



## ***Driving Equity and Excellence***

### **Improvement Action Plans**

#### **Session 2020-21**

<b>School:</b>	Clyde Valley High School
<b>Cluster:</b>	Clyde Valley Cluster

<b>Improvement Plan Summary</b>	
<b>Cluster Priority:</b>	Improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases.
<b>School Priority 1:</b>	Covid -19 Recovery Plan for Health and Wellbeing
<b>School Priority 2:</b>	To ensure continued equity of access and opportunity for maximising learning in the broad general education.
<b>School Priority 3:</b>	Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children and young people.

## Education and Families Priorities

- **Priority 1: Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.**

### Improvement Actions

- Raising Attainment Strategy
  - There is a commitment to improve data informed practice across the Directorate, to increase numbers of young people achieving national benchmarks.
- Self- Evaluation Leading to Improvement
  - There will be a comprehensive refresh of quality improvement, based on a comprehensive review of HGIOS 4 and self-evaluation strategies.
- Review of Additional Support Needs
  - This review will provide a radical set of responses to the evolving needs of young people, including review of policy and practice, training and estate provision.

## Priority 2: Equity - Closing the attainment gap between the most and least disadvantaged children and young people

### Improvement Actions

- SAC/PEF Plan
  - There is a well-established plan for the Scottish Attainment Challenge and Pupil Equity Fund which will require to be rolled out until 2022. It focuses on closing the attainment gap.
- Anti- Poverty Programmes
  - There are a number of specific programmes devoted to ensuring North Lanarkshire is typified by a commitment to addressing barriers to achievement, due to poverty.
- North Lanarkshire Research Lab
  - The project involves drawing together all research based activity undertaken across the Directorate into one manageable system, so as to ensure leaders are informed.

## Priority 3: Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.

### Improvement Actions

- GIRFEC
  - There will be a refresh of GIRFEC approaches, focussing on ensuring that named persons and lead professionals have a clear understanding of the planning pathways.
- 1140 ELC Expansion
  - The expansion involves 1140 hours of nursery education being available to all 3-4 year olds and 2 year olds experiencing disadvantage.
- Mental Health and Wellbeing
  - Our practice in this area will be aligned with wider partnership approaches, translated into a **Mental Health and Wellbeing Strategy** for young people and those who work with them.

## Priority 4: Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

### Improvement Actions

- Curricular Progression

- A North Lanarkshire approach to ensuring a coherent, progressive curricular experience in Literacy, Numeracy, HWB and STEM will be established in all clusters.
- DYW Strategy
  - The work ensures that the Universal: Enterprising Learning; Additional: Work Based Learning Experience; Intensive: Pathways Programme.
- Digital Classroom
  - Young people learn across schools through digital learning opportunities, provided by host schools through Virtual Learning environments.

**Priority 5: Vulnerable Groups-** Improved outcomes for vulnerable groups.

### **Improvement Actions**

- Support for Families/Young People at Risk
  - There is a comprehensive focus on supporting families of young people at risk, who experience challenges and require support.
- Care Experienced Young People
  - There is a systematic approach being built to ensure positive outcomes for Care Experienced young people (and those at risk). The Virtual School is a key component of this activity.
- Support for Adults
  - There is a critical focus on improving systems to support vulnerable adults, including those in the justice system and victims of domestic violence.

## **Rationale for the Improvement Plan**

Please consider the following challenge questions when developing your rationale for your plans.

- What action are we currently taking to ensure excellence and equity for all learners?
- Which attainment gaps exist in our cluster/ school?
- What action do we need to take to close these gaps?
- What data will we use to monitor progress?
- What action are we currently taking which will address the four priorities in the NIF?
- How good are our children's outcomes in these areas?
- What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
- How well are we improving across the 6 key drivers in the NIF?
  - School Leadership
  - Teacher Professionalism
  - Assessment of Children's Progress
  - Parental Engagement
  - School Improvement
  - Performance Information
- How good are we now? What do we need to improve further?
- Which approaches to change will we use to ensure progress and impact with our key priorities?

## School Vision and Values

### OUR VISION

**Caring community where everyone is Valued,  
Healthy, happy and Succeeds together**



### Believe, Achieve, Accomplish

#### We will promote:

- Self-respect and self-discipline
- Respect and care of others - in school and in the community: local, wider and global
- Respect and care of the environment - school, local, wider and global
- An enthusiasm for learning
- A sense of ambition and the pursuit of excellence
- An appreciation of the pleasures, challenges and satisfactions gained from involvement in expressive arts and physical activity
- A healthy lifestyle
- Religious and moral development
- Openness for new thinking and new ideas

#### We will offer education of the highest quality by:

- Respecting the dignity and value of all
- Improving teaching and learning
- Providing a relevant curriculum tailored to the needs of each individual
- Raising attainment, raising achievement and realising potential
- Giving pupils and staff a safe, happy, attractive and well-resourced place to work
- Celebrating success
- Promoting partnership with parents and carers
- Encouraging lifelong learning
- Working with communities for a better future



## **Audit and Consultation**

In arriving at our improvement priorities, the school has taken account of Education and Families' priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners.

### **Details of engagement with parents/carers**

Parent council meetings throughout the session. Parental surveys
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### **Details of engagement with learners**

Pupil council meetings throughout the session Focus groups Pupil surveys
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When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

<b>Education and Families Priorities</b>	<b>PEF Interventions</b>	<b>NIF Drivers</b>	<b>NIF Priorities</b>
<ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly literacy and numeracy</li> <li>2. Closing the attainment gap between the most and least disadvantaged children</li> <li>3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> <li>5. Improved outcomes for vulnerable groups</li> </ol>	<ol style="list-style-type: none"> <li>1. Early intervention and prevention</li> <li>2. Social and emotional wellbeing</li> <li>3. Promoting healthy lifestyles</li> <li>4. Targeted approaches to literacy and numeracy</li> <li>5. Promoting a high quality learning experience</li> <li>6. Differentiated support</li> <li>7. Using evidence and data</li> <li>8. Employability and skills development</li> <li>9. Engaging beyond the school</li> <li>10. Partnership working</li> <li>11. Professional learning and leadership</li> <li>12. Research and evaluation to monitor impact</li> </ol>	<ol style="list-style-type: none"> <li>1. School Leadership</li> <li>2. Teacher Professionalism</li> <li>3. Parental Engagement</li> <li>4. Assessment of Children's Progress</li> <li>5. School Improvement</li> <li>6. Performance Information</li> </ol>	<ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy;</li> <li>2. Closing the attainment gap between the most and least disadvantaged children;</li> <li>3. Improvement in children's and young people's health and wellbeing; and</li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ol>

