Lismore Primary School

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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities

Strategic Improvement Planning for Establishment

Operational Improvement Planning (Action Plan) for Establishment

Establishment Maintenance Improvement Planning

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| **Overview of Establishment 3 Year Cycle of Improvement Plan Priorities** | | | | Session: 2023-2024 |
| **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. | | | | |
| **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 and employability/ Developing creativity and skills for life and 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 |
| **Strategic Priorities 3 Year Cycle** | | | | |
| 2023 – 2024: | | 2024 – 2025: | 2025 – 2026: | |
| * Development of leadership of learning * Improve quality of play, choice and challenge in ELC and school * Improve attainment in Reading * Develop, diversify and steam-line assessment practises | | * Continue to develop strength of leadership at all levels * Continue to improve reading attainment. Use data regularly to measure impact, implementing intervention when required. * Teaching and Learning: High quality learning experiences that involve personalisation and choice * Continue to develop and evaluate assessment programme making adaptations where necessary. * Continue to create and adapt PLP’s. Seek parent’s opinions of PLP’s effectiveness. * Continue to develop theoretical understanding of play-based pedagogy through CLPL and provide high quality, continuous provision in the ELC. | Final review to ensure coherent successful model of:   * Leadership of learning * Improvement in reading attainment * High quality learning experiences that involve personalisation and choice are evidenced and making the desired impact. * A robust and consistent assessment programme that informs planning, teaching and learning. * PLPs for each pupil which are created with individual pupils, shared with families and updated regularly. * Quality continuous provision in the ELC which is child centred, provides challenge and progression. * High quality, child led play based learning experienced in the ELC. | |

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| **Strategic Improvement Planning for Establishment: Overview of Links to Key Policies** | | | Session: 2023-2024 | | | |
| **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?** |
| Staff | May/June 2023 | | Pre completion of the SIP and its publication - staff consultation process |
| Pupils | June 2023 | | Regular pupil  voice events using floor books |
| Parents/ Carers | June 2023 | | Parents’ video |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | **Argyll and Bute Education Key Objectives** | | | |
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| **Priorities** | **Proposed Outcome and Impact** | **Measures** | | | **Linked to PEF** (Y/N) | |
| Leadership of Learning | 1. All staff will professionally engage with collegiate working 2. All staff will regularly engage with career long professional development 3. Children and young people leading learning. | 1. Senior leadership will work in partnership with colleagues across the local authority resulting in shared good practice. 2. All staff will access career- long professional learning to support their leadership capacity. Pt to undertake Aspiring to Headship programme. HT to undertake Excellence in Headship. 3. Staff to develop further learning opportunities to support children leading learning. 4. Floorbooks will be used to measure the level of involvement in the planning and evaluation process. We would expect almost all children to be actively involved by June 2024. 5. Use of Leuven lscale to measure engagement and motivation. Basleine September, then February and may. | | | **No** | |
| Improve quality of play, choice and challenge in ELC and school | 1. All pupils have the opportunity to apply their skills independently through Choice Challenges (within literacy, numeracy and IDL), leading to increased motivation and engagement in learning.  2. All pupils have access to play based learning zones promoting skills such as independence, curiosity, creativity and cooperation.  3. All pupils will experience contextual learning, promoting the development of life and employability skills. | 1. Use of Leuven Scale to monitor and track development of engagement, see above. We expect to see most children move from levels 1-2 to 4-5 on the scale by June 2024.  1. Observation of children’s involvement in choice challenges. We would expect to see almost all children move from choosing their own challenges, to creating and taking leadership of the challenges for themselves and younger children.  2. Skills progression RAGs (independence, curiosity, creativity, cooperation). We expect almost all children to move from red and amber to green by June 2024.  2. Observation of children’s involvement in play based learning zones. We would expect to see almost all children move from engaging with play zones to creating and taking leadership of the zones for themselves and younger children.  3. Use A&B Skills for life, learning and work resource to track and monitor skill progression for individual children. We expect all children to have experienced a wide skill range which will be clearly marked on tracker. | | | No | |
| Improve Attainment in Reading | 1. Continued improvement of reading attainment resulting in children meeting their individual targets.  2. Teaching and non-teaching staff are more confident in how to provide appropriate support and challenge in reading lessons. This will lead to more children reading at or beyond their expected level.  3. Improved attitudes towards reading resulting in confident learners who enjoy reading. | 1. XBRA monitoring and analysis in October, February and June (at least 85% of pupils achieving expected levels)  1. Literacy tracker will demonstrate children’s progress within reading outcomes.  1. YARC/Suffolk diagnostics analysed by class teachers  2. All staff to attend CLPL to increase confidence in implementing targeted support for identified learners. Staff questionnaires and pupil trackers.  2. Shared reading expectations consistent across school (including time spent reading in class). There will be an allotted free read time every day (preferably outdoors). Evident in planning and observations.  3. Introduce daily peer to peer paired reading for all children. This will be measured using trackers.  3. Attitude towards reading monitored through observation and learning conversation. | | | No | |
| Develop, diversify and streamline assessment practises. | 1. Creation of a robust assessment calendar that effectively tracks on-going assessment activity leading to a more holistic view of where children are throughout the school year.  2. Assessment practises are tailored to suit our children’s individual needs resulting in all children having equal opportunities to display/share their knowledge and understanding in a way that suits them.  3. Assessment practises are streamlined allowing for consistency and transferability of important data. | 1. Assessment calendar document created and used by all staff. Assessment practises for each month should be clearly identified and should demonstrate holistic approaches (mix of written/oral/practical).  2. End of term rich tasks showcase all children’s learning and their individual progress using a method chosen by them. This will be measured through varied data collection e.g. observations, video evidence, written responses etc.  3. Tracking and monitoring of all children’s personal profiles. In the Primary these should be updated 3 times per term for all primary children and will be online to involve parents/partners in their child(ren)’s learning journey. These will also be transferable to other stakeholders e.g. high school. (Progress in the nursery will be shared with parent’s within 30 days of start date, and then termly in a 1 to 1 face to face discussion). | | |  | |

