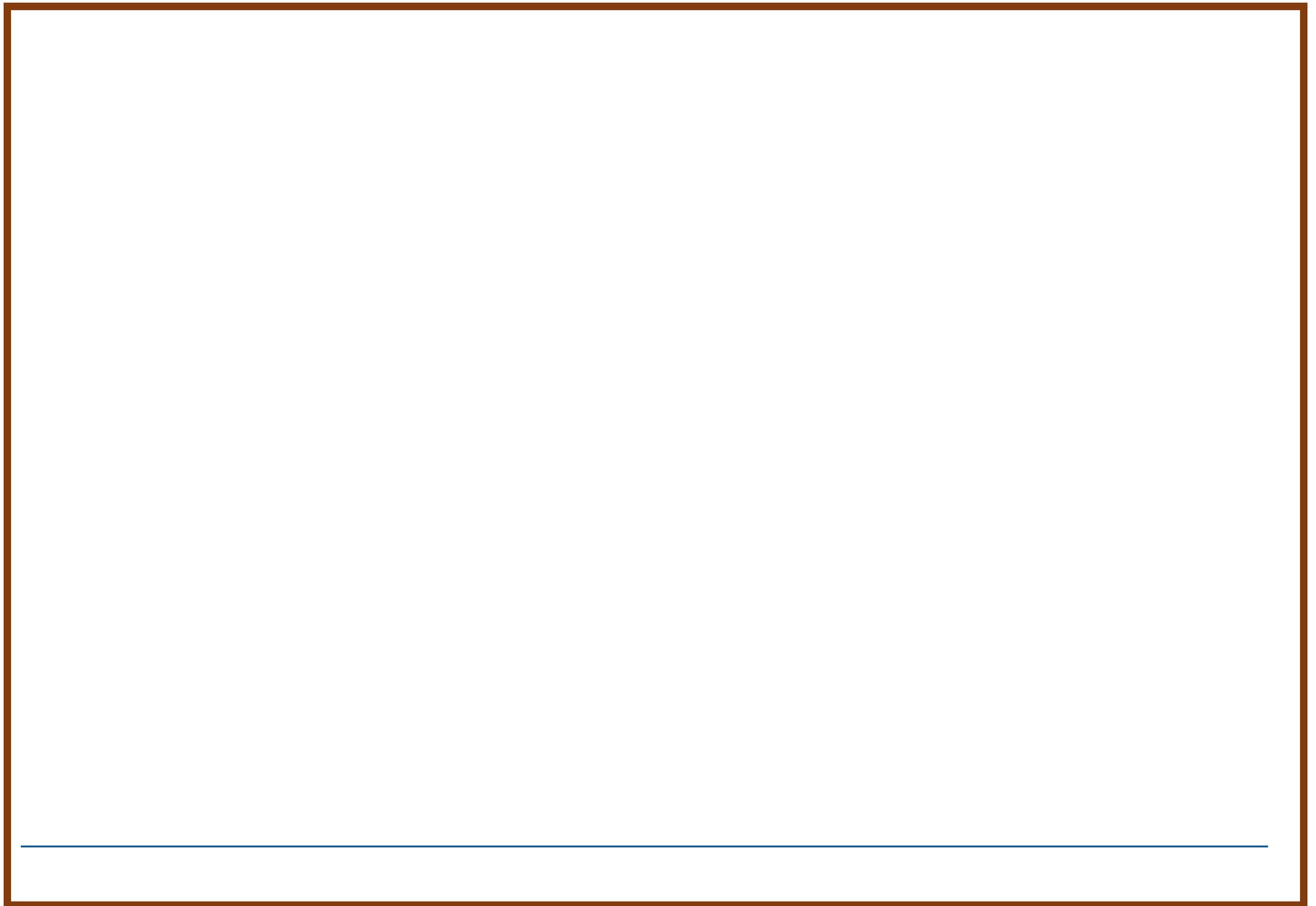


# ROSEBURN PRIMARY SCHOOL

School Improvement Plan

Session 19/20





Priority 1a	To raise attainment in literacy: writing	Overall Responsibility	HT/RACI Group
Measurable Outcomes	By the end of session there will be an increase in <ul style="list-style-type: none"> <li>• Numbers of P7 learners achieving second level by 5% (on track)</li> <li>• Numbers of P4 learners achieving first level by 5% (on track)</li> <li>• Numbers of P1 learners achieving early level by 5% (on track)</li> <li>• Numbers of identified learners achieving expected level (on track) by 5%</li> </ul>		
Outcomes	By the end of session there will be <ul style="list-style-type: none"> <li>• Increased staff confidence in teaching writing</li> <li>• Increased attainment in writing at all levels</li> <li>• Progressive writing planners with focus on literacy across learning (IDL) developed</li> <li>• A range of home and family learning activities to support writing</li> </ul>		
<b>NIF Priority 1</b> <b>Improvement in attainment/achievement, particularly in literacy and numeracy</b>		<b>QIs/Themes</b> <b>1.1 Analysis And Evaluation Of Intelligence And Data</b> <b>2.3 Effective Use Of Assessment</b> <b>2.3 Planning, Tracking And Monitoring</b> <b>3.2 Attainment In Literacy And Numeracy</b>	
<b>Tasks</b>		<b>Resources</b>	<b>Time</b>
<ul style="list-style-type: none"> <li>• Audit staff confidence</li> <li>• Establish RACI group</li> <li>• Establish parent focus group</li> <li>• Analyse attainment in writing over time</li> <li>• Identify strengths and weaknesses: cohorts and themes taught</li> </ul>		<ul style="list-style-type: none"> <li>• Learning and Teaching meetings</li> <li>• RACI 8hours</li> </ul>	<ul style="list-style-type: none"> <li>• June 2019</li> <li>• August 2019</li> <li>• September 2019</li> </ul>
		<b>Progress &amp; Impact</b>	
		<ul style="list-style-type: none"> <li>•</li> </ul>	

<ul style="list-style-type: none"> <li>• Audit current Writing policy &amp; planners</li> <li>• Discuss standards with high school and nursery colleagues (what is the perception of the school's strength in writing?)</li> <li>• Discuss/ engage with Parent Focus group and agree appropriate home learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Staff survey and meetings</li> <li>• Parent Council survey and tasks</li> </ul>	<ul style="list-style-type: none"> <li>• 1 staff meeting x 1 hour and time for coordinator to collate (August 2019)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Consult authority or other appropriate guidance</li> <li>• Consider Teachmeet / Edinburgh Learns Teachmeet for writing</li> <li>• Plan use of digital resources</li> </ul>	<ul style="list-style-type: none"> <li>• City of Edinburgh Writing Strategy Guidance</li> <li>• CLPL x 2 teachers</li> <li>• Refer to Equity Framework</li> </ul>	<ul style="list-style-type: none"> <li>• Time for coordinator to collate</li> <li>• (August /September 2019)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Identify groups for targeted interventions at points of transition and across the session</li> <li>• Plan ASL learning for interventions and regular review of effectiveness</li> <li>• Timetable PSAs / volunteers/parent helpers</li> <li>• Ensure 'Entitlements' accessed for Equity cohorts</li> </ul>	<ul style="list-style-type: none"> <li>• ASL, SfL, PSA, home learning group, data on target groups</li> <li>• Consultations with parent focus group</li> <li>• Edinburgh Learns Entitlements</li> <li>• Termly class teacher/SLT meetings</li> </ul>	<ul style="list-style-type: none"> <li>• August 2019</li> <li>• Termly focus with CTs, SfL PSAs and parents.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Review approach to teaching spelling and identify strategies to be used (good practice)</li> <li>• Research and review spelling resources and evaluate their effectiveness</li> <li>• Agree progression and ensure consistency of approaches across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Edinburgh Writing Strategy</li> <li>• Spelling – Hilary Aitken</li> <li>• RACI Group</li> </ul>	<ul style="list-style-type: none"> <li>• CAT session 25 September 2019</li> <li>• RACI group, Learning &amp; Teaching</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<ul style="list-style-type: none"> <li>• Purchase Edinburgh phonics posters and create 'rulers'</li> </ul>	<ul style="list-style-type: none"> <li>• ASL coordinator</li> </ul>	<ul style="list-style-type: none"> <li>meeting 4 Oct 2019</li> </ul>	
