

School Improvement Plan 2009/2010



Aims

1. To embrace and embed the values and principles of Curriculum for Excellence
2. To promote Health & Wellbeing throughout the school community
3. To maintain and promote links between other schools



Main Priorities

- Improve access to resources to encourage independent learning
- Evaluate pupil tracking, assessment and target setting
- Literacy - improve attainment in reading and writing
- HWB - promote healthy lifestyles and provide support networks for children and families
- Promote links with school community and identify leadership roles
- Ensure smooth transitions to other schools
- Next steps in GLOW

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<p>1. Improve access to resources to encourage independent Learning Key Quality Indicators; 8.3, 2.1, 1.2, 8.2</p>	<p>Rationale Resources are scattered throughout the school without labels Learners do not tidy away resources All learners are keen to have a well organised learning environment</p>
<p>Area for Improvement</p> <ul style="list-style-type: none"> • To provide a safe, stimulating and pleasant environment for learning ✓ • Displays will fully support learning and teaching and create a stimulating atmosphere, using a balance of chn's work and other materials ✓ • To ensure health and safety aspects of accommodation through sorting furniture and resources in classrooms and storage areas ✓ • Encourage community members/visitors to visit school to share expertise/knowledge. • To use the outdoor classroom – trips to other schools, use of playground, Trip to Eday, Collaborative days 	<p>Evaluation</p> <ul style="list-style-type: none"> • Comments made about school environment ✓ • Are displays changed regularly? ✓ • Is there sufficient access to cupboards and resources? ✓ • Are resources labelled? ✓ • Is there easy access to doors and fire doors? ✓ • Can children choose and access all resources? ✓ • Does learning bring the outside world into the classroom? • FN completed 4 day H&S course – Risk Assessments updated for school building • How does ICT impact on children's learning? (GLOW)
<p>Outcomes for Learners</p> <ol style="list-style-type: none"> 1. To access all resources in school and have ownership of their learning environment ✓ 2. Take pride in their achievements in displayed work ✓ 3. Use displays as a learning aid ✓ 4. Organise classrooms and resources and have more ownership of their environment ✓ 5. Show willingness to keep their classroom tidy and well organised ✓ 6. To see that learning is not restricted to the classroom setting 	<p>Impact</p> <p>Flotta Community School is a stimulating, welcoming and well organised environment, where staff and pupils are empowered to further their learning.</p> <p>To see learning as a lifelong skill</p> <p>Pupils have access to learning through GLOW at school and at home. Used for homework and snow closure days.</p>

Resp	Actions	Resources	Achieved	Evidence
HT	Initiate a clean up in school ✓ Listen to views of others regarding organisation of resources, rooms and furniture ✓ Ensure easy access to doors and fire doors ✓ Coordinate labelling resources and demarking learning areas ✓ Coaching and Mentoring Course H&S course + update risk assessments ✓	August in service day Staff meetings times Non-contact times Management time	Oct 09 Dec 2009 Nov 2009 De 2009 Feb 2010	Learning areas marked and resources labelled Health and safety checks +risk assessments folder updated
Teacher	Continue to produce high quality displays using appropriate boards to evidence broad curricular achievement ✓ Help with labelling and organisation ✓ Encourage pupils to respect their environment Consider how learning needs are met through using the outdoors	As above	Aug-Dec From March 2010	Pupils use displays in daily routines
Support Staff	Take lead role in organising expressive arts room ✓ Labelling and filing systems in offices to be reorganised ✓ Moving furniture to provide adequate access ✓ Finance systems to be organised ✓ Help carry out risk assessments throughout school Take a lead role in implementing GLOW as a learning resource. Using kitchen/baking & cooking with pupils	During office hours Training from E Swanney In service hours	Aug-Dec Jan 2010 From Dec 2009 From Jan 2010	New office filing system and finance spreadsheets in use All pupils have access Social contact with Papa Westray - weekly Working especially well with new pupils for learning and reward system
Pupils	Help organise and arrange furniture and resources in classroom Take responsibility for keeping classroom tidy Have a say in what is displayed around the room Access to GLOW, Superclubs for learning and social contact	Classtime	Aug Jan 2010	Take pride in maintaining a tidy classroom that reflects their learning Pupils work on home pages, Flotta news items page up and running
Parents	Attend parent open days to look at pupils work and achievements ✓ Attend parent workshops to take part in children's learning ✓	Parent open days/workshops at least once per term	Throughout the year	Attendance of open days Full parent attendance with consideration to work hours

