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| **Strategic Improvement Planning for Establishment: Overview of Links to Key Policies** | | | Session: | | | |
| **National Improvement Framework Key Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing * Closing the attainment gap between the most and least disadvantaged children and young people * Improvement in skills and sustained, positive school-leaver destinations for all young people * Improvement in attainment, particularly in literacy and numeracy. | | | **Collaboration and Consultation** | | | |
| **Who?** | **When?** | | **How?** |
| Parents | August 23 | | PC AGM |
| Staff | Feb 23 | | Inset |
| Pupils | May 23 | | Assembly |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | **Argyll and Bute Education Key Objectives** | | | |
| * School and ELC leadership * Teacher and practitioner professionalism * Parent/carer involvement and engagement * Curriculum and assessment * School and ELC improvement * Performance information | 1.1 Self Evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnership  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement/Securing children's progress  3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning | | * Raise educational attainment and achievement for all * Use performance information to secure improvement for children and young people * Ensure children have the best start in life and are ready to succeed * Equip young people to secure and sustain positive destinations and achieve success in life * Ensure high quality partnership working and community engagement * Strengthen leadership at all levels | | | |
| **Priorities** | **Proposed Outcome and Impact** | **Measures** | | | **Linked to PEF** (Y/N) | |
| To develop appropriate Interdisciplinary opportunities throughout the school | * Increased learner ownership of learning which will increase engagement and interest in learning about topics which are relevant and meaningful to them. * Opportunity to link literacy across the curriculum to enable the learners to write for real life situations which will have an impact on writing attainment. * Opportunity to develop digital literacy skills both in the use of tools and research and planning skills which again links to improvement in literacy across learning. * Develop planning, recording and reporting systems which record learners achievements which can be shared with families, developing a shared understanding of attainment and achievement in all areas of learning | * Self-evaluation comments in profiles –Pupils rate level of enjoyment in activities in self-evaluative comments. 10% increase in ratings * staff using observations with Leuven scale to monitor engagement. Increase of 10% in 4 and above on engagement scale * Annual YARC assessment showing improvements in comprehension reading age. Almost all pupils showing 6 months – 1 year progress in reading rate and comprehension scores * Parent Survey of parents understanding of achievements through IDL almost all parents show that they have a greater understanding of their child/children’s progress and attainment and at least 50% of parents engage with survey * Increased family Engagement with Seesaw, demonstrated through increased number of comments via the app | | | Y – use of minibus  seesaw | |
| To improve literacy across learning, linking reading, writing and research skills.  3. To build a Health and Wellbeing programme which incorporates mental wellbeing, physical wellbeing and children’s rights. | * Use of appropriate progression frameworks to support teacher planning and dialogue to ensure XBRA information is increasingly accurate and robust. * Use of Planning and moderation cycle to support the development of robust and informed teacher dialogue, this will ensure a shared understanding of expectations and setting appropriate goals for our learners. * Planning for real life writing opportunities, linking research skills for IDL, storyline, play and outdoor learning this will ensure that learners experience a range of writing opportunities and all writing is valued. * Assessment systems are put in place ensuring a consistent approach to assessment and writing is moderated at regular intervals as a staff, but also with others to make sure progress in maintained and improved. * Build a HWB programme for the ELC and school incorporating up to date guidance and expectations. * Develop a rolling programme to ensure all learners are introduced to relevant aspects of learning as part of a multi composite setting. * Develop partnerships to support Health and wellbeing development and learning. * Develop a collegiate partnership with South Lorne schools to share aspects of HWB learning opportunities. | * All of the staff show greater awareness of assessment opportunities via reading and writing opportunities and the types of evidence which can be used * Evidence from PAM cycle discussions * Notes from staff meetings developing staff leadership in areas of assessment and recording literacy achievements * Use of Leaven scale to observe engagement in literacy across the curriculum. 80% of learners demonstrate increased engagement in writing tasks and choose writing activities outwith literacy lessons * Use of Scottish criterion scale to regularly monitor improvement in writing. Learners will show at least one level improvement throughout the year * Notes from staff meetings demonstrate a greater awareness of the resources available in the school and online * Observations from class activities showing building on prior learning and more developmentally appropriate * Evidence from Wellbeing web and children’s discussions, almost all children show a greater understanding of SHANARRI and can make better informed evaluative comments * Engagement and feedback from pupils about wellbeing activities, at least 80% of learners evaluate the activity as good or very good and can explain their learning * Collaborative feedback from staff, learners and families. At least 60% of families add positive evaluative comments as part of the profiles. | | | Y – looking to purchase resources to improve reading/writing skills  Y – transport to engage with other settings | |

**Note: This section of the Improvement Plan can be made available to all relevant stakeholders to provide an overview of the session’s priorities.**