<ul style="list-style-type: none"> <li>• Raise awareness of priority in writing with children.</li> <li>• Whole school writing theme- based on 125 Anniversary use different genres at each year group</li> <li>• Self-evaluate individual progress, monitor progress using Bonus ball.</li> <li>• Feedback to staff shared.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT and Literacy coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Fortnightly meets with pupil groups</li> <li>• Termly assembly launch</li> <li>• Weekly Bonus ball</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Planning and Moderation Sessions <ul style="list-style-type: none"> <li>• Agree Es and Os</li> <li>• Agree pedagogy</li> <li>• Agree success criteria</li> <li>• Agree standards</li> <li>• RACI Literacy group</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Meetings</li> <li>• Motivating resources</li> </ul>	<ul style="list-style-type: none"> <li>• RACI group meetings 4x 2 hours</li> <li>• Cover for coordinator</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Plan high quality CLPL for all staff in writing.</li> <li>• Arrange best practice visits and peer observations</li> <li>• Carry out the Lesson Study approach with all teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Motivating resources</li> <li>• Literacy coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• 6 September 2019 CAT 1</li> <li>• 24 Jan, 28 Feb &amp; 13 March</li> </ul>	
<ul style="list-style-type: none"> <li>• Cluster moderation of writing at all levels from E – Fourth Level</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy coordinator</li> <li>• Cluster reps</li> </ul>	<ul style="list-style-type: none"> <li>• Cluster CATs</li> <li>• 8/ 29 November 2019</li> </ul>	
<ul style="list-style-type: none"> <li>• P1, P4, P7 Standardised assessments to be completed</li> <li>• Benchmark data to be gathered</li> </ul>	<ul style="list-style-type: none"> <li>• SLT/CTs</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation of time in line with WTA</li> <li>• SLT meetings</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<ul style="list-style-type: none"><li>• Writing levels to be entered on SEEMIS for collation by CEC/ES</li></ul>	<ul style="list-style-type: none"><li>• SLT</li><li>• CTs/Admin</li></ul>	<ul style="list-style-type: none"><li>• Administrative time</li><li>• SLT meetings May 2020</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
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Priority 1b	To improve teaching and learning through collaborative enquiry	Overall Responsibility	HT	
Measurable Outcomes	<ul style="list-style-type: none"> <li>• Through surveys, dialogue and self-evaluation staff demonstrate confidence to discuss learning and teaching with colleagues.</li> <li>• Knowledge of writing, differentiation, progression and pace is improved; impacting attainment.</li> <li>• Feedback is meaningful and a supportive culture is created.</li> </ul>			
Outcomes	<ul style="list-style-type: none"> <li>• Staff apply relevant findings from Lesson Study collaborative enquiry to improve learning and teaching of writing.</li> <li>• All staff agree a consistent pedagogical approach and common language of learning to teaching of writing</li> </ul>			
<b>NIF Priority 1</b> <b>Improvement in attainment/achievement, particularly in literacy and numeracy</b> <b>NIF Priority 2</b> <b>Closing the attainment gap between the most and least disadvantaged children and young people</b>		<b>QIs/Themes</b> <b>1.1 Analysis And Evaluation Of Intelligence And Data</b> <b>2.3 Effective Use Of Assessment</b> <b>2.3 Planning, Tracking And Monitoring</b> <b>3.2 Attainment In Literacy And Numeracy</b>		