**Articles of the UNCRC**

- Article 1 - Everyone under 18 has these rights.
- Article 2 - All children have these rights.
- Article 3 - Adults must do what's best for me.
- Article 4 - The Government should make sure my rights are respected.
- Article 5 - The Government should respect the right of my family to help me know about my rights.
- Article 6 - I should be supported to live and grow.
- Article 7 - I have a right to a name and to belong to a country.
- Article 8 - I have a right to an identity.
- Article 9 - I have a right to live with a family who cares for me.
- Article 10 - I have the right to see my family if they live in another country.
- Article 11 - I have the right not to be taken out of the country illegally.
- Article 12 - I have the right to be listened to and taken seriously.
- Article 13 - I have the right to find out and share information.
- Article 14 - I have the right to have my own thoughts and beliefs and to choose my religion, with my parents' guidance.
- Article 15 - I have the right to meet with friends and to join groups.
- Article 16 - I have the right to keep some things private.
- Article 17 - I have the right to get information in lots of ways, so long as it's safe.
- Article 18 - I have the right to be brought up by both parents if possible.
- Article 19 - I have the right to be protected from being hurt or badly treated.
- Article 20 - I have the right to special protection and help if I can't live with my own family.
- Article 21 - I have the right to have the best care if I am adopted.
- Article 22 - If I am a refugee, I have the same rights as children born in that country.
- Article 23 - If I have a disability, I have the right to special care and education.
- Article 24 - I have the right to good quality health care, to clean water and good food.
- Article 25 - If I am not living with my family, people should keep checking I am safe and happy.
- Article 26 - My family should get the money they need to help bring me up.
- Article 27 - I have the right to have a proper house, food and clothing.
- Article 28 - I have the right to an education.
- Article 29 - I have the right to an education which develops my personality, respect for others' rights and the environment.
- Article 30 - I have a right to speak my own language and to follow my family's way of life.
- Article 31 - I have a right to relax and play.
- Article 32 - I should not be made to do dangerous work.
- Article 33 - I should be protected from dangerous drugs.
- Article 34 - Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad.
- Article 35 - I should not be abducted, sold or trafficked.
- Article 36 - I have the right to be kept safe from things that could harm my development.
- Article 37 - I have the right not to be punished in a cruel or hurtful way.
- Article 38 - I am not allowed to join the army until I am 15.

Article 39 - I have the right to help if I have been hurt, neglected or badly treated.

Article 40 - I have the right to legal help and to be treated fairly if I have been accused of breaking the law.

Article 41 - Where our country treats us better than the U.N. does, we should keep up the good work!

Article 42 - Everyone should know about the UNCRC.

**2020- 21 Cluster Improvement Plan**

<b>CLUSTER IMPROVEMENT PRIORITY:</b>		Improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases.			
Person(s) Responsible Who will be leading the improvement?		<b>Cluster Chair and CIIL, supported by Education and Families Manager</b>			
<b>HGIOS/ HGIOELC Quality Indicators</b>	<b>PEF Interventions</b>	<b>NIF Drivers</b>	<b>NIF Priorities</b>	<b>Education and Families Priorities</b>	<b>UNCRC Article(s)</b>
QI: 1.3 QI: 2.4 QI: 3.1 QI: 3.2		1.School Leadership 2.Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's progress	3. Improvement in children's and young people's health and wellbeing	Improvement in children and young people's health and wellbeing	Article 12: Right to express views. Article 24: Right to health care

<b>Outcome(s) / Expected Impact</b> Detail targets, %, etc.	<b>Tasks/ Interventions to achieve priority</b>	<b>Measures</b> What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	<b>Resources</b> Please include costs and, where relevant, state where cost is being met from.	<b>Timescale</b> What are the key dates for implementation? When will outcomes be measured? Checkpoints?
A clear vision is established for cluster working which places positive outcomes for children at its heart.	Cluster Chair led session (involving all key cluster stakeholders/ integrated wellbeing team) to establish shared vision and cluster protocols in terms of partnership working.	Evaluations from all cluster stakeholders in February and May.		By October 2020 mid-term break
All practitioners across the cluster are familiar with the GIRFEC refresh to ensure: <ul style="list-style-type: none"> <li>• identification</li> <li>• assessment</li> <li>• planning</li> <li>• implementation</li> </ul> of interventions are in place for those children and young people who need more assistance.	Deliver staff training on the GIRFEC refresh (including the revised Support Around the School model) to further support workforce practice improvement in relation to the effective assessment and planning for children and young people, developing practice around the new GIRFEC Pathway for Planning and Support, Information Sharing, Named Person Role and Lead Professional Role.	100% of staff trained and implementing the GIRFEC pathway.  Data on revised staged intervention approach will show decreasing numbers as stages escalate	GIRFEC refresh	December 2020
The revised Support Around the School system is implemented to strengthen the staged intervention mechanisms in the refreshed GIRFEC pathway.	Establishment of the cluster wellbeing team.	Cluster Wellbeing Team fully formed and supporting children and families via the GIRFEC pathway.	Documentation around the new Support Around the School system.	Training- September 2020 Inset Day Implementation of Support Around the

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	Deliver training for the wellbeing team around the new Support Around the School system.	All members of the wellbeing team trained and implementing the new Support Around the School System.		School System- from October 2020.
The Integrated Cluster Wellbeing Base will be fully formed and providing support to children and their families.	Long term location of the base finalised.  Integrated Cluster Wellbeing Team develop the base in terms of resource and functionality.	Children and their families accessing the base and receiving appropriate support as identified via the GIRFEC pathway.	Furniture for the teaching space and family room.  Admin resources for the wellbeing team.	Base to be fully functional by April, 2021.
All establishments in the cluster are supporting families experiencing poverty via a robust 'Poverty Proofing Our School/ Centre' policy.	All heads of schools and centres will produce a 'Poverty Proofing Our School/ Centre' policy for their own establishment.  'Connecting Families' (Club 365 intensive model) is included in revised 'Support Around the School' meetings.	Policies are written.  Increased number of referrals from schools to the Financial Education Team.	Guidance paper for policies.	Policies to be written by the end of February, 2021.
All establishments in the cluster accessing Counselling in Schools	All heads of schools will have referral forms for Teentalk who provide counselling in Schools for the Clyde Valley Cluster.	Children are accessing and receiving appropriate support as identified via the GIRFEC pathway.	Referral Form. Appendix 2 – Education and Families Newsletter No.11.	October 2020.
Designated school staff are familiar with and are using the SEEMiS Wellbeing Application to support the assessment of a child or young person's wellbeing and the planning around the child or young person.	Designated staff undertake appropriate SEEMiS training on the Wellbeing Application to effectively assess and plan for children and young people around the new GIRFEC Pathway	100% of designated staff trained and using the application Data shows that assessment and planning around the child or young person is more robust using the Wellbeing Application	New GIRFEC pathway SEEMiS Training and guidance documents	By January 2021

Evaluative Statement & Actual Impact/ Evidence	
November	
February	

## 2020-21 School Improvement Priority 1

<b>IMPROVEMET PRIORITY 1:</b>	<b>Covid -19 Recovery Plan for Health and Wellbeing</b>
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<b>Person(s) Responsible</b> Who will be leading the improvement?	<b>All SLT</b>
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HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	UNCRC Article(s)
2.1 Safeguarding and Child Protection 2.2 Curriculum 2.4 Personalised Support 2.7 Partnerships 3.1 Improving wellbeing, equality and inclusion	1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 10. Partnership working	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	3. Improvement in children and young people's health and wellbeing.	RRS Article 12: Right to express views RRS Article 24: Right to health care RRS Article 28: Right to education

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
All young people feel safe in the school and have an adult to speak to, if they have concerns	Targeted work on HWB Indicator "Safe" for all pupils in BGE, including pupils assessing their own wellbeing in school in this area  Pupil Voice; consult with pupils about what makes them feel safe at school and use this information to improve provision  Create post of PT Inclusion, to replace PT Pupil Support, under Management Restructure. Introduce third House, under leadership of third DHT, to improve universal and targeted support for pupils.	Pupil assessments of their own wellbeing in this area  Parent Survey (Forms)  Pupil Voice (focus groups)	Access to ICT for surveys Being Me App (£650)  Staff time to lead focus groups	18/12/2020 27/05/2020
Develop a greater consistency of approach and sense of cohesion across the Inclusion Team	Reconfigure Learning Zone area of the school, so that all members of the Extended Support Team are based	Improved outcomes and data Gathering views from all stakeholders (Forms)	Budget to reconfigure learning zone, with regards IT access, furnishings, etc.	

