

# SAINT JOSEPH'S PS SCHOOL IMPROVEMENT PLAN

2023 / 2024



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## Factors Influencing the Improvement Plan

### School Factors

Addressing Action Points identified in school's Self Evaluation procedures  
 Cluster Improvement Priorities  
 Equity Priorities

### Local Authority Factors

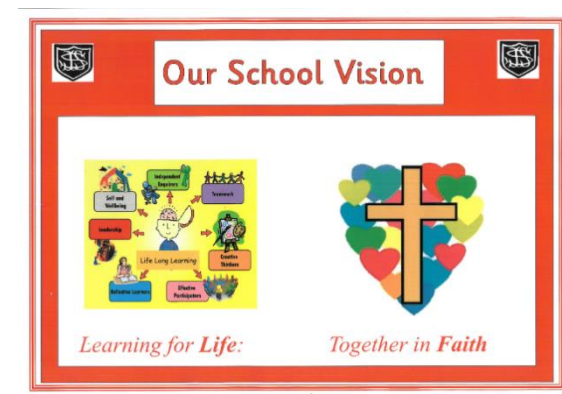
*Moving Forward in Your Learning Guidance*  
*Literacy and Numeracy West Lothian Priorities, HWB*  
 Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))  
*Transforming Your Council*  
[Corporate Plan](#)  
 Education Services Management Plan  
 West Lothian Parental Involvement and Engagement Framework  
 Equity Team and additional allocations, Pedagogy Team

### National Factors

Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in school  
 Moderation Cycle and Assessment

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All  
 Pupil Equity Funding/Equity Audit  
 How Good is Our School? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare? National Standard for ELC, Quality Framework for day care of children  
 Getting it Right for Every child (GIRFEC)  
 Curriculum for Excellence Refresh  
 Realising the Ambition  
 Developing Scotland's Young Workforce  
 Child Protection Procedures  
 GTCS professional standards and professional update 2021  
 Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan  
 Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.  
 UNCRC  
 Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020



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## Our School Vision

*Learning for **Life**: Together in **Faith***

## Our Values

Kindness  
Love

Honesty  
Creativity

Respect  
Resilience



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## Our School Aims

1. **Learning and Teaching:** We strive to create a safe, enjoyable and challenging learning environment where our children feel nurtured and excited by learning in all curricular areas. We provide personalised support for all learners taking into account learning styles, additional support needs and accelerated learning pathways.
2. **Vision and Leadership:** We strive to follow our shared vision, lead by example and model effective, distributive leadership at all levels to cultivate a culture of pupil and staff empowerment.
3. **Partnership:** We strive to work effectively in partnership within the school, home and with partner agencies and wider community to empower our learners and improve outcomes for all.
4. **People:** We strive to work collaboratively together as a community to develop and sustain an agile culture of learning through positive relationships and the delivery of exciting, progressive and relevant learning experiences which nurture skills for lifelong learning.
5. **Culture and Ethos:** We strive to promote an ethos based upon our Gospel Values and our shared commitment to equity for all. Our school values are embedded in all aspects of school and community life and underpin our school Positive Relationship Policy, which was refreshed last session with input from all stakeholders.

### Curriculum Rationale

Please access the St. Joseph's PS Curriculum Rationale at:



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<https://stjosephsprimaryinlithgow.westlothian.org.uk/article/15303/School-Documents>

All schools should consistently revisit the curriculum rationale that takes account of the most recent national and local guidance.

Refreshed curriculum rationales should reflect the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'.