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<p>2. Evaluate pupil tracking, assessment and target setting</p> <p>Key Quality Indicators: 5.4, 5.5, 5.3, 5.7, 2.1, 5.9</p>	<p>Rationale</p> <p>HMI report highlights this an area for development Publication of new experiences and outcomes</p>
<p>Area for Improvement:</p> <ul style="list-style-type: none"> • Review current assessment and tracking procedures ✓ • Implement CfE Outcomes into classroom routines ✓ • Share with children new outcomes and how they will be tracked ✓ • Allow pupils to choose which outcomes they will work towards and ideas of how to do this ✓ • Establish cycle of improvement through reflection and evaluation throughout the school ✓ • Introduce Learning Logs which include learning outcomes. Pupils will decide which to tackle, have input into how work is done, and evidencing outcomes. • Set up E-portfolios on GLOW esp for P7 pupils transition • Match systems with CfE bt5 • Explore use of NAR 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are children motivated and active in their learning? ✓ • Does attainment show good progression? • Do parents have a sound understanding of where their children are in their learning and what are the next steps? ✓ • Do all staff have input into curriculum activities? ✓ • With scaffolding, are pupils involved in self evaluation? ✓ • Can pupils begin to give evidence of where they have met learning outcomes? • Do P7 pupils have a clear record of their achievements and next steps they can discuss with secondary school staff? • Do systems in place meet the requirement of bt5? • Which resources have been useful from NAR?
<p>Outcomes for Learners</p> <ol style="list-style-type: none"> 1. Have high quality learning opportunities ✓ 2. Recognise achievements and able to consider next steps 3. Can reflect and evaluate many aspects of school life ✓ 4. Celebrate achievements ✓ 5. Have input into planning and budget process ✓ 6. Have input at parents open days and lead discussions where possible ✓ 7. Supported in their learning by well informed parents ✓ 8. Complete learning portfolio and eportfolio for secondary transition 9. Used useful resources from NAR to compare achievements on a wider scale. 	<p>Impact</p> <p>Pupils and staff use a variety of assessment tools to decide on next steps in learning.</p> <p>Pupils have a record of achievement and clear next steps for secondary transition</p> <p>Pupils will have wider comparisons with their levels of achievement.</p>