	there, to promote consistency and create a more seamless network of support for all pupils.		Staff time for reworking tracking and monitoring systems for BGE and Senior Phase	
To ensure that all pupils are well and appropriately supported in classes and all young people have their needs met, so that they can make progress and enjoy success	<p>Develop the existing successful Enhanced Transition and Universal Transition, to ensure that all information about levels, learning styles, supports and interventions and learning needs are shared, along with all pertinent assessment information. Introduce Literacy/Numeracy/HWB Folders for Transition, containing all pertinent information and documentation in these areas</p> <p>To continue to develop the means by which information on pupils is disseminated to all staff.</p> <p>To continue to develop the team approach recently adopted to write GIRFmes</p> <p>To ensure it is recorded on Pastoral Notes, if a pupil is considered for a CSP</p> <p>To develop a shared understanding of strategies used and Level 1 &amp; 2, across the school, to increase support for learners and upskill staff in meeting all learners' needs.</p> <p>To develop a system, which ensures that all GIRFmes have an impact on pupils</p>	<p>Tracking pupil progress using data; attendance figures/behaviour information/Tracking Reports</p> <p>Professional dialogue</p> <p>Pupil voice</p> <p>Gathering views from parents/carers</p> <p>Gathering views from staff</p>	Educational Psychologist support.	18/12/2020 27/05/2020
To have a robust and systematic approach to tracking and monitoring wellbeing	<p>To have a clear overview of all interventions the school offers .</p> <p>All pupils in S1 &amp;S2 to use Being Me App, so PTs Inclusion can measure wellbeing, with regards Wellbeing Indicators.</p> <p>Use data to identify most appropriate interventions for pupils.</p>	Analysis and comparison of data/information across tracking periods	<p>Circa £600 for licence for Being Me App for all pupils in BGE to be able to access</p> <p>Access to ICT equipment for all pupil in BGE to be able to use the app</p>	18/12/2020 27/05/2020

	<p>To take a consistent, team approach to agreeing appropriate interventions for pupils at House Meetings and Extended Pupil Support Team Meetings.</p> <p>Upskill learners in GIRFEC wellbeing indicators, so that they can measure their own wellbeing and understand what good wellbeing looks like and set their own targets in this area.</p>			
<p>Improve the quality, consistency and value of PSHE across the school, from BGE to Senior Phase</p>	<p>Class progress against HWB Experiences and Outcomes to be tracked.</p> <p>Courses to be reviewed and common format to be adopted for all, S1-S5, including most up to date and relevant materials developed by the Healthy School Group and rshp.scot, which the school is piloting.</p> <p>To work towards being able to formally report to parents and carers on pupil wellbeing.</p> <p>To work towards accrediting Wider Achievement through PSHE.</p>	<p>Classroom observations.</p> <p>Pupil voice and feedback.</p> <p>Comparative measure of wellbeing at start and end of courses.</p> <p>Audit of courses to be reviewed and areas of deficit to be addressed by identifying suitable material from Healthy Schools Group.</p>	<p>Access to ICT</p> <p>Being Me App.</p> <p>Circa £1000 for resources, copying, apps.</p>	<p>09/10/2020</p> <p>18/12/2020</p> <p>27/05/2020</p>
<p>To further develop a climate of inclusivity and acceptance and belonging for all.</p>	<p>Audit bullying log and address any negative patterns of behaviour.</p> <p>Review Anti-bullying policy against national guidelines, taking lead from Included, Engaged and Involved, part 2.</p> <p>Consult with pupil groups and parent groups on reviewed policy (RRSA/Pupil Council/LGBTI/Parent Group)</p>	<p>Pupil voice &amp; parent/carers feedback</p> <p>Bullying log information</p>		<p>27/05/2020</p>

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<p>To develop a shared knowledge and understand amongst staff with regards strategies and interventions offered at all levels of staged intervention across the school and cluster, to ensure that all pupils are appropriately supported and their outcomes improved</p>	<p>Staff training on Staged Intervention Model with Educational Psychologist.</p> <p>Whole staff training on Inclusive Practice</p> <p>Provide opportunities for sharing of good practice among staff.</p> <p>Producing posters displaying the Clyde Valley High School offer with regards staged intervention.</p> <p>Staff training on monitoring progress against targets and evaluating strategies to support pupils' learning.</p> <p>Review and Universal and Enhanced Transition materials to include a section where successful strategies for supporting learners are highlighted.</p> <p>PTs Inclusion will take a systematic, common approach to reviewing Tracking Reports and recording interventions.</p> <p>More high quality information gathered for GIRFme and CSP Reviews to support the planning process (feedback from PTs Inclusion).</p> <p>Feedback from parents/carer and pupils about impact of strategies and interventions.</p> <p>To continue to develop the team approach recently adopted to write GIRFmes</p> <p>To continue to develop the gathering of pupil and parent/carer views on GIRFmes, making this a priority</p> <p>To include Review Weeks for GIRFmes/CSPs in Inclusion Team Calendar</p>	<p>Staff voice gathered via Microsoft Forms</p> <p>Evidenced in classroom observations and through professional dialogue.</p> <p>Tracking pupil progress using data; attendance figures/behaviour information/Tracking Reports</p> <p>Pupil voice</p> <p>Feedback from parents/carers</p>	<p>Educational Psychologist support.</p> <p>NLC digital team to support production of posters for display.</p>	<p>18/12/2020 27/05/2020</p>
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	<p>To develop a shared understanding of strategies used and Level 1 &amp; 2, across the school, to increase support for learners and upskill staff in meeting all learners' needs, in line with the NL GIRFEC Pathway</p> <p>To develop a system, which ensures that all Class Teachers evaluate relevant Targets in GIRFmes &amp; CSPs and feedback on suggested strategies, to ensure that the information in these documents is having an impact on learners' experiences in the classroom</p>			
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<p>To review and update all policy documents in line the most up to date government guidelines detailed in Included, Engaged and Involved, Part 2</p>	<p>Consultation with all stakeholders.</p> <p>Review language/approach/practice across the school, with regards inclusion and equality, to ensure best outcomes for learners.</p> <p>Staff training on Inclusion and Equality and continue to roll out Solihull Training for all promoted members of staff.</p> <p>To bring all appropriate policies (Equalities, Attendance, Relationships, Anti-Bullying, Soft Starts), under the banner of Included, Engaged and Involved at CVHS and have these co-written by all stakeholders.</p>	<p>Expected decrease in exclusion rates.</p> <p>Improved attendance rates.</p> <p>Pupil Voice.</p> <p>Parent/carer voice.</p> <p>Staff feedback on training sessions and staff voice following consultation.</p>	<p>Staff time to complete training and work with stakeholders.</p>	<p>18/12/2020 27/05/2020</p>
<p>Improve digital offer and access to it for all pupils.</p> <p>Provide high quality learning experiences for all S1 pupils, particularly those from most deprived backgrounds or with recognised barriers to learning, such as ASN, SEBN, health issues.</p>	<p>Laptops to be bought for every S1 pupil and for teachers.</p>	<p>Classroom Observations.</p> <p>Surveys from all stakeholders.</p> <p>Increased engagement from all pupils, particularly those with a history of attendance issues.</p>	<p>Provision of hardware. Cost to be met through PEF Funding.</p>	<p>18/12/2020 27/05/2020</p>
<p>All staff are familiar with the GIRFEC refresh to ensure:</p> <ul style="list-style-type: none"> <li>• identification</li> <li>• assessment</li> <li>• planning</li> <li>• implementation of interventions are in place for those children and young people who need more assistance.</li> </ul>	<p>Deliver staff training on the GIRFEC refresh to further support workforce practice improvement in relation to the effective assessment and planning for children and young people, developing practice around the new GIRFEC Pathway for Planning and Support, Information Sharing, Named Person Role and Lead Professional Role.</p>	<p>All staff trained and implementing the GIRFEC pathway.</p> <p>Data on revised staged intervention approach will show decreasing numbers as stages escalate</p>	<p>GIRFEC refresh</p>	<p>August Inset day/ Collegiate Time</p> <p>November INSET</p>