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>

**Learning for Life: Together in Faith**

**Literacy and English**

**Numeracy & Mathematics**

**Health and Wellbeing Recovery**

**Learning Re-explored**

**EdPsychInsight**

**VALUES COURAGE**



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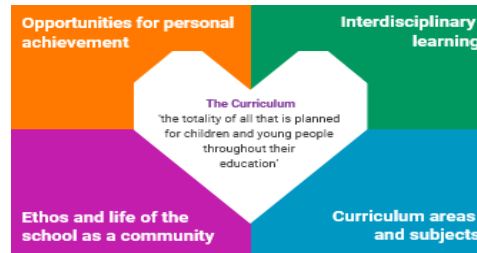
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P7 Leadership Team with action plan who deliver Assemblies, lead pupil participation groups and lunch time clubs.  
 P7 leading learning through Masterclass programme.  
 Opportunities for leadership across P1-7 through participation groups linked to SIP priorities.  
 Achievement Assemblies and Wall of Fame established to celebrate pupil successes.  
 Pupil profiles that showcase achievements both in and out of school.  
 Regular school and class newsletter SWAYs shared to celebrate pupil successes.  
 Weekly class posts on school blog, app and twitter  
 Hot chocolate Friday and Golden tickets used to celebrate success with SLT  
 Wide range of after school club opportunities developed following pupil feedback.  
 Regular opportunities for pupil learning conversations and wellbeing check ins.

Parents as partners – Cake and Curriculum sessions, Stay, Play & Learn sessions, Joseph's Journey opportunities, Parental Consultations, Family Learning opportunities, fortnightly newsletters, E surveys and Twitter.  
 Positive Relationships Policy Re-explored in 2023.  
 Strong links and participation with Parish Family through Sacramental Programme and charity work.  
 Pupil leadership committees operating across our school community, impacting positively on our improvement journey.  
 Effective partnerships developed with local organisations, businesses and charities to support authentic pupil leadership opportunities.  
 Pupils actively involved in creating ethos, culture and priorities of new Sinclair Cluster



Outdoor learning opportunities embedded to extend and promote learning.  
 Digital learning opportunities embedded across the curriculum and used as an effective home school link using TEAMS & SEESAW.  
 Meaningful and relevant links to developing the young workforce and high aspirations for all evident in curricular planning and learning experiences.  
 STEM action plan used as a road map to promote exciting STEM learning experiences through Young Stem Leaders Programme.  
 Staff working collegiately to develop Project based learning approaches that are relevant to the interests, skills and aspirations of our learners.  
 Strategic development of the IDL curriculum with pupils empowered to influence planning and learning experiences.

High quality learning experiences being consistently delivered.  
 A collegiate approach to planning to ensure consistency and progression through moderation and assessment.  
 Embedding motivating and challenging Literacy and Numeracy experiences.  
 A wide range of assessment tools and strategies used to gather evidence about a child's progress in learning and establish clear next steps.  
 Continue to develop our curriculum to ensure it is meeting the needs of our learners and community through collaborative, research based professional enquiry.



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# Learning Re-explored through the four Contexts at St Joseph's 2023-24

## Opportunities for personal achievement

JOHN MUIR AWARD  
wild places: DISCOVER EXPLORE CONSERVE SHARE

@ABERNETHYADVENTURE

Going For Gold

EUROQUIZ

THE POPE FRANCIS FAITH AWARD

Linlithgow Roundtable

Rotary

## Interdisciplinary Learning

Learning Re-explored

Seesaw

Learning Outdoors

T

DIGITAL SCHOOLS AWARDS SCOTLAND

STEM

RAISE

SCOTLAND'S CURRICULUM FOR EXCELLENCE

The Curriculum  
'the totality of all that is planned for children and young people throughout their education'  
#Learnin4forlife

Charter for Catholic Schools in Scotland

RIGHTS RESPECTING SCHOOLS

unicef

Shelter Scotland

SCAF

nurture

(Ctrl)

Our School Vision

Learning for Life: Together in Faith

COMMITTEES

## Ethos and life of the school as a community

Literacy and English

Read Write Inc.