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Resp	Actions	Resources	Achieved	Evidence
HT	<p>Interpret Attainment data ✓ <i>PIPS info from Oct 09</i></p> <p>Consult parents through Parent Council, open days and curriculum days ✓</p> <p>Consult with staff and learners on areas for improvement ✓</p> <p>Help pupils take a lead in Open Day discussions with parents</p> <p>Undertake lessons observations and demonstrate lessons for staff</p> <p>CPD – Materials from Shirley Clarke and The Learning Set ✓</p> <p>Implement use of success criteria in order that pupils can self evaluate ✓</p> <p>Examine individuals' learning styles</p> <p>Consult pupils on what will help them to learn ✓</p> <p>CPD meetings and review format ✓</p> <p><i>Introduce Learning Logs and E Portfolios</i></p>	In service days	<p>Oct – Dec</p> <p><i>April 2010</i></p> <p><i>+ on going</i></p> <p><i>Jan 2010</i></p>	<p>Staff and pupils use a variety of assessment tools with confidence, to decide on next steps</p> <p><i>Pupils can discuss their learning logs and e portfolios and demonstrate their achievements</i></p>
Teacher	<p>Consult with staff and learners on areas for improvement</p> <p>Undertake lesson observations and demonstrate lessons for staff</p> <p>Help examine learning styles</p> <p>Interpret Attainment data ✓</p> <p><i>Keep a record of success criteria in learning logs</i></p>	CfE Management time	<p>Oct – Dec</p> <p><i>April 2010</i></p>	<i>Assessment and tracking procedures are easy to follow and use.</i>
Support Staff/ EYW	<p>Input on CPD process with HT ✓</p> <p>Contribute to the Success wall for pupils</p> <p>Displaying pupils' work</p> <p>Understand and implement Evaluation Cycle</p> <p><i>Begin to upload work onto pupils GLOW pages for E Portfolio</i></p>	Display materials CfE	<p>Oct – Dec + ongoing</p> <p><i>Jan 2010</i></p>	<p>All staff and learners can help celebrate success.</p> <p><i>Evidence of e portfolios</i></p>
Pupils	<p>Have regular opportunities to contribute to school improvement work ✓</p> <p>Have a lead role in Parent Open Day discussions with support from staff</p> <p>Use success criteria to monitor progress ✓</p> <p>Share ideas for furthering learning ✓</p> <p>Use school council times for input into school improvement using cycle of evaluation</p> <p><i>Contribute to learning logs, e portfolios and demonstrate progression</i></p>		<p>Oct – Dec</p> <p><i>From Jan 2010 onwards</i></p>	<p>Have a voice to implement improvement at each level.</p> <p><i>Pupils can discuss their learning logs and e portfolios and demonstrate their achievements</i></p>
Parents	<p>Parent council and recruitment training ✓</p> <p>Have input into vision, values and aims</p> <p>Celebrate success with pupils ✓</p> <p>Support learning at home where needs have been identified ✓</p>		<p>Aug – Dec + ongoing</p>	Are up to date with their chn's progress

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<p>3. Maths ensure adequate challenge in programme for P7 pupils Improve attainment in Reading and Writing Key Quality Indicators: 5.2, 5.3, 5.1, 2.1, 2.2</p>	<p>Rationale High achievers in upper end of school Pupils, teachers and parents request more challenging programme Lower than expected PIPS results</p>
<p>Area for Improvement:</p> <ul style="list-style-type: none"> • Pupils motivation for learning and achievement ✓ • Pace of teaching ✓ • More challenge for pupils in upper primary ✓ • Using evidence to inform next steps ✓ • Use the above for Literacy • Use of NAR 	<p>Evaluation</p> <ul style="list-style-type: none"> • Is attainment improving? Maths outcomes are VG • Are pupils aware of their capabilities and striving to do well in their learning? Motivation in Literacy was lower than other subject • How do we measure against QI? Improvements identified and steps in place. • Do pupils have ideas for what they want to learn next? ✓ • Do pupils feel supported where needs have been identified? ✓ • What are the views of parents and pupils? Parents kept well informed and support learning from home.
<p>Outcomes for Learners</p> <ol style="list-style-type: none"> 1. Show expected or good progress in nation tests ✓ Improvements required in Literacy 2. Be motivated to come to school and engage in activities which will further their learning ✓ 3. Exercise creative and critical thinking ✓ Pupils more able to take responsibility for learning and ownership of planning and next steps. 4. Have more responsibility and independence in learning ✓ 5. Have opportunity to make choices about their learning ✓ 6. Recognise what they can achieve and celebrate those achievements ✓ Pupils are motivated to do well 7. Be able to discuss learning needs with adults introduction of learning logs is enabling pupils to achieve this 	<p>Impact</p> <p>Pupils become leaders of their own learning and enjoy lessons.</p> <p>Pupils can identify where they can improve through looking at national and local statistics.</p>