<p>Creation of a Positive Mental Health narrative.</p>	<p>Audit of current position / provision. Using “well being” App Deployment of strategies to support the mental health of staff, pupils and families.</p> <p>Use of strategies like; Nurture, Solihull, Seasons for Growth, Youth Counselling service, LIAM, CAMHS,</p> <p>HWB Faculty to have a more coherent and progressive curriculum to support pupils wellbeing within the curriculum, pupil</p> <p>/ family contact, Healthy Schools.</p>	<p>Feedback from wellbeing app</p> <p>Attendance figures, staff CLPL, referrals, calendars,</p>	<p>Purchase and use of Wellbeing survey Programmes of work. Programme outlines. Whole school plan / map * Healthy Schools <a href="https://healthyschools.scot/">https://healthyschools.scot/</a></p> <p>CAMHS <a href="https://www.nhs.uk/nhs.uk/Services/CAMHS/">https://www.nhs.uk/nhs.uk/Services/CAMHS/</a></p> <p><a href="#">LIAM</a></p>	
<p>Establish a Wellness Action Plan.</p>	<p>All staff and pupils to participate in creation of Wellness Action Plan.</p>	<p>Creation of the plan.</p> <p>Minutes of key school action groups.</p>	<p>Survey Monkey</p>	<p>November INSET</p>
<p>Further improvement of mental and emotional health of pupils, staff and families.</p>	<p>Use the five stages of PLACE (Dan Hughes) approach:</p> <p><b>Playfulness</b> <b>Love</b> <b>Acceptance</b> <b>Curiosity</b> <b>Empathy</b></p> <p>To address the five main areas of loss; <b>Routine</b> – establishing new routine of school. <b>Structure</b> – the new structures that need to be adopted. <b>Friendships</b> – establishing these for all pupils. <b>Opportunities</b> – establishing what these were and are now.</p>	<p>A plan of how each aspect is being addressed.</p> <p>CLPL training School vision and values.</p> <p>Qualitative and quantitative information will show that almost all children successfully engage in programmes</p> <p>Learning visits and teacher evaluations will show that almost all children are happy and engaged in their learning Curriculum calendars.</p> <p>Metacognitive work e.g. Growth Mindset, Mindfulness etc.</p>	<p>School based resources e.g. PSHE programme, Nurture classes, Breakfast Club, mentoring programmes, charity work, social enterprises, wider achievement courses.</p> <p>Staff CLPL.</p> <p>Pupil Voice. HGIMYS</p> <p>RRS resources.</p> <p>* Healthy Schools <a href="https://healthyschools.scot/">https://healthyschools.scot/</a></p> <p>Place2Be Return to School Resources <a href="https://bit.ly/37hnzwc">https://bit.ly/37hnzwc</a></p>	<p>INSET days</p>

	<b>Freedom</b> – address the wellbeing issues relating to loss of freedom.			
Closing the Gap	<p>Establish where curricular gaps exist.</p> <p>Extend existing tracking to include new areas / groups.</p> <p>Adjust curriculum.</p> <p>Create a 'blend' between digital and school-based learning that meets user's needs.</p> <p>Incorporate what we have learned about engagement during lock down.</p>	<p>Tracking and monitoring data.</p> <p>Communication with families.</p> <p>Pastoral Notes.</p> <p>Performance data.</p> <p>Quality Assurance calendars.</p> <p>Delivery timetables.</p> <p>Faculty minutes.</p> <p>Standardisation meetings.</p> <p>Moderation and verification minutes.</p>	<p>NIF / SAC / PEF plan.</p> <p>Results Machine</p> <p>INSIGHT</p> <p>NLC Dashboard</p> <p>SEEMIS.</p> <p>Glow learning platform/SMHW</p> <p>SQA materials and data.</p> <p>Course outlines and timetables.</p>	Ongoing
Staff wellbeing is a key focus.				
<p>Colleagues formally discuss the concept of self-care - 'Taking Care of Ourselves During Challenging Times'</p> <p>Informal 'wellbeing check ins' are common practice to monitor how staff are feeling</p> <p>Opportunities are provided to encourage social conversation within teams</p> <p>Ensuring where colleagues know where, and how, to access support, resources and online development opportunities.</p>	<p>Deliver NLC presentation (or alternative), facilitate discussion, promote good self-care practice.</p> <p>Check ins for all staff - from PTS and SLT and between peers.</p> <p>Virtual sessions to keep in touch with larger staff group/Faculties/Social groups</p> <p>Communications are shared and resources clearly signposted via own channels</p>	<p>Good self-care is regularly discussed, and suggestions/strategies shared. Impact on wellbeing is highlighted, reduced anxiety and increased confidence.</p> <p>Focused support is offered to staff who are experiencing difficulties. Impact on wellbeing is monitored.</p> <p>Staff participation, positive impact on morale</p> <p>Staff know who to contact, within and out with school, if they need a listening ear or practical support.</p>	<p>'Taking Care of Ourselves During Challenging Times' - presentations and support material provided by NLC</p> <p>In school support plus staff welfare officer, Time for Talking as appropriate (see below for details)</p> <p>Use of Zoom for staff quiz nights and social events. Use of Teams for in school work</p> <p><u>One to One Support</u> Staff Welfare Officer 0793 928 1114 <a href="mailto:campbellc@northlan.gov.uk">campbellc@northlan.gov.uk</a> Time for Talking Counselling Service</p>	<p>Issued July. Deliver August/September</p> <p>Ongoing</p> <p>Issued July.</p> <p>Ongoing</p> <p>Ongoing</p>



<b>IMPROVEMENT PRIORITY :2</b>		To ensure continued equity of access and opportunity for maximising learning in the broad general education.			
<b>Person(s) Responsible</b> Who will be leading the improvement?		Yvonne McKenna/ Colin Glover			
<b>HGIOS/ HGIOELC Quality Indicators</b>	<b>PEF Interventions</b>	<b>NIF Drivers</b>	<b>NIF Priorities</b>	<b>Education and Families Priorities</b>	<b>Developing in Faith/ UNCRC Article(s)</b>
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 3.2 Raising Attainment and Achievement	1. Promoting a high quality learning experience 2. Differentiated support 3. Using evidence and data 4. Engaging beyond the school 5. Partnership working 6. Professional learning and leadership	School Leadership Teacher Professionalism Assessment of Children's Progress Parental Engagement School Improvement Performance Information	School Leadership Teacher Professionalism Assessment of Children's Progress Parental Engagement School Improvement Performance Information	Priority 2: Closing the attainment gap between the most and least disadvantaged children  Priority 4: Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people	Article 28 – right to education Article 29 – goals of education

<b>Outcome(s) / Expected Impact</b> Detail targets, %, etc.	<b>Tasks/ Interventions to achieve priority</b>	<b>Measures</b> What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	<b>Resources</b> Please include costs and, where relevant, state where cost is being met from.	<b>Timescale</b> What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Increase % of pupils attaining 3 <sup>rd</sup> and 4 <sup>th</sup> Level Numeracy by the end of S3	Review of Mathematics curriculum for coverage of 3 <sup>rd</sup> and 4 <sup>th</sup> Level Numeracy.  Moderation activities within department to ensure consistency of standards when making judgements.	ACEL data  Department results  SNSA		
Develop system to assess value added in Numeracy from P7 to S3.	Baseline assessments in S1  Analysis of P7 ACEL data  Monitoring progress through department assessments.  Track ACEL at end of S1,S2 and S3	Baseline assessments  Periodic assessments  ACEL data  Progress and Achievement data		
To develop a more consistent understanding of BGE professional judgement standards amongst staff.	Review and revise moderation procedures across the BGE curriculum, sharing best practice between faculties.	Tracking pupil progress using data  Pupil voice	Time	By May 2020