Talk for Maths Mastery

Health and Wellbeing Recovery

Numeracy & Mathematics

## Curriculum areas and subjects



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## Contextual Data Analysis and Rationale for 2022/23 School Improvement Plan (maximum one side A4)

### a) Background - The context for the learners in your school

### b) Data to identify the universal and targeted school Improvement Plan Priorities (SIP)

- **CfE** - Overall, Gender, Diversity and Inclusion (Vulnerable pupils), C of S, Challenge
- **Early Years Trackers**
- **Wellbeing** – Self Reporting analysis
- **Engagement** – Tracking data, Digital Connectivity, Participation
- **Any other relevant data to your school context**

### c) What are our improvement priorities? - Identified SIP priorities informed by the above data (detail in plan below)

## Contextual Analysis and Rationale for 2022/23 School Improvement plan

### Background

**At the heart of our school's approach is having the highest belief and expectations for every learner.** The school had a positive validation of its work by WLC in 2017. The VSE team identified the following key strengths: High quality learning and teaching and a staff team who have a clear understanding of the school's strengths and areas for improvement. Our school has continued to build on its strengths by involving staff, learner's parents and partners in ongoing self-evaluation activities. The school serves the communities of Linlithgow, Linlithgow Bridge, Philpstoun and Bridgend. The school role is currently 106 incorporating 6 classes. The school currently sits in Decile 9 according to the Scottish Index of Multiple Deprivation (SIMD). The free meal entitlement for P4-7 is 4.17% of the school role. The Head Teacher is supported by a part-time Principal Teacher who has one day out of class per week to undertake management responsibilities. In addition, there are 6 class teachers and a Support for Learning Teacher who has two full days allocated to Support for Learning. The school benefits from a P.E. Teacher, Brass Specialist, 4 Pupil Support Workers and 1 Administrative Assistant. A high level of pupil engagement is demonstrated across all classes and learning is well matched to pupil's needs and interests. The school has established very positive working relationships with parents as partners in learning and this relationship ensures that pupils flourish. Strong relationships are at the core of a very positive school ethos with all staff proactive in promoting positive relationships in the classroom, playground and wider learning community. Attainment in St. Joseph's has remained consistently high post covid with pupils continuing to make very good progress showing great resilience and agility in their learning. A number of effective interventions are in place to support our pupils and have shown a positive impact on learners. Regular Excellence and Equity tracking meetings ensure that interventions are well planned and delivered to close any learning gaps. The leadership of the school community ensures that all stakeholders have opportunities to develop the school improvement agenda with a clear focus on positive outcomes for learners. This has led to the school receiving external validation for its work with the Digital School Award, Silver Reading Accreditation and Silver Rights Respecting status all being successfully achieved in the session 2021-22. The community of Linlithgow and our parents and carers are very proud of their school and we will continue to work in partnership with a range of stakeholders from our local community and beyond to ensure that our young people are given varied opportunities to develop skills for learning, life and work.



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## Data

**Our school values and utilises its data to inform improvements and interventions needed for our learners.** Our data shows that overall, attainment in literacy and numeracy is consistently very good with over 85% of pupils in almost all classes attaining appropriate CfE levels in listening, talking, reading and writing. The school has continued to review and refine its learning pathways across literacy and has observed that despite interventions and the introduction of a whole school approach there is still further scope to develop the writing curriculum, to take into account the individual needs of learners within classes across the school. Our data indicates that tailored interventions at particular stages of the school are required to maintain a consistent focus of developing children's understanding of number and number processes, particularly this session at P5. At early level our data suggests that a small group of children will require ongoing support with their early level vocabulary development to promote their literacy skills and listening and talking abilities.

Our learners through self-reporting and teacher tracking show high levels of wellbeing across the SHANARRI indicators and our now embedded one trusted adult approach and learning conversations help us to support any dips in engagement. Our engagement levels remain high with pupils showing strong digital skills and an increased agility in their learning applying skills across the curriculum again as evidenced below. Within our Pupil Ethos Survey, most pupils reported positively about the work of the school with 100% of pupils reporting feel safe and having a One Trusted Adult to support them which demonstrated significant improvement in this targeted area. 100% of pupils also reported that staff regularly set targets with them and talk to them about how to improve their learning showcasing the success of our regular learning conversations and profiling opportunities as well as the power of effective teacher feedback which again had been an action point for us last session. Although all responses are well above the WL response rate we will aim this year to target our lowest pupil response rate around the effectiveness of the school in dealing with bullying which at 83% was considerably lower than any other category in the survey.