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Resp	Actions	Resources	Achieved	Evidence
HT	<p>Increase expectancy of what pupils will achieve by sharing national outcomes, criteria for achievement, ✓ + Literacy</p> <p>Re-introduce PIPS and national testing for pupils in order that they can mark their achievement ✓ very useful tool</p> <p>Demonstrate lessons with pace and challenge for staff members ✓</p> <p>Write planning and Assessment Policy ongoing with bt5</p> <p>Apply Active learning to Maths lessons ✓</p> <p>Apply strategies form AifL and Critical Skills ✓</p> <p>Introduce new quiet reading guidance</p> <p>Focus on building vocabulary</p> <p>Demonstrate and practise various writing genre – success criteria lists for each</p>	<p>National Outcomes PIPS</p> <p>Management time Staff in service</p> <p>Various genres of text Teacher modelling writing styles</p>	<p>Oct – March</p> <p>May 2010</p>	<p>Policy in place which has been shared with all staff pupils and parents.</p> <p>Use of National statistics as a benchmark for progress. ✓</p> <p>Pupils' reading and writing levels in line with national standards (+ possibly higher)</p>
Teacher	<p>Increase expectancy of what pupils will achieve through sharing outcomes and achievement criteria ✓</p> <p>Demonstrate lessons with pace and challenge for staff members ✓</p> <p>Write planning and Assessment Policy with HT</p> <p>Ensure pupils have high expectations ✓</p> <p>Apply strategies form AifL and Critical Skills</p> <p>+ above in red</p>	<p>CPD time</p>	<p>Nov 09</p> <p>Mar 10</p>	<p>Children use assessment criteria and setting personal targets using national outcomes from CfE.</p>
Support Staff/ EYW	<p>Give support to learners in classroom</p> <p>Using games as an approach to reinforcing knowledge and skills</p> <p>Ensure that pupils can work independently and don not become reliant on support ✓</p> <p>Increase hours with additional pupil from Feb 2010</p>	<p>OIC funded</p>	<p>ongoing</p>	<p>Encourage pupils to be active learners and set good examples of this.</p> <p>Calm influence for new pupil who lacks confidence and trust in people.</p>
Pupils	<p>Help to set targets ✓</p> <p>Use success criteria to self assess ✓</p> <p>Look at National Outcomes, and with adult support, decide on next steps in learning ✓</p> <p>Celebrate achievement ✓</p> <p>Take more responsibility for achievement in reading</p>	<p>CfE outcomes Achievement Board Significant Achiement Cert. Very willing to make improvements</p>	<p>June 10</p>	<p>Pupils are motivated to learn and do well.</p> <p>Pupils recognise and celebrate achievement around them.</p>
Parents	<p>Attend Parent Open Days ✓</p> <p>Support homework where necessary ✓ Parents very supportive and pupils aware of this</p>	<p>On going</p>		<p>Homework is completed.</p> <p>Advice about children's learning is taken on board.</p>

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<p>4. HWPB - promote healthy lifestyles and provide support networks for children and families Begin application for Healthy Schools Status and review areas for improvement Key Quality Indicators: 5.8, 1.1, 2.2, 5.6, 6.1, 8.1,</p>	<p>Rationale Publication of H&WB experiences and outcomes Need for pupils to have a greater awareness of healthy lifestyle choices</p>
<p>Area for Improvement</p> <ul style="list-style-type: none"> • Implementation of H &W outcomes • Healthy eating pupils have a fruit snack & healthy packed lunch • Regular exercise and relaxation some daily exercise • Self esteem and self expression • Providing support networks for families with the aid of outside agencies where necessary • Healthy Schools Status on hold due to the uncertainty of school's future 	<p>Evaluation</p> <ul style="list-style-type: none"> • Are pupils aware of H&W outcomes? Do they have personal targets? - on going • Do children know what makes a healthy diet and bring healthy snacks to school? ✓ • Do children have regular exercise and know what activities will have a calming effect? ongoing • Can children express themselves freely and have confidence in different social setting? ongoing • Attainment of Healthy Schools Status
<p>Outcomes for Learners</p> <ol style="list-style-type: none"> 1. To review H&W outcomes and subsequent targets 2. To eat Healthy snacks and meals and try new food ✓ 3. To take part in regular exercise and relaxation activities ✓ 4. To be able to express themselves in different social situations and ask for help appropriately 5. To know where to seek advice and support 	<p>Impact</p> <p>Pupils enjoy daily physical activity and recognise its benefits.</p>

