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| **Priority 1 -**  **Learning and Teaching** | **NIF PRIORITIES:**   * Improvement in attainment, particularly in literacy and numeracy; * Closing the attainment gap between the most and least disadvantaged children; | **Local Authority Aim:**  Our children, young people, and their families will be meaningfully engaged with learning, and combined with high quality learning experiences, all children and young people will extend their potential. | **NIF Driver(s)**   * **School Improvement** * **Teacher professionalism** | **HGIOS 4 QIs**   * 2.3 Learning, teaching and assessment * 3.2 Raising attainment and achievement * 2.2 Curriculum | **Measurement tool to evidence change:**   * SNSA/ achievement of a level data * Trends in data * Leuven Scale of engagement * PEF intervention data * Cluster and city wide approach to moderation of learning, teaching and assessment * Professional visits |

**Aim Primary Drivers Secondary drivers Improvement ideas**

High quality learning and teaching in all classes.

Children involved in QA processes

Clear learning, teaching and assessment policy agreed and adhered to.

Differentiation is clear in planning and in classroom practice to ensure attainment of all

PSVs focus on challenge, engagement, ethos and differentiated learning environment.

Raise attainment and close the poverty related attainment gap.

Learning is challenging, engaging and differentiated to meet the needs of all.

Learning and teaching is differentiated to meet the needs of all learners.

Quality assurance of learning and teaching is focused and supportive.

Collaborative Action Research project focusing on learning and teaching and writing in collaboration with ROC

School, cluster and city wide moderation focused on high quality learning and teaching

Clicker 7 resource used to enhance literacy

High expectations of all learners

Moderation of learning and teaching

Developed awareness of next steps in learning and progression pathways to build upon prior learning.

Review curriculum overview to ensure progression and positive outcomes for all.

Review novel study resources and agree progression of resources.

Implement literacy and spelling progression as part of medium term planning.

RWInc CLPL to ensure consistency of approach

Moderation making use of benchmarks to ensure consistency of achievement of a level judgements.

Progression planning ensures progression of learning across all stages.

High quality planning, assessment and moderation approaches.

Moderation activities making use of benchmarks to ensure consistency in judgements of achievement of a level

Targeted interventions - Barnardos, John Muir focus on writing, peer tutoring

Use of benchmarks and assessment evidence is used to inform planning and next steps in learning.

Leuven scale of engagement in writing across whole school to measure impact of ROC

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| **Priority 2 -**  **Meeting Learning and Wellbeing Needs** | **NIF PRIORITIES:**   * Improvement in children and young people’s health and wellbeing, | **Local Authority Aim:**  *Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.* | **NIF Driver(s)**   * Performance information * Teacher professionalism * School improvement | **HGIOS 4 QIs**   * 3.1 Ensuring wellbeing, equality and inclusion * 2.1 Safeguarding and Child Protection * 2.2 Curriculum * 2.3 Learning, Teaching and Assessment | **Measurement tool to evidence change:**   * Professional dialogue * Learning rounds * Wellbeing wheel * HNIOS * PASS data(H&WB) * Leuven wellbeing scale |

**Aim Primary drivers Secondary drivers Improvement ideas**

Review our curriculum rationale to embed our vision and values.

Develop a whole school positive ethos and culture where our vision and values are embedded in practice.

Develop a clear curriculum rationale which is shaped by our vision and values to ensure consistency and accountability.

INSET 1 – clear expectations of all staff linked to our vision and values and relationships

Share our vision, values and aims with all stakeholders and hold an assembly to showcase

Finalise our school aims with stakeholders

Learning Walks focus on our vision and values in action across the school

All practice across the school is embedded in our vision and values.

All staff model the language and actions of our visible consistencies and school routines

Develop a clear relationship and behaviour policy and ensure embedded across the school in the practice of all

Teacher Learning Communities focus on Paul Dix strategies to lead positive change

Review enhanced support environments to ensure meeting needs of all

CLPL focused on restorative approaches, nurture, de-escalation, ASN Good Practice

All adults display consistent and calm behaviour

Nurturing relationships and positive behaviour is fostered across the school.

Review whole school ABLe plan and Environment checklist to ensure links with our values

Inclusion and equality leads to improved outcomes for all learners.

All staff foster nurturing relationships to ensure the needs of all learners are met.

Identify staff perceptions of challenging behaviour and devise plans to support our learners (alternative to exclusion)

Declutter the learning environment to ensure safe and purposeful learning for all

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| **Priority 3 -**  **Leadership of Learning** | **NIF PRIORITIES:**   1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children; 3. Improvement in employability skills and sustained, positive School / Educational Setting leaver destinations for all young people | **Local Authority Aim:**   1. Our children, young people, and their families will be meaningfully engaged with learning, and combined with high quality learning experiences, all children and young people will extend their potential. | **NIF Driver(s)**   * School improvement | **HGIOS 4 QIs**   * 1.2 Leadership of Learning | **Measurement tool to evidence change:**   * Feedback from parents, children and young people and staff * learning conversations * Profile of outcomes for targeted groups |

**Aim Primary drivers Secondary drivers Improvement ideas**

Ensure our learners take responsibility for their own learning, success and achievements.

Review remits and roles of all pupil groups (School Improvements Groups, Pupil Council, etc)

Staff facilitate and support pupil leadership opportunities across the school.

We have a clear rationale for pupil leadership

Devise overview of pupil leadership roles across the year (timeline)

Curriculum Champions assigned to classes to support learning and target support

Implement award accreditation for pupil leadership – High 5, Dynamic Youth,

Write a rationale for pupil leadership to include skills for learning, life and work

Pupil leadership is embedded within our curriculum.

Curriculum overview ensures DYW is a key priority

WTA to facilitate time for staff/pupil leadership opportunities

Involve children in self evaluation of QI 2.3 making use of ‘wee HGIOS’

Children rewrite SIP for families and stakeholders

Ensure School Improvement Groups link to SIP and improvement priorities

Set Senior Pupil meeting agendas

Establish Pupil Council, Learning and Teaching Council to guide change

Our learners evaluate school practice to develop the necessary skills to enable them to make decisions about improvements

Increased involvement of children in leading change

Pupil voice encompasses our vision and values and leads to school improvement.