what they need to do to further improve	

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Quality Indicator	How well are you doing? What's working well for your learners? *(Include evidence of impact.)*	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	Learning consultations and planning sessions. • Monitoring and tracking is used in Literacy, Numeracy/Maths and HWB – this is used to help identify next steps in learning. We now also have individual Digital Literacy trackers. • Interventions are have had a positive impact upon learning - not as effective as in previous years as we have not had an Additional Support for Learning Teacher due to long term absence, and staff covering have also been used to cover significant Covid absences to keep all classes open. • Closing the Literacy Gap/ Fast Lane projects have been developed in both schools thus increasing confidence and raising attainment. This has involved pupils from P2 to P7 and has impacted upon spelling and reading attainment. • Supported by PEF, we are receiving training in *Closing the Numeracy Gap*, and during Attainment Meetings, have highlighted the learners that will be involved in this project. • Our ASfL, Early and First Level teachers have completed Numeracy Recovery training. • We have parent/pupil friendly versions of our School Improvement Plan and progress report. • Spanish has been introduced and is being further developed in P5-7at Brownhall and P4-7 at Caerlaverock. BYC French Framework is embedded in P1/2 in both schools, with the older classes undertaking at least the P3 programme. • Pupil profile folders are used by staff and		

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	pupils, four times a year, to demonstrate a record of best work completed. • Staff, including support staff, know the children who are facing barriers in their learning well, and provide them with appropriately individualised pathways of support to help them develop their skills. Senior leaders and staff are using Pupil Equity Funding (PEF) to enhance their staffing complement. • Interventions were not as effective as in previous years as we have not had an Additional Support for Learning Teacher due to long term absence, and staff covering have also been used to cover significant Covid absences to keep all classes open. • We have moved our *Journals of Excellence* onto an online format through *Class Dojo,* to engage parents in their children's learning and promote discussion at home. Targets and reflections are shared with all parents and can be accessed easily on any device. A bank of comments has been created to support teachers in targets setting and set the standard.		
2.2 Curriculum: Theme 3 Learning Pathways	• Vision, Values and Aims have been re-visited at assemblies and through questionnaires with families (parents – just before first lockdown). • Staff and partners are providing more opportunities to develop skills for learning, life and work in motivating contexts for learning. • Our curriculum is planned to offer flexible learning pathways building on prior learning. Pupils have input into their learning journeys	• Continue to develop and embed our Digital Literacy Skills programme • Enterprise opportunities are the focus for two IDL bundles to ensure coverage throughout both schools • Time is built into collegiate sessions to share transition information/records with the next teacher, thus ensuring staff have a greater knowledge of previous learning and ensuring appropriate challenge	

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Quality Indicator	How well are you doing? What's working well for your learners? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	and discuss their next steps with a member of staff regularly. • All staff take responsibility for developing literacy, numeracy, health and well-being and digital literacy across the curriculum. Learners demonstrate these skills in a variety of meaningful contexts. • We have strategies in place for Literacy, Numeracy and Health & Wellbeing that include a wide range of interventions we select from on an individual basis when a need is identified. • Digital technologies are promoted across the curriculum enabling young people to be creative and use a range of digital technologies to meet a personal or social need.		
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	• We have moved our *Journals of Excellence* onto an online format through *Class Dojo,* to engage parents in their children's learning and promote discussion at home. Targets and reflections are shared with all parents and can be accessed easily on any device. A bank of comments has been created to support teachers in targets setting and set the standard. • Once again, our learner conferences include pupils and parents together in conversation about pupil learning, and next steps. This has increased parental awareness of their child's learning journey. • Several children were selected to participate in the *FastLane, Closing the Literacy and Numeracy Gaps* project. • Caerlaverock Primary has worked very closely	• Continue to provide increased opportunities for peer visits within school, partnership, cluster and wider – SWEIC Family • Continue to release teachers for development work, peer observations • Extend the range of workshops offered to parents, including opportunities for pupils to lead the workshops e.g. literacy, numeracy and digital literacy	

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	with the local area and regularly shares school news on community website. • Brownhall has Glow Blog upon which news, photographs and stories are shared. • Of those parents who completed S&Q online questionnaires almost all at both schools felt their children were really known as individuals.		