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Resp	Actions	Resources	Achieved	Evidence
HT	<p>Review H&W outcomes with staff and pupils</p> <p>Support chn in setting appropriate targets</p> <p>Ensure regular PE and physical activity – investigate “Class Moves” with staff and any other resources ✓</p> <p>Ensure ethos promotes SE, and that pupils have opportunities to take part in activities with other schools and in other settings ✓</p> <p>Review healthy eating policy ✓</p> <p>Investigate agencies to help support families ✓</p> <p>Healthy School Status criteria and targets</p>	<p>CfE Outcomes</p> <p>Class Moves</p> <p>Consult other Schools</p> <p>Child Pro Training</p>	<p>Oct – March</p> <p>Ongoing</p> <p>Feb</p> <p>Aug – Oct</p> <p>Jan – May</p>	<p>Targets set for meeting healthy schools criteria</p> <p>Policy in place</p>
Teacher	<p>Review H&W outcomes with staff and pupils</p> <p>Support chn in setting appropriate targets</p> <p>Ensure regular PE and physical activity – investigate “Class Moves” with staff and any other resources ✓</p> <p>Ensure ethos promotes SE, and that pupils have opportunities to take part in activities with other schools and in other settings ✓</p>	As Above	<p>Oct-March</p> <p>On-going</p>	Resources chosen to promote daily physical activity
Support Staff/ EYW	<p>Ensure ethos promotes SE, and that pupils have opportunities to take part in activities with other schools and in other settings ✓</p> <p>Chart and Rewards for trying new food ✓</p> <p>Assess and review Healthy school criteria where necessary</p>	School Meals	Aug-June	Children willingly try new food
Pupils	<p>Take part in H&W outcomes review and target setting</p> <p>Take regular exercise and know which activities will help relaxation ✓</p> <p>Join in with other schools on integrated days, active sports, trips etc and be confident in what they know and can do ✓</p> <p>Assess and review Healthy schools criteria where necessary</p> <p>Regular School Council meeting to discuss school improvement and review ✓</p>	As above	<p>Oct-March</p> <p>Jan-May</p> <p>On going</p>	<p>Bring a healthy snack to school</p> <p>Participate in daily physical activity with a smile</p>
Parents	Aware of healthy schools criteria and subsequent targets ✓		Jan-March	Support new policy

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<p>5. Promote links with school community and identify leadership Roles</p> <p>Key Quality Indicators: 9.3, 9.1, 8.1, 4.1, 4.2, 7.2 7.3</p>	<p>Rationale</p> <p>CfE promotion of School Communities</p> <p>With only 4 pupils in school, a greater need to expand learning environment</p>
<p>Area for Improvement</p> <ul style="list-style-type: none"> • Join in with Peedie Schools Cluster for integrated days, trips and in service days where possible • Promote positive links between the Community Association and School ✓ • Ensure people know and understand their roles and responsibilities ✓ • Help pupils to access resources, clubs and friendships within the wider community ✓ 	<p>Evaluation</p> <ul style="list-style-type: none"> • Do pupils communicate with confidence in larger groups and less familiar settings? ongoing • Do children have access to clubs and wider social networks outside of school? GLOW & Superclubs • Can issues raised be sorted at community association meetings? ✓ • Is leadership distributed and understood by everyone? ✓ Distributed leadership has had an impact on morale where individuals are challenged and skills are utilised.
<p>Outcomes for Learners</p> <ol style="list-style-type: none"> 1. To have learning opportunities within a bigger class size ✓ 2. To have friendship and learning links with other schools ✓ 3. To have a greater understanding of independence and responsibility ✓ 4. To improve confidence in own capabilities ongoing 	<p>Impact</p> <p>Children can confidently take part in learning in different settings and with different groups - ongoing.</p>