<b>Tasks</b>		<b>Resources</b>	<b>Time</b>	<b>Progress &amp; Impact</b>
<ul style="list-style-type: none"> <li>• Engage with Lesson Study approach</li> <li>• Agree collegiate enquiry focus for whole school</li> <li>• Audit assessment of enquiry area status across the school</li> <li>• Audit results/feedback to be shared with staff</li> </ul>		<ul style="list-style-type: none"> <li>• Cover (1 /2 days)</li> <li>• Staff meetings</li> <li>• Audit resources</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2020</li> <li>• August 2020</li> <li>• (Feedback)</li> </ul>	•
<ul style="list-style-type: none"> <li>• Audit current staff views of impact and effectiveness of existing collegiate planning/professional dialogue.</li> <li>• Identify professional learning, reading/research, expert support</li> </ul>		<ul style="list-style-type: none"> <li>• Staff survey</li> </ul>	<ul style="list-style-type: none"> <li>• 5 minutes per survey and time for coordinator to collate (January 2019)</li> </ul>	•

<ul style="list-style-type: none"> <li>• Arrange teachers into Lesson Study trios</li> <li>• Plan timetable for research lessons (each cycle to be completed in 1/2 weeks – different trios can be staggered to support cover)</li> <li>• Share focus of Lesson Study and criteria for Case Pupils (e.g. one top 20%, one middle 60%, one lower 20% - ideally SIMD 1/2 and/or LAC where possible)</li> <li>• Commence planning of first research lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• In-service day</li> <li>• Edinburgh Learns Teaching and Learning Team</li> <li>• Lesson Study Workbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Half day</li> <li>• Time to plan timetable</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>First Research Lesson</p> <ul style="list-style-type: none"> <li>• Trios plan first research lesson</li> <li>• Teacher A delivers research lesson</li> <li>• Teachers interview case pupils</li> <li>• Trio evaluates lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Study Workbook</li> <li>• Research sources</li> <li>• Staff time for planning and evaluating (CAT or included in 35 hour week)</li> <li>• 6 hours cover per trio (2 hours per research lesson)</li> </ul>	<p>Time allocation for one research lesson (need 3 per trio ideally over 1-2 weeks)</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Second Research Lesson</p> <ul style="list-style-type: none"> <li>• Trios plan second research lesson</li> <li>• Teacher B delivers research lesson</li> <li>• Teachers interview case pupils</li> <li>• Trio evaluates lesson</li> </ul>		<p>Timing 2 hours (max) 1 hour (cover required for teachers B and C)</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Third Research Lesson</p> <ul style="list-style-type: none"> <li>• Trios plan third research lesson</li> <li>• Teacher C delivers research lesson</li> <li>• Teachers interview case pupils</li> <li>• Trio evaluates lesson</li> </ul>		<ul style="list-style-type: none"> <li>- 15 minutes (cover required for pupil interviews)</li> <li>- 45 minutes (cover to evaluate lesson)</li> <li>• X 3</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<ul style="list-style-type: none"> <li>• Engage with Edinburgh Learns Teaching and Learning Team to support evaluation of the process.</li> <li>• Audit assessment of enquiry area status across the school – post-hoc.</li> <li>• Audit current staff views of impact and effectiveness of existing collegiate planning/professional dialogue –post hoc.</li> <li>• Audit results/feedback to be shared with staff</li> <li>• Whole staff reflect on lesson study process.</li> <li>• Whole staff identifies improved pedagogy and consistent pedagogical approach</li> <li>• Agree evaluate Lesson Study and agree on future use</li> </ul>	<ul style="list-style-type: none"> <li>• Collegiate evaluation sheets</li> <li>• Pupil interview records</li> <li>• Audit results</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 1 hour staff meeting or CAT</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
