

Our School Priorities	<b>OUR IMPROVEMENT PROJECTS</b>  Year 3 (2016-17)	What difference will we make?
<b>How well do young people learn and achieve?</b> (Authority Priorities) Ensuring effective systems are in place for assessment, monitoring and tracking Raising attainment for all youngsters and closing the attainment gap linked to deprivation		
HGIOS 4: 1.2, 2.3, 3.2, 2.2, 2.4  Assessment:  Profiling  Moderation and Teacher Judgement (Teacher Learning Communities)  Closing the Gap	<b>Profiling: IN DEPTH ACTION PLAN ATTACHED</b> <b>Session 16/17:</b> <ul style="list-style-type: none"> <li>• Introduce Highland Council continuous profiling and reporting model to staff</li> <li>• Audit where school currently is in terms of profiling and reporting and highlight key points</li> <li>• Staff and learners to develop the skills needed in order for children to understand their individual learning pathways</li> <li>• School to agree on profile format to encompass Highland Council Key ingredients</li> <li>• Create and agree planned, regular opportunities for families to engage in the learning process</li> </ul>	<b>Session 16/17:</b> <ul style="list-style-type: none"> <li>• Pupils will have ownership of their learning through target setting, developing and sharing success criteria.</li> <li>• The profiling process will recognise wider achievement out with the school environment.</li> <li>• Through a partnership approach, pupils, staff and parents are clearer about what is to be learned and what success looks like</li> <li>• Learners will be able to develop and apply higher order thinking skills to articulate where they are in their learning and where they want to get to</li> <li>• We strive to provide high quality feedback which includes identified next steps</li> <li>• Families will have the opportunity to experience a range of reporting opportunities. For example, open afternoons, class blogs.</li> </ul>

	<p><b>Session 17/18:</b></p> <ul style="list-style-type: none"> <li>• Introduce Highland Council continuous profiling and reporting model to families</li> <li>• Learning conversations to be extended to include families (new parent contact meeting format/structure)</li> <li>• Evaluating and developing family engagement in the learning process</li> <li>• Liaise with QIO to “sign off” to use summative report format</li> </ul> <p><b>Moderation and Teacher Judgement (Teacher Learning Communities): AUTHORITY IN DEPTH PLAN TO FOLLOW</b></p> <ul style="list-style-type: none"> <li>• Adopt Teacher Learning Community strategy (Tapestry) on planning, assessment and increasing confidence and consistency in teacher judgement</li> <li>• Audit where staff are in terms of assessment for Curriculum for Excellence – current key messages</li> <li>• Staff to look at current practice in formative and summative assessment and set goals for self improvement in planning for assessment, assessment design and evaluating the evidence generated.</li> <li>• A school framework will be created to track pupils progress across the levels that involves standardised testing and judgements made on day to day activities.</li> </ul> <p><b>Closing the Gap: AUTHORITY IN DEPTH PLAN TO FOLLOW</b></p> <ul style="list-style-type: none"> <li>• Identify the children who are most disadvantaged through N4 overviews (co-ordination, understanding and expression columns) for P1 and POLAAR – emergent literacy continuum. Free school meal groups from P4-7.</li> <li>• Direct observations from SMT will monitor whether learning</li> </ul>	<p><b>Session 17/18:</b></p> <ul style="list-style-type: none"> <li>• Families will become increasingly engaged in the profiling process and have opportunities to see pupils leading learning</li> <li>• Parent contact meetings will involve parent and learner in a 15 minute learning conversation highlighting progress and next steps once a year</li> <li>• Reporting opportunities will become more directed to engaging families in learning</li> <li>• A more streamlined but effective profiling and reporting process will be in place</li> </ul> <ul style="list-style-type: none"> <li>• Staff talk and work together to share standards in and across schools</li> <li>• Assessment tasks more effectively designed to match the success criteria</li> <li>• Assessment tasks will provide breadth, challenge and opportunities for application</li> <li>• Collective agreement on benchmarks for each stage</li> <li>• Staff use a range of evidence from standardised testing and day to day activities to track pupil's progress</li> </ul> <ul style="list-style-type: none"> <li>• Most disadvantaged children are identified and known to all school staff</li> <li>• SMT to always have the disadvantaged children on agenda for all meetings i.e SFL, SMT</li> </ul>
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	<p>needs are being met for these targeted children</p> <ul style="list-style-type: none"> <li>• Strategies to be implemented by class teachers to monitor and track the progress of these targeted children</li> <li>• Data?? What it looks like?? Effective use of data to track progress of these children</li> <li>• Planning discussions will incorporate a discussion on targeted children's progress and support needs</li> <li>• Redesign of how ASN teacher is deployed to ensure high priority is placed on closing the attainment gap</li> <li>• Allocation of PSA support will take attainment gap priorities into consideration</li> <li>• Nurture groups to provide enrichment activities to address lack of opportunities for our most deprived children</li> </ul>	<ul style="list-style-type: none"> <li>• Profiling process will evidence increase in self-esteem and self-image (who am I in my learning)</li> <li>• All staff will have a heightened awareness of who these children are; continually check for understanding in their learning</li> <li>• Targeted children will be better supported through redesign of work models i.e ASN allocation</li> <li>• Data will evidence the narrowing of the gap overtime</li> </ul>
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**How well does the school support young people to develop and learn?**