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To further develop whole cluster strategies for literacy and numeracy.	Continue to engage in the development of a cluster approach to moderation of standards in literacy.			
To share good practice about gathering evidence to make professional judgements.	Further develop a cluster approach to moderation of standards in numeracy.  Intelligent use of the data provided by the new Progress and Achievement tracking and monitoring system to drive improvement.  Develop an updated policy on assessment and moderation.	Self-evaluation cycle  CLPL opportunities		
Refreshed curriculum which reflects curriculum advice in line with COVID-19 guidance to reduce virus transmission.	Faculties ensure curriculum review following Education Scotland and NLC curriculum guidance.  Curriculum will be continually reviewed as guidance changes.	Teachers planning will reflect changes to curriculum.	Education Scotland Curriculum Advice  NLC Curriculum Guidance  COVID-19 Re-opening of schools guidance	Ongoing
Pupils are supported through well-planned experiences and approaches which demonstrate knowledge and understanding, skills and learning across the curriculum.	Sustained focus in planning and delivery of learning across core areas of Literacy, Numeracy and HWB.  Practical investigations and activities are reviewed in line with COVID-19 guidance.  Reflect pedagogical approaches to support engagement and active learning.	Teachers planning will reflect increased focus on HWB for pupil return to school.  Faculty visits will support staff to realign curriculum  Regular monitoring and tracking will show that almost all children are attaining and engaging in their learning.  Faculty visits and professional dialogue will reflect range of teaching and learning approaches.	NLC Curriculum Guidance  COVID-19 Re-opening of schools guidance  Refreshed Curriculum Narrative  SSERC advice  Healthy Schools Website– COVID Recovery section <a href="https://healthyschools.scot/">https://healthyschools.scot/</a>  CVHS Quality Assurance cycle	December '20
Robust arrangements are in place to support continued learning for children who are unable to attend school.	All children have equity of access to remote learning experiences.  Ensure equity of access to technology and connectivity for all families.	Audit of digital access for all families. Request device and deploy to identified families through NLC.	Digital School  NLC Bulletin:- Digital Learning and Teaching Approaches	Ongoing throughout school session 2020-2021

	<p>Promote and familiarise staff with Digital school.</p> <p>Review contingency planning for blended learning approaches.</p>	<p>Staff engage in ongoing CLPL related to digital learning and teaching.</p> <p>Pre and post staff self-evaluation of training and awareness of digital resources available.</p> <p>Monitoring and tracking data/information will show that almost all children are accessing and engaging in learning for blended learning.</p>	<p>NL Continuity Resource <a href="http://tiny.cc/5otklz">http://tiny.cc/5otklz</a>.</p> <p>NLC Learning Hub</p> <p>Education Scotland Learning Hub</p> <p>Microsoft Educator Training</p> <p>Links with NLC Digital Pathfinder Team</p> <p>Guidance to support families during self-isolation.</p>	
<p>Gaps in learning will be addressed through careful planning and links in faculties</p>	<p>Identify gaps in learning through careful consideration of assessment approaches.</p> <p>Cost of the school day considered in planning learning experiences.</p> <p>Ongoing and periodic assessment used effectively to track attainment and depth in learning.</p>	<p>Appropriate assessment approaches are identified and used to measure gaps:- observations, data, learner conversations etc,</p> <p>Teacher planning will reflect information gathered from assessments to plan next steps.</p> <p>Monitoring, tracking and attainment reviews will show that children identified progress in their learning.</p>	<p>Assessment and Moderation cycle</p> <p>Quality Assurance Cycle</p> <p>Assessment resources.</p>	<p>Ongoing throughout school session 2020-2021</p>

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## 2020-21 School Improvement Priority 3

<b>IMPROVEMENT PRIORITY 3:</b> Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children and young people.					
<b>Person(s) Responsible</b> Who will be leading the improvement?		N Quail/ Craig McDonald			
<b>HGIOS/ HGIOELC Quality Indicators</b>	<b>PEF Interventions</b>	<b>NIF Drivers</b>	<b>NIF Priorities</b>	<b>Education and Families Priorities</b>	<b>Developing in Faith/ UNCRC Article(s)</b>
1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 3.2 Raising, attainment and achievement 3.3 Increasing creativity and employability	13. Targeted approaches to literacy and numeracy 14. Promoting a high quality learning experience 15. Differentiated support 16. Using evidence and data 17. Employability and skills development 18. Engaging beyond the school	7. School Leadership 8. Teacher Professionalism 9. Parental Engagement 10. Assessment of Children's Progress 6. Performance Information	5. Improvement in attainment, particularly in literacy and numeracy; 6. Closing the attainment gap between the most and least disadvantaged children; 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people	6. Improvement in attainment, particularly literacy and numeracy 7. Closing the attainment gap between the most and least disadvantaged children 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people	<b>Article 17</b> – The right to reliable sources of information <b>Article 28</b> – The right to an education <b>Article 29-</b> The right to develop personality, talents and abilities
<b>Outcome(s) / Expected Impact</b> Detail targets, %, etc. <i>Impact to be completed by establishments to be specific to need.</i>	<b>Tasks/ Interventions to achieve priority</b>	<b>Measures</b> What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	<b>Resources</b> Please include costs and, where relevant, state where cost is being met from.	<b>Timescale</b> What are the key dates for implementation? When will outcomes be measured? Checkpoints? <i>This should be completed to meet school need.</i>	
Improve the pupil experience in the delivery of online learning and Teaching	Explore and develop the use of live/recorded lessons	Survey of pupil/staff Audit of resources online.	Equipment to record and broadcast live lessons.	Ongoing ASAP.	
All Staff and S1 cohort will have access to digital device provided for use both in school and at home.	Resolve technical and logistical barriers to online learning in school and at home.  Ensure learning platform and resources are developed to support complete curricula digital learning.	Monitoring and Tracking of S1. Survey and focus groups of S1 and staff	Purchase of laptops and where needed Dongles/and additional wifi access points in bottle neck area	ASAP but dependant on resources availability.	

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<p>All pupils have access to a device which enables them to engage with digital learning at home.</p>	<p>Another sweep of pupils to assess access to online learning</p> <p>SLT and Pupil support staff to evaluate and review learner access needs.</p> <p>Education and families' guidance on digital learning and access to be reviewed for school context.</p> <p>Establish a contingency plan for school device use during a period of self-isolation.</p> <p>Review learning plans to ensure an alternative to digital tasks.</p> <p>All learners and staff to be involved in the use of Acceptable use agreements.</p>	<p>Pupil survey/staff survey</p> <p>Engagement Tracking Parental Consultation Staff evaluations of need Establishment Contingency planning</p>	<p>Education and Families Deployment of devices Guidance</p> <p>COVID-19 Re-opening of schools guidance</p>	<p>Ongoing</p>
<p>Children and young people to have ease of access to digital learning platforms, which develop curricular needs.</p>	<p>Ensure all pupils people with usernames and passwords to access online learning.</p> <p>Create an online learning overview, which is regularly reviewed.</p> <p>Issue online learning overview to children/young people and parents.</p> <p>SLT develop a strategic overview to digital learning.</p>	<p>Creation of staff Digital Strategy Group</p> <p>Learner evaluations</p> <p>Planning Overviews will track use and inform overview</p>	<p>Refreshed Curriculum Narrative</p> <p>Ed Scot – What Digital Learning might look like.</p> <p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>NLC - Digital Solutions to enhance Learning and Teaching.</p> <p><a href="#">Glow Information</a></p>	
<p>A clear communication strategy, which ensures all stakeholders know expectations of remote and flipped learning.</p>	<p>Review universal approaches to communication across the school.</p> <p>Develop a strategy to digital communication for learners and parents.</p> <p>Review and update school website, ensuring digital learning overview and links displayed.</p> <p>Continue to promote parents portal</p> <p>Continue developed use of Groupcall for all stakeholders.</p>	<p>Staff Evaluation Digital tracking and monitoring</p> <p>Online help/video support for parents supporting pupils</p>	<p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>Digital School</p>	