Engagement	Reading	Writing	Listening & Talking	Numeracy	Maths
Green	93.58%	88.99%	92.66%	97.25%	97.25%
Amber	4.59%	10.09%	6.42%	1.83%	1.83%
Red	0.92%	0.92%	0.92%	0.92%	0.92%



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Participation across the 4 Arenas	Learning, Teaching & Assessment (LTA)	Opportunities For Personal Achievement (OPA)	Decision-Making Groups (DMG)	Wider Community (WC)
Green	91.74%	96.33%	88.99%	95.41%
Amber	4.59%	0	7.34%	0.92%
Red	0	0	0	0
No Rating Given	3.67%	3.67%	3.67%	3.67%

### What are our universal priorities and what is our ‘gap’? Who are our target groups and their barriers to learning?

**Our school is committed to closing attainment gaps and adding value to every child’s learning journey.** Our identified children experience gaps in their learning due to specific learning barriers and ASN’s. Our target groups will be for identified children who experience barriers in literacy and numeracy due to identified and diagnosed ASN’s. Our school data also shows that the percentage of pupils with an identified diagnosis or barrier to learning is higher than that of the Local Authority figure. This particularly refers to children with a diagnosis of ASD, dyslexia and social and emotional behavioural difficulties identified in P4 and P5. These children often require increased support to regulate their emotions and readiness to learn. There is no identifiable poverty related attainment gap within the school with almost all PEF pupils on track with their learning. Writing remains our lowest attaining curricular area and will be a continued focus in our improvement journey this session as well Reading particularly in P4 and P5. Numeracy and Maths in P5 will also be a target area.

### Summary/overview of proposal & non-negotiable outcomes

**Relationships with children and their families remain central to our plan; we know our learners and work in partnership with them and their families to raise aspirations, confidence and remove potential barriers through a culture of kindness and compassion.** We have identified part-time Pupil Support Worker (PSW) to provide focussed literacy and numeracy interventions across all classes to provide additional support in Literacy and Numeracy. The CT, SFL Teacher and PSW will focus on small target groups of identified children who have not yet reached the expected level in line with National Expectations. This will involve support for learning work, targeted supports in spelling, phonological awareness, acquisition of reading skills and Numeracy Interventions. Additional measures will also be implemented to support pupil health and wellbeing such as small group nurture setting, mindfulness approaches and outdoor learning sessions. All staff were trained in Trauma informed Practice and Zones of Regulation this session to ensure that pupils feel supported and ready to learn.



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### Curriculum for Excellence Levels – Achievement of expected level at P1, P4 and P7

Primary 1	Session 19-20	Session 20-21	Session 21-22	Session 22-23
Reading	91.3%	91.67%	100%	100%
Writing	78.26%	83.33%	100%	100%
L & T	91.3%	83.33%	100%	100%
Numeracy	91.3%	91.67%	100%	100%

Primary 4	Session 19-20	Session 20-21	Session 21-22	Session 22-23
Reading	94.12%	95.24%	92.31%	80.77%
Writing	94.12%	85.71%	92.31%	76.92%
L & T	100%	100%	100%	92.31%
Numeracy	100%	95.24%	84.62%	80.77%

Primary 7	Session 19-20	Session 20-21	Session 21-22	Session 22-23
Reading	89.29%	86.96%	100%	100%
Writing	75%	82.61%	93.75%	100%
L & T	100%	86.96%	100%	100%
Numeracy	89.29%	86.96%	93.75%	93.33%