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Resp	Actions	Resources	Achieved	Evidence
HT	<p>Include Flotta in Peedie Schools Cluster ✓</p> <p>Promote collaboration between schools – help organise joint inservice day in September ✓</p> <p>Help organise learning experiences and trips with other schools and agencies – Scapa Ranger, Hoy, Orphir, Peedie Schools, Active Schools ✓</p> <p>Ensure continued CPD of all staff and that there is clear understanding of roles and responsibilities ✓</p> <p>Attending Community Association meetings ✓</p>	<p>Retained</p> <p>Retained</p> <p>£150</p> <p>EMEC</p> <p>School Funds</p>	<p>Aug 2009</p> <p>Sept 2009</p> <p>Ongoing</p> <p>April</p>	<p>Pupils benefiting from inclusion with other peedie schools ✓</p> <p>Annual CPD meetings and subsequent targets ✓</p> <p>Staff morale is low at the moment with the future of the school uncertain,</p>
Teacher	<p>Include Flotta in Peedie Schools Cluster ✓</p> <p>Attend Peedie Schools' in service days ✓</p> <p>Help organise learning experiences and trips with other schools and agencies – Scapa Ranger, Hoy, Orphir, Peedie Schools, Active Schools, RSPB ✓</p> <p>Cool Seas Performance – Pickaquoy Centre ✓</p> <p>Look for ruether opportunities to take learning out of the classroom.</p>	As Above	<p>As above</p> <p>Aug 2009</p>	<p>Using the wider community in teaching</p> <p>Cool Seas Roadshow was a great success</p>
Support Staff/ EYW	<p>Ensure pupils with free school meals have a packed lunch</p> <p>Organise travel arrangements and be an accompanying adult ✓</p> <p>First Aid</p>	School Meals	On going	Understanding of shared leadership
Pupils	<p>To meet new people and develop social skills ✓</p> <p>To improve competitive and sportsmanship skills in a larger group ✓</p> <p>To b open minded to change and new people ✓</p> <p>To continue links through GLOW and other ways ✓</p> <p>To be more independent in learning and responsible for setting learning targets ✓</p> <p>To be active in the School Council and decision making ✓</p>	As above	<p>Aug – Oct</p> <p>Oct-Dec</p> <p>Sept 2009</p>	<p>Have a wider social network</p> <p>I nvolved in target setting for school improvement at many levels.</p>
Parents	<p>Provide transport to and from the ferry</p> <p>Attend concerts, performances and open days where possible ✓</p>	Funding for travel where possible	ongoing	

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<p>6. Begin application for Eco Schools in collaboration with Peedie Schools</p> <p>Key Quality Indicators: 1.1, 5.5, 6.3, 5.2</p> <p>Due to time constraints and uncertainty of school roll, this has been put on hold</p>	<p>Rationale</p> <p>Much of the work towards achieving this, has been completed and pupils should have recognition for their achievements</p> <p>Current pupils would not be in school next year to achieve award</p>
<p>Area for Improvement</p> <ol style="list-style-type: none"> 1. Assess work completed in school to date for Eco School Silver Flag 2. Work towards next steps for award 	<p>Evaluation</p> <ul style="list-style-type: none"> • Targets and timelines set in place for achieving flag
<p>Outcomes for Learners</p> <ol style="list-style-type: none"> 1. Knowledge about how to care for our planet 2. Through School Council, decide on next steps 3. Visit EMEC to find out about renewable energy 	<p>Impact</p> <p>Pupils know what they can do individually and collectively to help look after our environment.</p>