	Develop consistent approaches to digital home learning.			
Increase children and young people's opportunities to engage with learning digitally outside of the classroom environment, then sharing in class.	<p>Develop consistent approaches to the use of digital learning across Faculties/stages</p> <p>Increase flipped learning experiences using Glow</p> <p>Communicate approaches to flipped learning to all stakeholders.</p> <p>Develop use of collaboration tools in Glow to allow learners to work together and share learning.</p> <p>Embed the world of work into digital skills and learning.</p> <p>Develop use of virtual learning environments for learners.</p>	<p>Parental Consultation</p> <p>Learner Consultation/Evaluation</p> <p>Planning Tracking and monitoring</p> <p>Digital Tracking and monitoring</p>	<p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>NLC - Digital Solutions to enhance Learning and Teaching.</p> <p>Digital School</p> <p>Ed Scot- Enhancing Learning and teaching through the use of Digital Technology.</p> <p><a href="#">Education Scotland Newsletters</a></p> <p><a href="#">Glow information</a></p>	
Consistent use of Glow as a learning and collaborative environment for all learners and staff.	<p>All children and young people are able to use O365 tools effectively to enrich their learning experience.</p> <p>Glow is used to give children and young people feedback on their learning.</p> <p>Regular use is made of accessibility tools in Glow to support learner's needs.</p> <p>Children/young people and staff have access to collaborative areas in Teams.</p>	<p>Creation of staff Digital Strategy Group</p> <p>Learner Consultation/Evaluation</p> <p>Planning Tracking and monitoring</p> <p>Digital Tracking and monitoring - use of Insights on Teams</p>	<p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>NLC - Digital Solutions to enhance Learning and Teaching.</p> <p>Digital School</p> <p>Ed Scot- Enhancing Learning and teaching through the use of Digital Technology.</p> <p><a href="#">Glow information</a></p>	
Develop use of digital data to inform tracking of learner engagement and the digital curricular requirements.	<p>All staff to be involved in the evaluation of digital platform engagement data.</p> <p>Insights to be used in all learner Team groups to track use.</p> <p>Develop approaches to evaluate and track learner progress using digital platforms and learning.</p>	<p>Use of Survey Monkey</p> <p>Creation of staff Digital Strategy Group</p> <p>Planning tracking and monitoring</p> <p>Professional judgement</p> <p>Digital Tracking and monitoring - use of Insights on Teams</p>	<p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>NLC - Digital Solutions to enhance Learning and Teaching.</p> <p>Digital School</p>	

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	SLT to develop an overview to digital platforms and their use across stages/subjects.			
Increased use of digital tools to inform assessment of learning, within school and out with the classroom environment.	<p>All staff to include digital assessment opportunities in planning</p> <p>Particular use to be made of tools which enable collaboration, assessment and evaluation: teams OneNote Sway Forms</p>	<p>Planning tracking and monitoring Learner evaluations Staff consultation Digital Tracking and monitoring - use of Insights on Teams</p>	<p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>Microsoft Educator site in Glow</p> <p><a href="#">Education Scotland Newsletters</a></p> <p><a href="#">Glow information</a></p>	
Embed digital learning experiences across the curriculum, through development of staff digital knowledge and skills.	<p>Development of CVHS digital champion and digital strategy group</p> <p>Staff engage with digital learning CLPL</p> <p>All staff to have access to Education and Families Bulletin on Glow</p> <p>All staff to know their login for Login to Learn</p>	<p>Planning tracking and monitoring Digital Tracking and monitoring - use of Insights on Teams Staff PRD</p>	<p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>Microsoft Educator site in Glow</p> <p>NLC - Digital Solutions to enhance Learning and Teaching.</p> <p><a href="#">Glow information</a></p> <p><a href="#">Professional Learning - Ed Scot</a></p>	

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2020-21 School Improvement Priority 4

**NAME OF ESTABLISHMENT:**  
**SAC/PEF ALLOCATION (FTE or resource):**  
 SAC Allocation  
 PEF Allocation £123,000

**NORTH LANARKSHIRE COUNCIL**  
**EDUCATION & FAMILIES**  
**SAC/ PEF RESOURCE SPEND**



**SAC/ PEF PLAN 2020-21**

<b>RATIONALE FOR SAC/ PEF PLAN</b>
<p>Please provide below detail around your rationale for the SAC plan.                      Consider the following: attainment, attendance, exclusion, participation, engagement.                      Consideration should also be given to the poverty related attainment gap and actions to reduce it as well as support for care experienced children and young people.</p>
<p><b>Authority Context</b></p> <p>The NLC SAC plan highlights that support for our youngest learners wrapped around a transitional and family learning context plays a crucial role in the development of a child and their capacity to learn. Key aims of the plan are to strengthen targeted support offered to parents and increase the level of support offered to children and families for transition.                      By coordinating the support offered by Clyde Valley High School with wider agencies we will enhance opportunities for consistent and focused engagement. We will link with local cluster school nursery classes to enhance not only family engagement but also increase capacity for developing literacy and numeracy curricular pathways to strengthen children’s preparations for transition.                      Within a health and wellbeing context we intend to work alongside social work and health colleagues to enable effective support to be coordinated and delivered to vulnerable children and families within Clyde Valley High School.</p> <p><i>Plans can focus on delivering the areas below:</i></p> <ul style="list-style-type: none"> <li>• <i>Effective early intervention to enhance our youngest children’s attachment experiences, emotional wellbeing and cognitive development</i></li> <li>• <i>Enhanced levels of engagement and support for our youngest children living in deprivation and at risk</i></li> <li>• <i>Enhanced parental capacity in providing a nurturing environment and care for their child</i></li> <li>• <i>Enhanced consistency of professional practice to improve outcomes for children and families</i></li> </ul> <p><i>Types of measures to be considered:</i></p> <ul style="list-style-type: none"> <li>• <i>Data: children and parents’ attendance and engagement</i></li> <li>• <i>Children’s plans and data relating to their development and progress, including the use of: Ages and Stages Questionnaires ASQ-3 (Child development screening tool)</i></li> <li>• <i>Specific health and wellbeing measures for parents and children</i></li> <li>• <i>Parents’ evaluations</i></li> </ul>

- *Staff professional review and development and questionnaires/feedback*
- *Collaborative self-evaluation framework*

### **Local Context**

NLC has one of the strongest and fastest growing economies in Scotland, however there are still significantly high levels of child poverty within most NL wards which are above the Scottish average. Within Clyde Valley High School, we cater for 754 children full-time, which represents 103 families. 47% of the children attending the school live within SIMD 1 and 2.

A significant number of children and families attending the school experience a high number of risk factors that we know can threaten children's development for example living in poverty which can impact on parents/carers ability to respond sensitively to children's emotional needs. 9% of S1-S3 requests for assistance received by the school from partner services describe the family living in poverty and poor parental mental health as the risk to the child's healthy development. Evidence shows that parents/carers are not always emotionally available to respond to the needs of their child when experiencing the adverse effects of poverty.

14% of the children attending have an attendance rate of less than 80% attendance which has impacted on children's learning and development, especially in language and communication.