## Saint Joseph's Primary - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p>To further develop pupil confidence is assessing and communicating information regarding own wellbeing and their rights.</p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p><b>HWB Champion – Catherine McGuigan</b></p> <ul style="list-style-type: none"> <li>Continue to Embed One Trusted Adult approaches, wellbeing daily check ins &amp; self-reporting so that all pupils feel empowered to discuss fluctuations in their wellbeing and readiness to learn.</li> <li>Harvest Shine data from P7 and use this to inform our Assembly programme for 2023/24</li> <li>Staff will continue to be trained in Trauma informed Practice, to enable them to support the emotional needs of learners</li> <li>Continue to refresh wellbeing corners in all classrooms and Snug with appropriate supports to encourage self-regulation of learners.</li> <li>Embed Zones of Regulation approaches consistently to support learners following training last session.</li> <li>Embed our newly launched positive relationship policy to support learners</li> <li>Continue to embed the UNCRC across the curriculum through Assemblies, displays and project based learning as we move towards becoming a Gold accredited school</li> <li>Refresh our approach to food technologies to ensure that learners have an increased understanding of the importance of a healthy diet.</li> <li>Use attendance &amp; engagement tracking data to support learners and parents, and develop a suite of resources to support this.</li> <li>Embed our new staff HWB padlet to promote staff self-care</li> </ul>	<p>Ongoing</p> <p>Sept 2023</p> <p>Feb 2024</p> <p>Ongoing</p> <p>Dec 2023</p> <p>Ongoing</p> <p>Ongoing – Application Sept 2023</p> <p>March 2024</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>Almost all children (90% or above) are able to accurately self-report using the WLC wellbeing tracker with most teacher judgements matching pupil self-reporting.</li> <li>Pupils can express an understanding of the role of a trusted adult and how to request a conversation.</li> <li>Pupils will demonstrate their improved emotional literacy and resilience through one trusted adult conversations, check ins &amp; learning conversations</li> <li>Observed improved resilience of learners when faced with challenges in learning/friendships</li> <li>Increased staff confidence in supporting pupil's mental health and wellbeing through ZOR</li> <li>Achieve the Trauma Informed School Award</li> <li>Shared language between staff team and development of shared visible consistencies and restorative approaches</li> <li>Almost all pupils track green across the 4 participation arenas</li> <li>Parental/pupil Questionnaires used to provide feedback on family learning priorities</li> <li>Pupils and our community can talk about Rights and are aware of Class Charters, Right of the Week, RRS Committee and action plan to achieve Gold Level RRS Award.</li> <li>Almost all staff report positively in response to staff wellbeing questionnaires and can find appropriate sources of wellbeing support for themselves and colleagues.</li> </ul>
<p><b>Raising attainment for all, particularly in literacy and numeracy(universal):</b></p> <p>To further embed the WLC Literacy strategy by developing a culture of reading &amp; writing across the school supported by improved pedagogy developed through a culture of professional enquiry</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> <li>Further embed the quality and consistency of pedagogy through a culture of professional enquiry using the previous cluster work of Shirley Clark to improve learning, teaching, assessment and moderation. Formative assessment focus on Learning Intentions and Success Criteria, Feedback and Action Planning, building a Learning Culture for High Student Self Efficacy, Effective Talk and Questioning to be used as a platform for staff professional enquiry.</li> </ul>	<p>Sept - March 2024</p>	<ul style="list-style-type: none"> <li>All staff will undertake professional enquiry to continue to improve shared practise surrounding formative assessment</li> <li>Meeting stretch aims and above in reading, writing and numeracy at every stage through excellent learning and teaching and targeted interventions for those not on track.</li> </ul>