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

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 2023-2024 |
| **Strategic Priority 1:** | Title: Improve Leadership of Learning | | | |
| **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. | | | | |
| **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 and employability/ Developing creativity and skills for life and 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 |
| **Key Actions (How)** | | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Head teacher empowers staff and take steps to develop leadership at all levels to improve the overall capacity of the school.  The school has a range of effective systems and structures to facilitate regular collegiate working to maximise opportunities for staff learning within and beyond the school.  Moderation to continue with school group  All staff participate in individual and collective professional learning which improves outcomes for learners.  All staff have PRDs and identify key learning  PT to undertake Aspiring to Headship programme  HT to participate in Excellence in Headship  Children and young people leading learning:  (Links to priority 2)  Children will be provided with challenges and supported to evaluate their learning through this cgallenge  Children will co-construct their own challenges and evaluate learning | | D Harris  J Gilchrist/D Harris  J Gilchrist  J Gilchrist/ D Harris  J Gilchrist  D Harris  J Gikchrist, teacher, CCEW | June 2024  Sept 2023 (collegiate calendar strated and shared with staff)  November in-service  Throughout session in line with yearly calendar  Sept/October 2023  September 2023- June 2024  Ongoing 2023-2024 session  Aug 2023  Jan 2024 | An increased level of understanding and capacity of leadership and leadership of learning.  An increase of knowledge of local and national good practise. Effectiveness evident through attainment reports, PRD, observations.  All staff are able to engage in professional dialogue with colleagues and feel confident in planning and assessing learning  All staff access CLPL opportunities. Recorded by GTCS profiles, PRDs and staff meetings.  PT completes AtH programme resulting in;  • better understanding of the professional actions of head teachers and strategic change within schools and across the wider educational system  • reflection on their practice in relation to The Standard for Headship and current policy frameworks  • exploration, development and challenge of their own thinking and that of colleagues  • a better understand the policy landscape of Scottish Education and its impact on schools.  HT to participate in Excellence in Headship programme to strengthen and expand school and system leadership skills.  Pupils are able to apply skills independently in different contexts through ‘choice challenges’. Evaluated through observation, floor books and learning conversations. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 2023-2024 |
| **Strategic Priority 2** | Title: Improve quality of play, choice and challenge in ELC and school | | | |
| **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. | | | | |
| **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 and employability/ Developing creativity and skills for life and 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 |
| **Key Actions (How)** | | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Introduce play zones for primary school  Choice challenges introduced to allow pupils to apply their skills in different contexts  Teaching staff CLPL August 2023 in-service day  Embed Choice Challenge records/Skills progression RAGS  Provide contextual learning experiences for learners  Visit other setting where play pedagogy is established, Iona Primary is an example.  Continuous reading of relevant material e.g. Play by any other name (M. Simpson)  Partake in Argyll and Bute CLPL opportunities for play (Upstart Scotland)  Continue to develop high quality learning experiences in the ELC. To be achieved via the provocation of discovery, imagination, experimentation, fun, inquiry, interests and the ‘Voice of the Infant’ re: next steps in learning journeys.  Embed the practices within ‘My Active World- Move More to Be Happy, Healthy Children’ within the nursey.  Further develop ‘Voice of the Infant’ in ELC practices including adopting the ‘Infant Pledge’ adopting a rights based approach. | | J Gilchrist  J Gilchrist  J Gilchrist  J Gilchrist  J Gilchrist  J Gilchrist  J Gilchrist  J Gilchrist/A Ferguson  A Ferguson  All ELC staff  All ELC staff | August 2023  August 2023  August 2023  August 2023  August 2023  Term 2 (December)  Ongoing 2023-2024 session  September 2023-May 2024  June 2024  October 2023  January 2024 | Zone classroom into different areas: imagination, creation and discovery to promote learning through play. Evaluated through pupil voice and staff discussions.  