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Priority 2a	To support the social and emotional needs of learners, and staff overcoming barriers to learning	Overall Responsibility	HT	
Measurable Outcomes	<ul style="list-style-type: none"> <li>Using Boxall Questionnaires/ Seasons for Growth identified children show improvement in wellbeing and scores increase by 5%</li> <li>SHANARRI wheel have improved measures of wellbeing for almost all learners.</li> <li>Pupil wellbeing questionnaire show almost all learners state improvement in feelings of wellbeing.</li> <li>Staff reflections and evaluations identify use of strategies from Being Well Teaching Well have been adopted.</li> </ul>			
Outcomes	<ul style="list-style-type: none"> <li>Improvement in staff health and wellbeing</li> <li>Improvement in pupil health and wellbeing</li> <li>Parents are more confident about supporting their child emotionally.</li> <li>Improvement in staff skill and confidence in assessing, planning appropriate targets and implementing effective strategies to support learners' emotional needs and engagement in learning</li> </ul>			
<b>NIF Priority</b>  <b>NIF Priority 3 – Improvement In children and young people’s health and wellbeing</b>  <b>NIF Priority 2 - Closing the attainment gap between the most and least disadvantaged children and young people</b>		<b>QIs/Themes</b> <b>1.1 Analysis And Evaluation Of Intelligence And Data</b> <b>2.3 Effective Use Of Assessment</b> <b>2.3 Planning, Tracking And Monitoring</b> <b>3.2 Attainment In Literacy And Numeracy</b>		
<b>Tasks</b>		<b>Resources</b>	<b>Time</b>	<b>Progress &amp; Impact</b>
<ul style="list-style-type: none"> <li>1 in 5 Train the Trainer training</li> <li>Poverty awareness: Input from 1 in 5 Trainer</li> <li>ACEs trauma informed practice, care and welfare policy for all staff</li> </ul>		<ul style="list-style-type: none"> <li>1 day cover for training</li> <li>1 in 5 resources</li> </ul>	<ul style="list-style-type: none"> <li>June 2019</li> <li>In-service Day 2</li> <li>13 August 2019</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<ul style="list-style-type: none"> <li>• PEF funded teacher to develop the use of progressive PE programmes such as Better Movers, Better Thinkers and Basic Moves.</li> <li>• Review and evaluate PE programmes (good practice).</li> <li>• Update PE resources.</li> </ul>	<ul style="list-style-type: none"> <li>• PEF Teacher</li> <li>• Better Movers</li> <li>• Better Thinkers</li> <li>• Edinburgh PE Planners</li> </ul>	<ul style="list-style-type: none"> <li>• August 2019- June 2020</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Review Homework Club.</li> <li>• Continue to support identified learners or other learners identified by staff as needing support with home learning.</li> </ul>	<ul style="list-style-type: none"> <li>• PSA x2</li> <li>• PEF funded</li> </ul>	<ul style="list-style-type: none"> <li>• June 2020</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Reintroduce Family Learning programme Raising Children With Confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• RCWC updated programme</li> <li>• HT/Trainer</li> </ul>	<ul style="list-style-type: none"> <li>• June 2020</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Principal Teacher to provide cover for staff to support the implementation of Seasons for Growth</li> </ul>	<ul style="list-style-type: none"> <li>• Seasons for Growth</li> <li>• Teacher /PSA</li> </ul>	<ul style="list-style-type: none"> <li>• June 2020</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• To promote the personal development and well-being of pupils through work in school with individuals, families and outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Roseburn Leuven Scale</li> <li>• Boxall Profiling</li> <li>• SHANARRI wheels</li> <li>• Bonus Ball</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Whole Staff Professional Learning: Being Well Teaching Well</li> <li>• Self-Care</li> </ul>	<ul