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Resp	Actions	Resources	Achieved	Evidence
HT	Arrange EMEC visit in collaboration with Peedie Schools Cluster ✓ Arrange pick up and lessons from Renewable Energy box ✓ Research criteria for Bronze and Silver Eco flag in collaboration with Peedie Schools Cluster ✓ Set targets to meet criteria in consultation with staff and pupils	CPD time In service Sept	Sept 09 Sept 2009 Sept 2009 Oct-Dec	Pupils achieve learning outcomes from EMEC Trip Targets in place to meet ECO Schools flag
Teacher	Lead pupils work with RSPB on Cool Seas ✓ Lead management of Performance at Pickaquooy Centre ✓ Research criteria for Bronze and Silver Eco flag in collaboration with Peedie Schools Cluster ✓ Set targets to meet criteria in consultation with staff and pupils	Sept 2009 CPD time In service - Sept	Sept 09 Oct-Dec	Pupils take part in Cool Seas Roadshow Set targets to meet criteria in consultation with staff and pupils
Support Staff/ EYW	Arrange for registration for ECO Schools Accompany pupils travelling Set targets to meet criteria in consultation with staff and pupils	CPD	Sept 09 Oct-Dec	Set targets to meet criteria in consultation with staff and pupils
Pupils	Work with Scapa Schools /RSPB on Cool Seas Roadshow ✓ Visit EMEC to learn about testing renewable energy in Orkney ✓ Set targets in line with achieving ECO flag			Learning targets met Set targets to meet criteria in consultation with staff and pupils
Parents	Support pupils work on ECO schools	Open day	ongoing	Support pupils during performance

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<p>7 Implement GLOW Key Quality Indicators: 1.1, 3.1, 9.2, 8.4, 4.1</p>	<p>Rationale</p> <p>Useful tool for all learners which has not yet been utilised by Flotta School Links with target to widen learning environment</p>
<p>Area for Improvement</p> <ul style="list-style-type: none"> • Using GLOW as a tool for learning across the school • Transfer to Glow mail and set up pupil accounts • Pupils have a homepage • Pupils begin to gather information for e-portfolio • Use Glow meeting rooms to maintain links with other peedie schools once a week • Use GLOW as a means for staff keeping up to date with curriculum developments • E-safety 	<p>Evaluation</p> <ul style="list-style-type: none"> • Can pupils access GLOW and use it as a tool for learning? ✓ • Do teachers use GLOW as a useful tool to access CPD and teaching materials? • Can teachers support chn's learning in this way? • Do pupils have an e-portfolio in place for secondary transfer? • Does Glow help pupils maintain friendships with pupils outside Flotta?
<p>Outcomes for Learners</p> <ol style="list-style-type: none"> 1. Use glow as a means of gathering information 2. Be supported by staff in use of GLOW to develop confidence 3. Have access to up-to-date learning materials 4. Maintain social links with peedie schools 5. Develop an e-portfolio for secondary transfer 	<p>Impact</p> <p>Has implementation of GLOW improved quality of Chns learning?</p>

Resp	Actions	Resources	Achieved	Evidence
HT	Share Authority implementation plan with staff ✓ Ensure all passwords and admin arrangements are in place ✓ Familiarisation with GLOW site and range of uses ✓ Use CPD time to allow staff to become familiar with its use ✓ Update parents Plan for using GLOW as a teaching resource ✓ Evaluate implementation with staff Arrange and maintain social links with peedie schools ✓ Arrange CfE DO to help advise development in school ✓ Assist pupils in developing an e-portfolio Ensure pupils can access homework In bad weather conditions, tasks and outcomes posted on pupils learning page	CPD time In service	Sept 09 Oct 09 Oct-Dec Jan 10 June 10 Jan 2010	Staff and pupils registered Planning folder
Teacher	Familiarisation of GLOW and its range of uses ✓ Access online support Plan for using GLOW as a teaching resource Evaluate implementation	CPD time	Sept 09 Oct09 Jan 10 June10	as above
Support Staff/ EYW	Familiarisation of GLOW and its range of uses ✓ Access online support ✓ Plan for using GLOW as a teaching resource Evaluate implementation Office staff take on leadership of GLOW ✓ Undertake SEEMIS training ✓ Meeting with CfE DO for advice and training	CPD	Sept 09 Jan09 June 10 March 10 Nov 10	Registered as Glow leader Supporting pupils in the classroom
Pupils	To learn to use GLOW as a resource Develop e-portfolio Use meeting rooms to maintain friendships and links with other schools Develop home page Be confident in e-safety	As above		as above
Parents	Develop awareness of GLOW as a resource	Open day	ongoing	

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