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<p>To develop increased staff confidence in planning and delivering progressive numeracy and mathematical experiences through the development of improved shared pedagogy which will ensure all children achieve their potential.</p>		<ul style="list-style-type: none"> <li>To establish Literacy Bump it up Walls in classrooms to showcase progression and celebrate success.</li> </ul> <p><b>Literacy Champion – Alison Taylor</b></p> <ul style="list-style-type: none"> <li>Continue to embed approaches to assessment and moderation of writing using the 4 contexts of learning to engage learners.</li> <li>To review our approaches to spelling and the progression of learners across the school through CLPL and the use of synthetic phonics across all stages.</li> <li>Continue to embed our positive reading culture following our silver accreditation by engaging with parents and other community stakeholders to achieve Gold Status through a focused action plan</li> <li>To introduce Reflective Reading strategies to complement reciprocal reading approaches through the use of task mats to extend and challenge our readers.</li> <li>Review our approaches to handwriting to ensure consistency of approach across all stages</li> <li>Embed PM Oracy approaches to enhance Listening and talking skills across the school and to agree assessment strategies for listening and talking through professional dialogue</li> <li>To establish literacy Bump it up Walls in classrooms to showcase progression and achievement.</li> <li></li> </ul> <p><b>Numeracy Champion – Carol Grant</b></p> <ul style="list-style-type: none"> <li>To continue to embed the consistent use of Number Talks and Count on us strategies across the school to further develop pupil confidence in articulating strategies &amp; numerical fluency</li> <li>Further develop consistency in planning high quality learner experiences including Problem Solving and embedding Higher Order Thinking Skills in task design using new resources</li> <li>All staff to engage in professional reading and dialogue around a range of teaching and learning strategies in Maths &amp; Numeracy using Building Thinking Classrooms by Peter Liljedahal, Mathematics explained by Derek Haylock and Teaching Sprints by Simon Breakspear</li> <li>Staff will work collegiately using baseline assessment information in Maths &amp; Numeracy to plan effective learning episodes to close any learner gaps</li> </ul>	<p>Oct 2023</p> <p>Ongoing</p> <p>March 2024</p> <p>Jan 2024</p> <p>Jan 2024</p> <p>Jan 2024</p> <p>Ongoing</p> <p>Oct 2023</p> <p>Ongoing</p> <p>Oct 2023</p> <p>April 2024</p> <p>Oct 2023</p>	<ul style="list-style-type: none"> <li>Increased number of pupils attaining second level literacy &amp; numeracy skills before transitioning to secondary school</li> <li>An increased number of pupils will be engaged in writing experiences across a range of genres &amp; are able to use feedback to improve</li> <li>Professional Dialogue and Planned Quality Improvement Activities and Ongoing Moderation demonstrate growing staff confidence in using core and genre Writing targets</li> <li>Robust teacher professional judgement on achievement of a level</li> <li>Staff confidence in successfully using PM Benchmark Reading &amp; Writing Assessments</li> <li>Planned calendar of Assessment and moderation Activities</li> <li>Quality assurance visits pupils would be able to talk confidently about reading comprehension strategies.</li> <li>Almost all pupils will be able to communicate their mathematical thinking in number talks sessions and apply this numerical fluency to problem solve.</li> <li>All learners will experience high quality learning &amp; teaching in Numeracy &amp; Literacy which will be validated by peer &amp; SLT QI visits.</li> <li>Self and peer assessments in jotters and learning conversations will demonstrate an improved pupil understanding of their targets and next steps in learning.</li> </ul>
<p><b>Tackling the attainment gap between the most and least advantaged children (targeted):</b></p> <p>Provide targeted interventions for identified pupils across the school. Ensure that attainment remains above 85% for all pupils.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School and ELC Improvement</li> <li><input checked="" type="checkbox"/> School and ELC Leadership</li> <li><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Curriculum and Assessment</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul> <p>support identified pupils across the school.</p>	<ul style="list-style-type: none"> <li><b>See PEF plan*</b></li> <li>Use tracking and monitoring, professional dialogue and learner conversations to build knowledge and awareness of 'gaps' for identified pupils and tailor interventions to provide progression in learning.</li> <li>PSW and SFL teacher support focus groups in Literacy and Numeracy</li> <li>SLT with PSC to look at ways to further reduce the cost of the school day</li> </ul>	<p>Sept 2023 &amp; then ongoing</p> <p>Ongoing</p> <p>Sept 2023</p>	<ul style="list-style-type: none"> <li>Baseline assessments information August 2023</li> <li>Daily Wellbeing check ins for all and targeted soft start for identified learners to ensure readiness to learn</li> <li>Pupil learning/one –trusted adult conversations</li> <li>Parental feedback and engagement</li> </ul>