style="list-style-type: none"> <li>• Hive of Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• 12 August 2019 9am-12</li> <li>• 10 January 2020 1 hr</li> <li>• 22 May 2020 1hr</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<ul style="list-style-type: none"> <li>• Whole school Nurture Training</li> <li>• All staff to engage in Edinburgh Nurture Framework</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Whole school Nurture audit</li> </ul>	<ul style="list-style-type: none"> <li>• In Service day 21 October 2019</li> <li>• Learning and Teaching Meetings</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Develop a Nurture base (progress may be impacted by planned building refurbishment)</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• PT</li> <li>• Resources</li> </ul>	<ul style="list-style-type: none"> <li>• June 2020</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• PT to be trained in Nurture</li> </ul>	<ul style="list-style-type: none"> <li>• 2 day cover (PEF)</li> </ul>	<ul style="list-style-type: none"> <li>• September 2019</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Nurture Groups: learners identified for nurture support</li> </ul>	<ul style="list-style-type: none"> <li>• PT</li> <li>• Nurture</li> </ul>	<ul style="list-style-type: none"> <li>• September 2019- June 2020</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>SWAP work with Brendan Conroy from Nuffield 4 sessions with p6 and p7</p> <ul style="list-style-type: none"> <li>• physical health</li> <li>• nutrition and hydration</li> <li>• sleep</li> <li>• emotional health</li> </ul>	<ul style="list-style-type: none"> <li>• Nuffield health Trainer</li> <li>• Nuffield Wellbeing Resources</li> </ul>	<ul style="list-style-type: none"> <li>• September 2019- June 2020</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Building Resilience programme continued for the third year to support children's wellbeing.</li> <li>• HT will send out parent information for each unit and information to staff re resilience tools.</li> <li>• Class teachers will incorporate into their own planning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• HT to lead assemblies</li> <li>• N-P3, P4-7 using resource.</li> <li>• Building Resilience Year 3</li> <li>• Building Resilience Pupil questionnaire</li> </ul>	<p>From August 2019- June 2020</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

<ul style="list-style-type: none"><li>• Hanen training for all Early Year Staff</li></ul>	<ul style="list-style-type: none"><li>• Hanen Course Trainers</li><li>• Hanen Resources</li></ul>	In Service 21 October 2019	
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Priority 2b	Whole school approach to plan and deliver improvements in food and health (action plan for Food for Thought)	Overall Responsibility	Kelly Thirgood/HT
Measurable Outcomes	<ul style="list-style-type: none"> <li>• Pre and post evaluation using survey monkey with all stakeholders</li> <li>• Content of presentations -demonstrating knowledge skills and attitudes</li> </ul>		
Outcomes	<ul style="list-style-type: none"> <li>• Learners will develop breadth and depth of knowledge skills and attitudes.</li> <li>• To create a progressive and equitable experience across all year groups: HWB Food for Thought.</li> <li>• To create a progression of food technology skills from Early- Second levels.</li> <li>• To improve the physical health of learners by increasing opportunities for developing teacher capacity and confidence in Food Education.</li> </ul>		
<b>NIF Priority 3 Improvement In Children And Young People's Health And Wellbeing</b>		<b>QIs/Themes</b> <b>1.1 Analysis And Evaluation Of Intelligence And Data</b> <b>2.3 Effective Use Of Assessment</b> <b>2.3 Planning, Tracking And Monitoring</b> <b>3.2 Attainment In Literacy And Numeracy</b>	
<b>Tasks</b>	<b>Resources</b>	<b>Time</b>	<b>Progress &amp; Impact</b>