The aim of this plan is to strengthen parents and caregiver's capacity to support their child's development, encouraging more sensitive parental responses which research shows will result in improved outcomes for children.

### **Overall Priority Aim (linked to SIP)**

*Through ensuring a workforce with consistent professional practice we will develop a family hub provision that offers early intervention approaches to:-*

- *Enhance our youngest children's attachment experiences, emotional wellbeing and cognitive development*
- *Enhance parental capacity and engagement in providing a nurturing environment resulting in improved outcomes for children and families*
- *Improve transition and curricular pathways to bridge the experience gap for children and families*

### **School Context**

In developing the rationale for the Clyde Valley High School SAC/PEF Plan both Scottish Government and NLC priorities were taken into consideration. The school allocation of £124,529 for 2020-21 is based on the number of pupils from S1 to S3 who are eligible and registered for free school meals (FSM). For every child that is registered the school receives £1,200 in addition to the normal school budget.

The additional funding provided by the Scottish Government as part of the Scottish Attainment Challenge (SAC) assists the school with supporting children who experience barriers to their learning, may be behind their peer group with attainment and/or they may not be getting the same chances in their education because their family is experiencing social/economic concerns or other financial difficulties.

Scottish Government is clear that it wants every child to succeed and achieve their potential. This additional funding to schools is to help them ensure that there is equity for all pupils irrespective of family composition or income. When the funding is allocated, Headteachers can use their judgement to support other children in the school as well as those in receipt of FSM who may be experiencing disadvantage socially and or economically. Additionally, headteachers work in partnership with pupils, parent/carers, cluster primary schools, partner agencies and the community when making decisions on how to use their PEF allocation.

The CVHS improvement plan for 2020-21 will outline what resources and interventions are being put in place for using its allocated PEF funding in accordance with Scottish Government, North Lanarkshire Education and Families Service and the HMle recommendations following on from the school inspection report published on the 17<sup>th</sup> March 2020. They are as follows.

**The Scottish Government National Improvement Framework (NIF) for 2020-21 includes four priorities and six key drivers of improvement.**

**Priorities:**

1. Raising attainment for all particularly in numeracy and literacy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improving young people's health and wellbeing
4. Improving employability skills and sustained, positive school-leaver destinations for all young people.

**The 6 key drivers of improvement:**

- 1.School leadership
- 2.Teacher professionalism
- 3.Parental engagement
- 4.Assessment of children's progress
- 5.School improvement
- 6.Performance information

**NLC Education and Families Service Priorities for 2020 –21 includes five priorities with three improvement actions for each priority.**

**Improvement actions** can be viewed on pages 2-3 of the SIP

**Priorities:**

1. Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.
2. Equity - Closing the attainment gap between the most and least disadvantaged children and young people.
3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.
4. Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people
5. Vulnerable Groups- Improved outcomes for vulnerable groups.

### **HMIe PEF recommendations /actions**

Refer to Follow up Action Plan (PEF)

All the above Scottish Government, Education & Families priorities/ improvement actions and HMIe recommendations/actions will underpin everything that is done in our school to lead to improvement.

#### **PEF- Digital Inclusion**

Digital technology is already recognised as making a significant contribution to current learning and teaching practices in all schools. When used appropriately and with staff being supported, digital technology can enrich learning and teaching, help to raise levels of attainment and close the attainment gap. Online tools and resources are used in classrooms in Clyde Valley to enrich children and young people's experiences, but this can be variable in the different curricular subjects. In the current learning environment of COVID- 19 mitigation measures digital approaches have never been more important for learning and feedback to take place in a blended –learning format, (partly at home and in school), remotely (completely from home) as well as in school full time.

Digital approaches to learning have taken on a new significance within our school learning environments as teachers and school leaders plan for the recovery of education whilst ensuring Health and Safety guidelines are followed.

In planning for the future of digital learning for the pupils of Clyde Valley and to support the recovery of education during and after the COVID-19 emergency the school has made closing the attainment equity gap and digital access for all learners a key priority. Following discussions with the Parent Council group, teaching staff, SIP groups and pupils, Pupil Equity Funding (PEF) shall be used in part, to support the work of addressing the digital divide for children and young people in the school.

The following will be our planning focus:

- The school will identify in the short term those vulnerable learners who have no device and/or no connectivity. Education and Families shall support this immediate intervention.
- ICT laptop provision for teaching staff to facilitate, in school, blended learning, remote learning delivery of the curriculum to all pupils.
- The digital divide experienced by young people – develop equity of access to technology and connectivity to allow S1 -S3 pupils to engage in learning experiences in school and from home, through a rolling programme supported by PEF funding.
- Improve communication of learning to families using GLOW and Microsoft Office 365 tools such as TEAMS.
- In line with North Lanarkshire's curriculum review align current digital learning and activities to ensure a consistent and progressive curriculum.
- Digital Data – develop systems to track use of and engagement with digital learning experiences to inform school improvement and learner journeys

Following on from the HMIe Summarised Inspection Findings published on the 17<sup>th</sup> March 2020, the following QI's highlighted where the use of digital devices can enhance learning, allow pupils to lead their own learning, help parent/carers support their child's learning leading to improved attainment for all.

### **HMIe 2.3 Learning Teaching and Assessment**

In almost all lessons, teachers make use of digital technologies to display resources. **In a few lessons** the learning is enhanced through the use of virtual learning environments and game-based learning platforms which enable young people to lead their own learning and collaborate with their peers

**HMIe 2.7 Partnerships: Impact on learners – parental engagement**

**Parents are beginning to become more involved in supporting the learning of their children**, for example the family cooking club and literacy/ numeracy workshops. Departments use a digital app to support homework which parents appreciate. **Staff should work more closely with parents to plan approaches to supporting greater parental involvement and understanding of their role in supporting learning.** Parents should have a clearer understanding of the areas of the school requiring improvement and the areas of strength, specifically in relation to how the school raises attainment. Communication with parents needs to be reviewed to make sure all parents receive all information, regardless of whether or not they are able to access the internet.

<b>Costings</b>  (FTE or resource)	<b>Focus area - Intervention</b> Literacy / Numeracy / HWB	<b>Intended Outcome</b>  Please describe your planned use of SAC/PEF allocation and what you intend to achieve.	<b>Evidence</b>  Please indicate what evidence you are going to collect to show impact and progression (e.g. YARC / MALT assessment etc.)
PEF DHT coordinating  SLT PEF DHT  PT Support for Learning and Inclusion  Faculty Head of Languages  English teacher  Two Science teachers  PT Support for Learning and Inclusion  PT Mathematics Two Mathematics Teachers	<p><b>Digital Literacy/HWB</b></p> <p><b>Literacy Support</b></p> <p><b>Numeracy Support</b></p>	<p>Purchase of Digital devices for all S1 pupils and Internet access if required</p> <p><b>Aim: Raise attainment in literacy</b> through the Fresh Start/ Read Write Inc (RWI) programme targeting SIMD 1-2 BGE pupils in S1 and S2.  <b>Measurement of impact linked to Aim:</b> Post intervention YARC assessments to measure improved reading age for many of those pupils being supported pupil's Pupil evaluation questionnaire to determine if there is increased confidence and enjoyment of reading on completion of RWI</p> <p><b>Aim: Raise attainment in numeracy</b> through using, Number Box, Number Talks, Sum-dog and Numeracy and Mathematics Workout support programme's with SIMD 1-2 BGE pupils in S1 and S2.  <b>Measurement of impact linked to aim.</b> Sumdog diagnostics will be used to measure improvement in Sumdog working levels. When the</p>	<ul style="list-style-type: none"> <li>• Survey of school community.</li> <li>• Uptake of access to digital resources particularly in the context of Blended Learning.</li> <li>• Improvements in CFE levels</li>   <li>• Trained teaching staff, ASN's and select senior pupils shall work to support children through a mix of support within their English class and through group extraction.</li> <li>• Monthly update meetings will be held to report progression</li> <li>• Pupils will be YARC assessed before and after the Intervention.</li> <li>• Pupil and parent/carer questionnaires shall be issued on completion</li>   <li>• Trained teaching staff, ASN's and select senior pupils shall work to</li> </ul>