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3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(Limit the number of priorities to ensure they are manageable and achievable.)*

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, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.			
Improvement Area	**How are you using pupil equity funding to improve outcomes for learners?**		
	Outcomes for Learners / School Community	**Key Tasks**	**Planned Management of Improvement Area** (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
School Priority 1 (Cluster Priority) Digital Literacy **NIF Priority:** Improvement in attainment, providing learners with the right skills to succeed **NIF Driver:** Teacher Professionalism; Parental Engagement; Assessment of Children's Progress. **HGIOS4** 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching & assessment 2.6 Transitions;	Improve staff skill and confidence in the software and hardware now available to us. This will then ensure high quality learning and teaching of digital literacy both in school and across the cluster. Using the Education Scotland documents "Features of Highly Effective Digital Learning, Teaching and Assessment in Schools" (January 2022) and "What Digital Learning Might Look Like" will support each school to ascertain where they currently are within their Digital Schools Journey. This will build consistency across the cluster schools to ensure that all our learners are offered the same range of applications to equip them with the necessary skills for life and work. Provision of high quality learning and teaching in a range of applications will equip pupils with digital skills, creativity and flexibility. This will support attainment and achievement both within the digital literacy curriculum, and across the curriculum. Learners will be able to enrich their learning accordingly.	Digital reps from the cluster schools to meet and review the situation following the W10 rollout: establish where each school is currently in their Digital Schools Journey. Each school to audit their practice using the Education Scotland documents "Features of Highly Effective Digital Learning, Teaching and Assessment in Schools" (January 2022) and "What Digital Learning Might Look Like". Cluster Digital Leaders to collate results and identify priorities for each school and across the cluster. Cluster Digital Leaders to audit the Digital Literacy Strategy to identify gaps in software and hardware, and to highlight alternatives if a piece of software is no longer available to us. A cluster Whiteboard to be set up to allow sharing of information if a member of staff has found an excellent replacement: this will build up over time. Work across stages, and across the cluster to build staff skills with the new programmes in order to deliver high quality learning and teaching. Staff to review progress and identify next steps.	School digital reps and Cluster Digital Leaders March to May 2022 School digital reps, whole staff in each school May 2022 (allocated collegial time) Cluster Digital Leaders June 2022 (released by cluster- 2 days) Cluster Digital Leaders April to June 2022 (released by cluster) Cluster Digital Leaders June 2022; all staff to add on an ongoing basis. School digital reps, all school staff August 2022 to February 2023 3x collegial cluster across the session- dates to be decided Whole staff audit Feb INSET 2023

Collaborative planning and delivery; Continuity and progression in learning 3.2 Raising Attainment	Identify pupils who demonstrate flair and expertise in Digital Literacy: enhance their achievement in this area through mentoring other pupils. Build parent confidence in and across Digital Literacy. This will enable parents to support their child's learning appropriately.	Refine and extend our pupil Digital Leaders group: building pupil expertise in this area. The pupil Digital Leaders to then act as mentors for other pupils and staff as we implement new approaches and software. As soon as safety mitigations allow, develop and offer digital workshops for parents and inter-generational, led by pupils and staff. Development of parental guides for key programmes/applications. Submit final evaluations for Digital school award	School digital reps, class teachers Initiate June 2022 Implement August 2022 Review Feb INSET 2023 Ongoing through the session As each unit is developed PT time
School Priority 2 Register and participate in Rights Respecting school programme **NIF Priority** School improvement Teacher Professionalism **NIF Driver** Curriculum and assessment. School improvement. **HGIOS?4** 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work	Create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. Together young people and the school community learn about children's rights, putting them into practice every day - • Children are healthier and happier • Children feel safe • Children have better relationships • Children become active and involved in school life and the wider world	Register with RRSA Embed a child rights approach into all aspects of school life Become yourself with the main aspects of the RRSA. In particular the three Strands of the RRSA Become familiar with the United Nations Convention on the Rights of the Child – the principles at the centre of the RRSA.	SMT time throughout the year Whole school assemblies whole staff in each school (allocated collegial time)

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School Priority 3 Register and participate in Learning for Sustainability **NIF Priority** School improvement Teacher Professionalism **NIF Driver** Curriculum and assessment. School improvement. **HGIOS?** 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work	Enables learners, teachers and school communities to build a socially-just, sustainable and equitable society. Weave together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences • Ensure that learners receive their entitlement to learning for sustainability • increasing the confidence, skills and attainment of learners in your school • adopt a whole school and community approach to learning for sustainability	Examine the connections between LfS in schools and children's rights Embed a LfS approach into all aspects of school life Discuss aims, challenges and barriers, and to jointly develop short, medium and long term plans of goals and actions with Climate Champion (LMcA) Re-visit IDL bundles to align with LfS	SMT time throughout the year Whole school assemblies whole staff in each school (allocated collegial time)

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