<ul style="list-style-type: none"> <li>• Staff training in Food Education</li> <li>• Share Food for Thought action plan with staff</li> <li>• Share with learners at assemblies</li> <li>• Waste Awareness by ECO team: Waste Warriors</li> <li>• Establish RACI Group</li> </ul>	<ul style="list-style-type: none"> <li>• (CEC) Cecil course</li> <li>• Weigh lunch waste</li> </ul>	<ul style="list-style-type: none"> <li>• August 2019</li> <li>• Ongoing as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<ul style="list-style-type: none"> <li>• RACI group to purchase portable trolley and equipment to develop skills</li> <li>• RACI to create progression of identified food technology skills</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase equipment</li> <li>• Food Technology Progression Plans</li> </ul>	<ul style="list-style-type: none"> <li>• August 2019</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Visit from farmer (p1)</li> <li>• Visit to local farm (p3)</li> <li>• Visit to and from Sainsburys' re food waste (p7)</li> <li>• Classes to use food trolley</li> <li>• Shelter assembly x2</li> <li>• Follow up with House visit and visit to Shelter</li> <li>• Social Bite to visit House Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Janet Beard</li> <li>• Local communities</li> <li>• CEC Food Technology progression plans</li> <li>• Shelter presentations from community link team</li> <li>• Social Bite link with parent</li> </ul>	<ul style="list-style-type: none"> <li>• September 2019</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• All House Teams identify favourite healthy recipe and produce fact sheet</li> <li>• Each House to cover one of the following and share</li> <li>• Big questions...</li> <li>• Journey of food</li> <li>• Healthy eating</li> <li>• Food waste</li> </ul>	<ul style="list-style-type: none"> <li>• Global Goals website and information packs</li> <li>• Food Waste Primary Education packs</li> <li>• <a href="https://www.zerowastescotland.org.uk/">https://www.zerowastescotland.org.uk/</a></li> </ul>	<ul style="list-style-type: none"> <li>• October to November 2019</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• House Teams to identify either a focus on Global Goal 2 and Global 12</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.globalgoals.org/">https://www.globalgoals.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>• November 2019</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<ul style="list-style-type: none"> <li>• Each House to create online learning journey using digital technologies and share on website</li> <li>• House presentation to each other and families</li> </ul>	<ul style="list-style-type: none"> <li>• House meetings</li> </ul>	<ul style="list-style-type: none"> <li>• December 2019</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• All stakeholders contribute to self-evaluation of progress</li> <li>• Completion of Food for Thought project report</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and self-evaluation data</li> </ul>	<ul style="list-style-type: none"> <li>• January 2020</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Progress Silver RRS action plan</li> <li>• To include: Gobal Goals within House teams and Enterprise with VIRGIN money in classes</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Priority 3	To develop progressive digital programme with relevant learning experiences	Overall Responsibility	Digital Coordinators/HT
Measurable Outcomes	<ul style="list-style-type: none"> <li>• Staff will be knowledgeable about school digital strategy.</li> <li>• Staff self-evaluation identifies improved confidence in Microsoft 360/ apps</li> <li>• Learning rounds, SLT / Teacher planning meetings, Bonus ball identify improved use of digital technologies to enhance learning.</li> </ul>		
Outcomes	<ul style="list-style-type: none"> <li>• Technologies outcomes embedded in T&amp;L.</li> <li>• Technology used to close attainment gap.</li> <li>• All staff have a baseline of knowledge for use of technology in the classroom.</li> <li>• Refresh completed successfully.</li> <li>• There will be 1:2 devices (in a box) available for a class at each level.</li> </ul>		