<p>ASNA's</p> <p>Identified Senior Pupils</p> <p>Four PT Pupil Support &amp; Inclusion teachers</p> <p>Extended Support Team</p> <p>HE dept</p>	<p><b>Health &amp; Wb</b></p>	<p>pupils working on the Number box interventions finish, they will complete an evaluation to measure if their confidence with numeracy and Math's has improved. Final MaLT assessments shall be undertaken during the exam leave/ change of timetable in May/June 2021. This arrangement may vary dependent on Covid –19 national mitigations advice.</p> <p><b>Aim: Improve attendance, late-coming and attainment</b> for young people in deciles 1-3 and/or free school meal entitlement (FME) through increased Pupil Support family contact and the after-school Home Economics 'cook a meal with your family class'. The <b>Kellogg's breakfast club initiative</b> will likely be introduced in October/November 2020. Funding has been received but COVID –19 restrictions prevent the initiative running at this time.</p> <p><b>Measurement of impact linked to aim.</b> PTPS shall report on their progress with engaging with families specifically around how identified pupil's attendance and attainment is improving. The NLC dashboard will be used as a check point in November and February in order to compare the CVHS attendance percentage was with the NLC authority average. Percentage increase or otherwise shall determine future actions.</p>	<p>support children through a mix of support within their Mathematics class and through group extraction to the library and business studies department to work on the numeracy support programme Sumdog.</p> <ul style="list-style-type: none"> <li>• Pupils will be MaLT assessed before and after the Intervention. Pupil and parent/carer questionnaires will be issued.</li> <li>• Interim progress, month to month, will be monitored and reported back from the Math's department.</li> </ul>
<p>Four PT Pupil Support &amp; Inclusion teachers</p> <p>Extended Support Team</p>	<p><b>Health &amp; Wb</b></p>	<p><b>Aim: Reduce demerits and referrals</b> of young people in deciles 1-3 and/or FME through close monitoring by the Pupil Support teachers and the Learning Zone staff.</p> <p><b>Measurement of impact linked to aim.</b> PTPS to report and record reductions and increases in negative behaviours of pupils. Individual behaviour monitoring will be recorded by card and on the CVHS</p>	<ul style="list-style-type: none"> <li>• Pupil Support teachers shall meet with identified pupils on a regular basis to set and monitor achievable targets.</li> <li>• Frequent contact shall be made with parents/carer's in order to encourage their child to meet the set targets.</li> <li>• Meetings will be arranged to discuss the young person's progress and build a relationship of trust with the parent/carer's.</li> <li>• PTPS shall undertake on- going monitoring of weekly/monthly individual pupil attendance.</li> </ul>

<p>Extended Support Team HSPO Counsellor</p>	<p><b>Health &amp;Wb</b></p>	<p>Teams general tab area. The Extended Support team will continue to email out a daily update of children receiving support. support. PTPS/SLT and the extended support team shall continue to liaise with parent/carer's on progress or otherwise.</p> <p><b>Aim: To support on-going development of positive relationships and supports for challenged young people and their families.</b> By having the Extended Support Team, PT Learning Support and Inclusion, Home School Partnership Officer (HSPO) and Counselling services continue to work with identified children and families. This support work will extend to within the classroom, through peripatetic ASNA support.</p> <p><b>Measurement of impact linked to aim.</b> GL assessment will be undertaken with S1-S3 to measure initial attitudes towards learning and school. Pupils who score less than 20% in the overall assessment will be highlighted to PTPS, PTLS and the Extended Support team. On-going support will be continuing with those pupils and shall continue in session 20 –21.</p> <p><b>Aim: External support and partnership working.</b> To continue to sustain high quality links with parent/carer's the HSPO and SW student will support a small number of children and families through</p>	<ul style="list-style-type: none"> <li>• The PTPS's and the extended support team shall work closely with identified pupil's at risk of exclusion by supporting them in the Learning Zone and through using the 'Ready to Learn policy', time out cards for reflection, and regular parent/carer contact to de-escalate and reduce negative situations and behaviours.</li> <li>• Parents/carers and support staff can evidence a reduction in the amount and frequency of negative behaviours occurring.</li> <li>• There is a reduction in out of class support and the pupil is back into class as quickly as possible with intermittent support if required.</li> <li>• One to one support for the individual child shall reduce within the Learning zone and within the classroom. This will be recorded daily.</li> <li>• On reduction of support a follow up GL assessment 'The Pupil Attitudes to Self &amp; School (PASS) attitudinal survey' will be conducted to measure change in attitude to learning and school.</li> <li>• Evidence of improvement by means of monitoring and recording the reduction of negative behaviour incidents.</li> <li>• There will be evidence of more frequent attendance period by period in class and increased attendance percentage overall.</li> <li>• Testimonies from parent/carers highlight significant changes in behaviour within the family home and attitudes towards school.</li> </ul>
<p>HSPO SW student  PT Support for Learning and Inclusion PTPSI</p>			

<p>PT Mathematics PT Languages  HSPO  HART team</p>	<p><b>Health &amp;Wb</b></p>	<p>regular contact in order to facilitate the necessary supports to strengthen engagement with school. <b>Measurement of impact linked to aim.</b> Families/carers engage with the school on a regular basis and work in partnership to ensure their child engages with school on a phased and/or increasing frequency of attendance.</p>	<ul style="list-style-type: none"> <li>• Parent/carer frequency of partnership working with the HSPO and SW student increases and is sustained.</li> <li>• There is positive engagement between the child and HSPO and SW student</li> <li>• There is noted improvement in attendance/ late coming and positive behaviours</li> </ul>
<p>DHT PEF</p>	<p><b>Health &amp;Wb</b></p>	<p><b>Aim: Develop early intervention strategies for challenged/disengaging young people.</b> This work will be implemented from February 2020. Information will be gathered on the new S1 through email contact and virtual meetings with the associate primary schools throughout February to June, in preparation for an August 2020 start. <b>Measurement of impact linked to aim.</b> To ensure supports already in place within the associate primary schools continue for the child when starting in August. This support will focus on Literacy, Numeracy, Well-being, ASN requirements, frequency of attendance and lack of parental engagement.</p>	<ul style="list-style-type: none"> <li>• On receiving P7-S1 transition information through video and electronic means the DHT, PTLs &amp; PTPS, PT Math's, PT Languages and the HSPO will put in place a programme of support to ensure incoming S1 will have a smooth transition and continue to be supported in secondary school.</li> <li>• Supports available in August 2020 will be enhanced transition; HSPO visits/phone calls, early referral to the school-based Health and resource team (HART) and inclusion into the S1/2 Nurture classes.</li> <li>• All these supports will be tailored to allow a safe learning environment should Covid -19 safety measures continue to be in place for schools</li> </ul>
	<p><b>Health &amp;Wb</b></p>	<p><b>Aim: To develop a CVHS Poverty Proofing Schools Policy</b>  The paper is designed to support heads of establishment in creating a policy to poverty proof their schools and family learning centres. Policies should be written by the end of February 2021. It will be important to engage with your community ahead of writing your policy.</p>	

		<p>In order to support establishments in taking this important work network sessions will be delivered on a locality basis later this session.</p> <p>A policy template is attached but please feel free to use your own template.</p>	
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