Pupils are able to apply skills independently in different contexts through ‘choice challenges’. Evaluated through observation and learning conversations.  All staff to attend in-service with Tiree and to begin to implement recommended practice for play. Implementation evidenced in planner. Monitored through staff discussions.  Skills are tracked by the pupils in Choice Challenge Records/Skills progression RAGS and improvements recorded.  All pupils engage daily with contextual learning experiences of their choice. Task and SC created in collaboration with the teacher  .  Visit undertaken and good practice shared on return and support the implementation of good practice.  This will lead to improved attainment in IDL as shown through school’s tracking procedures  Update GTCS profile with relevant professional reading.  All staff attend CLPL and good practice is implemented in the setting. Monitored by observation, learning conversations and tracking & monitoring.  Observations show that 75% of learning is of a high quality.  Sustain high attainment inliteracy and numeracy trackers and developmental mmilestones and increase enjotment and motivation in learning activities.  All ELC attend CLPL supporting the supporting ‘My Active World’ implementation. Tracking and monitoring shows all ELC children are engaged in a physical activity of their choice for a minimum for 3 hours per day (indoors/ outdoors). Tracking and monitoring shows all ELC children are engaged in 1 hour per day (of the 3 hours) in moderate to vigorous intensity physical activity. Staff questionnaires show improved confidence in high quality learning experiences.  Clear evidence that the ELC children’s voices are heard on a daily basis using the 6 forms of identified evidence (Floor book, individual PLP where next steps are identified, UNCRC wall, SHANARRI wall, theme reports and weekly news video). |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 2023-2024 |
| **Strategic Priority 3:** | Title: Improve Reading Attainment | | | |
| **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. | | | | |
| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | | | **Argyll and Bute Education Key Objectives** |
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| **Key Actions (How)** | | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Assessment data tracked and analysed for reading attainment (including SNSA, XBRA, YARC/Suffolk/GL). Gaps identified and targeted intervention implemented where necessary.  To establish a dedicated reading time for all pupils every day  RWI CLPL undertaken  To ensure that all pupils have access to a range of reading materials in the classroom and at home. Parental learning opportunity, parent supporting child’s literacy.  Showcase book of the week/ incorporate peer recommendations  Children utilise their reading records with more frequency.  Pupil Literacy Circles (book club) leading to rich book discussion and improved reading self- efficacy.  Introduce daily Bookbug sessions, in order to develop language, social skills and increase concentration. This included talking, singing, reading, storytelling and drawing. Continue to attend Gaelic Bookbug virtual event. | | D Harris/ J Gilchrist  C Brough/ J Gilchrist  J Gilchrist/D Harris  J Gilchrist  J Gilchrist/ C Brough  J Gilchrist/C Brough  J Gilchrist  A Ferguson | Throughout 2023-2024 session  August 2023  Term 2/Term 3  October 2023  August 2023  Term 3  Term 2  December 2023 | Pupil’s progress in reading is recorded in assessment data files. Class teacher and principal analyse assessment data and implement targeted intervention as appropriate. Assessment data will inform planning.  Observe dedicated reading time in class. Evidenced in forward planners. Progress evidenced in trackers and EXBRA data.  Greater understanding of RWI phonics programme. All staff attend CLPL on RWI, forward plans show it can been incorporated into daily practise. Impact shown in tracking & monitoring. Most pupils making appropriate progress.  School library has a range of reading materials suitable for all our children. All library books can be taken home for a loan period. Joint evaluation document to be completed by parent and child on return of the book. Pupil voice activity to support the purchase of additional books reflecting their interests and to support motivation. Parental learning event to support parents’ to support their child with literacy development.  Initially all children are supported to make more appropriate book choices- relevant to their level and interests.  All children make appropriate entries into their reading record. Class Teacher regularly monitors the records to support progress in literacy.  Appropriate sets of books are purchased taking pupil voice into account. Learning conversations revel improved reading self-efficacy in almost all areas.  All children progress in language, social skill and concentration. Tracker evidence showing skills, strengths and gaps; next steps identified. Information shared at transition. |