<b>NIF Priority 4- – Improvement In Employability Skills And Sustained, Positive School Leaver Destinations For All Young People</b>		<b>QIs/Themes</b> <b>1.1 Analysis And Evaluation Of Intelligence And Data</b> <b>2.3 Effective Use Of Assessment</b> <b>2.3 Planning, Tracking And Monitoring</b> <b>3.2 Attainment In Literacy And Numeracy</b>	
<b>Tasks</b>	<b>Resources</b>	<b>Time</b>	<b>Progress &amp; Impact</b>
<ul style="list-style-type: none"> <li>• Plan refresh and purchase additional technologies</li> <li>• Achieve equity of resources through P1-7</li> <li>• Ensure that there is sufficient digital technology in each class</li> <li>• Plan use of 'class in box' technology</li> </ul>	<ul style="list-style-type: none"> <li>• Switch it up /digital meeting</li> <li>• Switch/ purchase additional 360 laptops</li> </ul>	<ul style="list-style-type: none"> <li>• RACI group</li> <li>• 8 hours</li> <li>• September 2019</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>• Purchase 2 carrycabs laptop in a box</li> <li>• 30 new iPads</li> </ul>		
<ul style="list-style-type: none"> <li>• Develop digital skills progression pathway for Nursery to Primary 7</li> </ul>	<ul style="list-style-type: none"> <li>• RACI Group</li> </ul>	<ul style="list-style-type: none"> <li>• 8 hours WTA (RACI groups)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Collegiate planning, assessment and moderation to include Digital Technology</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• SLT meetings</li> </ul>	<ul style="list-style-type: none"> <li>• SLT and Tracking meetings</li> <li>• Aug-June</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Progress with Cluster focus for Cluster schools Digital Award</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Coordinator</li> <li>• Edinburgh Learns Digital Team</li> </ul>	<ul style="list-style-type: none"> <li>• RACI Group</li> <li>• June 2020</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Craigmount Cluster Action Page Session 2019-20			
Priority	<ul style="list-style-type: none"> <li>• Modern Languages 1+2, Moderation with a focus on writing, Digital Strategy, Transition</li> <li>• Promoting active participation in learning, Mental Health and Wellbeing</li> </ul>	Overall Responsibility	Cluster HTs
Measurable Outcomes			
Outcomes	<ul style="list-style-type: none"> <li>• To progress planning in 1+2 Modern Languages: French in P1-7/German P5-7</li> <li>• Develop further the use of moderation with a focus on writing</li> <li>• Continue to develop the skills and confidence of stakeholders in the appropriate and effective use of digital technology to support learning and teaching</li> <li>• Continue to promote active engagement in Learning and teaching to promote equity of access to education (with a focus on engagement, challenge &amp; feedback)</li> <li>• Further enhance Transition across the cluster</li> <li>• Seek opportunities across the cluster to empower leadership at all levels permeates 1-5</li> </ul>		
<b>NIF Priority</b>  <b>NIF Priority 1 – Improvement In Attainment, Particularly In Literacy and Numeracy.</b>  <b>NIF Priority 2 - Closing the attainment gap between the most and least disadvantaged children and young people</b>		<b>QIs/Themes</b> <b>1.1 Analysis And Evaluation Of Intelligence And Data</b> <b>2.3 Effective Use Of Assessment</b> <b>2.3 Planning, Tracking And Monitoring</b> <b>3.2 Attainment In Literacy And Numeracy</b>	
<b>Tasks</b>	<b>Resources</b>	<b>Time</b>	<b>Progress &amp; Impact</b>
<ul style="list-style-type: none"> <li>• To progress planning in 1+2 Modern Languages: French in P1-7/German P5-7</li> <li>• Jude Mckerrecher (CHS) Sam Graham (CPS)</li> </ul>			

<ul style="list-style-type: none"> <li>• Create progressions in French and German 1+2 RACI group Jude Mckerrecher (CL ML CHS)</li> <li>• Sam Graham (CPS) JM &amp; SG</li> </ul>	<ul style="list-style-type: none"> <li>• Education Scotland Documents</li> <li>• Looking outward to other schools</li> <li>• Goethe Institute resources</li> </ul>	<ul style="list-style-type: none"> <li>• Allocated time May/June</li> <li>• June 2020</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Familiarisation with ML benchmarks – in particular writing</li> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>• Education Scotland Documents</li> <li>• Looking outward to other schools</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Tasks	Resources	Timescale Time Allocation	Progress/impact