(Authority Priorities)

Ensure pupils receive a coherent and progressive curriculum from 3-18

Ensure learner pathways lead to positive destinations

Supporting schools to meet the needs of all learners through universal and targeted support



<p>Literacy</p>	<p><b>develop the young workforce</b></p> <ul style="list-style-type: none"> <li>• Continue development of Big Writing throughout whole school ensuring Big Writing trackers are being completed regularly</li> <li>• Introduce different approaches to reading and to the teaching of reading skills. Also highlight reading for enjoyment across whole school.</li> <li>• Introduce Junior Librarians in every class with them all working cooperatively on the school library. This is to be developed and utilised by all classes working towards classes visiting the school library on a weekly basis to loan and return books</li> <li>• Development and creation of clear, easily identified reading corners/areas in every classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum rationale will make explicit opportunities for increasing creativity and employability skills</li> <li>• Core writing skills are being developed and children being given various opportunities to write in a number of styles.</li> <li>• Following the tracker will ensure consistency and progression across the whole school in development of writing skills</li> <li>• Reading will become a pleasurable activity with reading skills being utilised in many ways and environments resulting in reading attainment increasing</li> </ul>
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<p><b>How well does the school improve the quality of its work?</b>  <b>(Authority Priorities)</b>          Continue to develop, and ensure impact of self-evaluation systems          Develop leadership capacity and provide a strategy for supporting Headteachers</p>		
<p>HGIOS 4 1.1, 1.3          Self Evaluation</p>	<ul style="list-style-type: none"> <li>• Staff to become familiar with HGIOS4 through the use of illustrations and challenge questions to inform our judgement as we look inwards, outwards and forwards</li> <li>• Create an ethos which promotes a culture of self-evaluation which permeates both whole school areas of development and personal improvement</li> <li>• Create an annual overview of opportunities to survey people's views on bringing about improvement</li> </ul>	<ul style="list-style-type: none"> <li>• We use a range of self-evaluation activities to bring about improvements in learning and teaching e.g Teaching and Learning Communities, action statements following self-evaluation activity</li> <li>• We are proactive in gathering the views of the school community to ensure that we are continually developing and improving the education that we provide. There is improvement through self-evaluation across our ASG which ensures that every staff member is expected to support this.</li> </ul>
<p><b>Additional Priorities</b>  <b>Government initiatives:</b> , Early Years Collaborative, 1+2 languages, Health and Wellbeing  <b>Using systems and processes:</b> GLOW and MIS training</p>		