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| **Operational Improvement Planning (Action Plan) for Establishment:** | | | | Session: 2023-2024 |
| **Strategic Priority 4:** | Title: Tracking, Monitoring and Moderation | | | |
| **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. | | | | |
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| **Key Actions (How)** | | **Lead Person** | **Timescale** | **Success Criteria to facilitate evaluation of learners’ progress** |
| Create an online PLP for each primary school pupil using SWAY.  Family learning event to support parents utilising SWAY in supporting their child’s learning.  All staff attend CLPL on SWAY.  All pupils receive support to record their entries onto SWAY.  A PLP will be created for each pupil with next steps for learning. SWAY deadline’s recorded in calendar.  Pupil and staff and family questionnaire to evaluate opinions on the use of SWAY.  Develop and implement a digital assessment school calendar.  Use assessment effectively to inform all teaching and learning (through use of RAGS/Targets/Reflections to inform future planning)  Continue to moderate with other schools to support accuracy of assessment. Look to further develop moderation practises beyond literacy.  Further develop our tracking systems ensuring identification of gaps, need for targeted intervention/ support progress over time and need for challenge.  Embed AiFL formative assessment strategies into daily teaching  Embed assessment rich tasks at the end of each term to holistically assess literacy, numeracy and IDL. | | J Gilchrist  D Harris/ J MacDougall  J Gilchrist/ C Brough  D Harris  D Harris  J Gilchrist/ D Harris  J Gilchrist/D Harris | Aug 2023-October 2023  June 2024  October 2023  Ongoing throughout 2023-2024 session  January 2024  June 2024  ,  Ongoing 2023-2024  Ongoing 2023-2024 | Almost all parents attend family learning opportunities.  All children have a PLP and are able to articulate their next steps in learning  Almost all parents have an improved understanding of their children’s learning.  All staff members access the school assessment calendar and know and meet all deadlines set.  All staff utilise all collected assessment data to inform planning, targeted interventions and support. All staff engage in moderation processes.  All staff import required data followed by a tracking and monitoring meeting with line manager. Gaps and support needs are identified and appropriate interventions are implemented. The tracking system is used consistently across the school to identify students who require support.  Lesson observations with assessment as the key focus  Rich tasks will be outcome based. Final outcome will allow for holistic assessment and evaluation of learners’ progress. |