Priority	<ul style="list-style-type: none"> <li>• Develop further the use of moderation with a focus on writing</li> <li>• Claire Burns (CHS) Lindsay Birrell (RPS)</li> </ul>		
<ul style="list-style-type: none"> <li>• To plan and implement a writing task for moderation Claire Burns (CHS) Lindsay Birrell (RPS)</li> </ul>	<ul style="list-style-type: none"> <li>• allocated time in May/June</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Moderation event Claire Burns (CHS) Lindsay Birrell (RPS)</li> </ul>	<ul style="list-style-type: none"> <li>• 2 CAT Sessions: Planning Moderation &amp; discussion</li> </ul>	<ul style="list-style-type: none"> <li>• 8/ 29 November 2019</li> <li>• WTA 2 x 2 hours 1.15-2.45</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Create a moderation resource</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Tasks	Resources	Timescale Time Allocation	Progress/impact
<ul style="list-style-type: none"> <li>Continue to develop the skills and confidence of stakeholders in the appropriate and effective use of digital technology to support learning and teaching</li> <li>Chris Spiers (CHS) Eilidh Scott (EC)</li> </ul>			
<ul style="list-style-type: none"> <li>Continue to upskill staff in use of ICT in particular office365</li> <li>Chris Spiers CHS) Eilidh Scott (EC)</li> </ul>	<ul style="list-style-type: none"> <li>Edinburgh Learns- Framework for Teaching and Learning: Digital Learning</li> </ul>	<ul style="list-style-type: none"> <li>June 2020 CPD</li> </ul>	
<ul style="list-style-type: none"> <li>Work towards all schools in gaining the Digital Schools Award -Chris Spiers (CHS) Eilidh Scott (EC)</li> </ul>	<ul style="list-style-type: none"> <li>Digital Schools Award web site</li> </ul>	<ul style="list-style-type: none"> <li>June 2020 CPD</li> </ul>	
Tasks	Resources	Timescale Time Allocation	Progress/Update
Priority	Continue to promote active engagement in Learning and teaching to promote equity of access to education (with a focus on engagement, challenge & feedback)		
Individual cluster schools further embedding OSIRIS strategies and sharing across cluster as appropriate	<ul style="list-style-type: none"> <li>OSIRIS trained staff</li> <li>OSIRIS resources</li> </ul>	<ul style="list-style-type: none"> <li>June 2020</li> </ul>	
Create a Craigmount Cluster sharing good practice Team Kelly McG (CPS)	<ul style="list-style-type: none"> <li>SharePoint resources</li> </ul>	<ul style="list-style-type: none"> <li>June 2020</li> </ul>	

<ul style="list-style-type: none"> <li>Participate in action research with Shirley Clarke</li> <li>Staff involved in action research</li> </ul>	<ul style="list-style-type: none"> <li>Shirley Clark training</li> </ul>	<ul style="list-style-type: none"> <li>June 2020</li> </ul>	
Tasks	Resources	<ul style="list-style-type: none"> <li>Timescale</li> </ul>	Time Allocation Progress/Update
Priority	Further enhance Transition across the cluster		
<ul style="list-style-type: none"> <li>Establish a 'Team' for each P7 class (2019-2020) to share pupil profile / writing</li> </ul>	K Coull / Sara Hendrie & P7 teachers	<ul style="list-style-type: none"> <li></li> </ul>	
<ul style="list-style-type: none"> <li>Redesigning the cluster camp experience to ensure relationships are built across the cluster</li> <li>Evaluate the cluster camp experience looking forward to rising roles</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor learning team Neil Russell</li> <li>Primary Heads</li> <li>Pupil voice</li> </ul>	<ul style="list-style-type: none"> <li>October 2019</li> <li></li> </ul>	
<ul style="list-style-type: none"> <li>Embed STEM event as part of transition timeline</li> </ul>	K Coull Eileen Black – Fife College		