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				<ul style="list-style-type: none"> <li>• Termly E &amp; E Information and actions</li> <li>• IEP/CPM Meeting notes/ target setting information</li> <li>• Re-evaluation of policy surrounding reducing the cost of the school day.</li> </ul>
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>To improve and develop digital literacy skills for staff and learners to enable a more agile and blended approach to learning</p> <p>To continue to develop pupil's skill development across the curriculum</p>	<ul style="list-style-type: none"> <li>☒ School and ELC Improvement</li> <li>☒ School and ELC Leadership</li> <li>☒ Teacher and Practitioner Professionalism</li> <li>☒ Parental Engagement</li> <li>☒ Curriculum and Assessment</li> <li>☒ Performance Information</li> </ul>	<p><b>Digital Champion – Jade Telfer/Susan McLean</b></p> <ul style="list-style-type: none"> <li>• Following our successful Digital School Accreditation to continue to invest in digital skills and to use them as a platform for new and creative L&amp;T and home learning approaches to develop agile learners.</li> <li>• To continue to improve the digital skills confidence and capacity of all staff and pupils through targeted CLPL sessions and pupil Masterclasses.</li> <li>• To continue to improve the range of digital tools and resources available to learners to support the development of their digital skills.</li> <li>• To explore a digital format for pupil profiling to support our agile learning culture</li> </ul> <p><b>Other Priorities:</b></p> <ul style="list-style-type: none"> <li>• To further develop a programme of family learning opportunities informed by learners and their parents (Survey information Aug 2023 used to shape this)</li> <li>• To further embed learning for sustainability across the curriculum by using outdoor spaces, our new outdoor classroom and the local community and by engaging with Outdoor Learning progression pathways to ensure consistent, motivating learning experiences are planned for.</li> <li>• To submit our action plan for reaccreditation for our Eco flag.</li> <li>• To develop an action plan that would allow us to reapply for Sports Scotland Gold award.</li> <li>• To embed STEM learning through our participation in Project Based Learning Cluster work and the embedding of Young Stem leaders programme</li> <li>• Upper school classes to continue developing DYW agenda by exploring different careers through a careers fayre &amp; visits.</li> <li>• To further embed our L3 language-Spanish- within P5-7 to ensure pupil progression</li> </ul>	<p>Ongoing</p> <p>Oct 2023</p> <p>Oct 2023</p> <p>Jan 2024</p> <p>Jan 2022</p> <p>Ongoing</p> <p>Oct 2023</p> <p>Oct 2023</p> <p>Ongoing</p> <p>Nov 2022</p>	<ul style="list-style-type: none"> <li>• All pupils are able to access learning using digital platforms in TEAMS (P4-7) and Seesaw (P1-3) and can use them to showcase learning successes</li> <li>• Almost all pupils can name the digital skill that they are developing and can explain how they can use that skill in the future</li> <li>• Surveys and focus groups highlight learners are more confident, innovative and responsible in their use of technologies.</li> <li>• Pupil. Staff &amp; parental feedback on digital profiling formats.</li> <li>• High levels of parental engagement with family learning events.</li> <li>• Tracking levels in participation show high levels of pupil engagement</li> <li>• Classroom observations of pupil engagement in learning which demonstrates STEM/STEAM centred activities (teacher planning/curriculum rationale)</li> <li>• Eco school self-evaluation with all stakeholders and action plan</li> <li>• Staff /pupil questionnaires</li> <li>• Staff/pupil dialogue</li> <li>• DYW skills framework evident in classrooms and through quality assurance visits</li> <li>• Classroom observations show pupils are able to demonstrate their acquisition of Spanish vocabulary and phrases</li> </ul>



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