

Lockerbie Learning Centre Framework for Improvement August 2020 – June 2021



By using a holistic approach we will develop every young person's learning potential and experiences within the wider community by facilitating independence and developing the four capacities of the Curriculum for Excellence.

Intended Outcomes	Actions/Tasks	Who, when, how?	Timescales Evidence & Measures of Impact
<h2>1. Improve leadership of learning, teaching and assessment at all levels, to ensure children's needs are met in full</h2>			
<p>1.1 Staff leadership of learning, teaching and assessment / Quality of Teaching, Effective use of Assessment and Planning, Tracking and Monitoring</p> <p>All staff have a shared understanding of high quality learning and teaching.</p> <p>Approaches to learning, teaching and assessment are effective, consistent and manageable across the Learning Centre.</p> <p>Staff take on leadership roles in securing the quality of learning and teaching.</p> <p>All teachers work individually and collectively to ensure</p>	<p>1.1.1 Clarify leadership and management structure of the Learning Centre (LC)</p> <ul style="list-style-type: none"> • Going forward, strengthen understanding of long-term LC management arrangements in partnership with local authority • Develop LC leadership remits • Develop relevant appropriate leadership opportunities for LC staff via working groups, school improvement initiatives and providing training to other staff. Focus on role of Senior Learning Assistants <p>1.1.2 Produce Learning, Teaching and Assessment Policy and implement in practice:</p> <ul style="list-style-type: none"> • Refine/shape our policy with agreed common approaches and minimum standards/expectations of learning and teaching across all stages • Review, modify and communicate classroom arrangements clearly within the policy in order to maximise curriculum opportunities and progression • Learning Centre teachers to provide strong leadership within class teams to promote teamwork • National guidance needs to be implemented to ensure that all learners receive their full entitlement to the BGE and Senior Phase. • Review and modify timetables to ensure that they are maximising learning opportunities for all learners. • Staff need to increase time spent on purposeful, planned learning activities and minimise unnecessary down time • Share with pupils and parents. 	<p>1.1.1</p> <ul style="list-style-type: none"> • Engage in discussion with Integration and Inclusion Manager/Schools Manager and use this experience to advise/develop authority Additional Complex Needs guidelines and management structure • Fortnightly collegiate sessions with all teachers <p>1.1.2 PT and Line Manager to lead policy review and revision in Term 1</p> <ul style="list-style-type: none"> • Consult and communicate with teaching staff in, initially, fortnightly staff meetings • Minutes from staff meeting shared with all teachers by end of the week • Learning collectively through professional enquiry by engaging with authority and national examples of effective policies <p>PT and Line Manager to establish professional dialogue with primary and</p>	<p>Long-term management structure agreed and communicated to all stakeholders by Easter 2021.</p> <p>By October 2020 LC Learning and Teaching Policy created.</p> <p>Increased staff confidence and understanding – Likert scale</p> <p>Class observations & learning walks – almost all teachers demonstrating effective use of AiFL strategies, differentiation, active learning, collaborative learning, outdoor learning and digital learning</p>

<p>children's needs are met in full.</p>	<p>1.1.3 Revisit role of the Additional Support for Learning Teacher and GTCS Professional Standards:</p> <ul style="list-style-type: none"> • Share research and evidence based learning and teaching approaches and signpost to professional reading to develop staff knowledge and understanding of key learning and teaching approaches and principles. <p>1.1.4 Monitor and Evaluate practice to ensure consistency of approach:</p> <ul style="list-style-type: none"> • Calendar of formal class observations, learning walks, monitoring of pupil work and termly forward plan meetings • Calendar of moderation activities within and across stages, and other SCN provisions • Self-evaluation against QI 1.3 and 2.3 to involve parents, pupils and staff • Teacher engagement in termly attainment meetings (to include predictions, identified gaps and agreement to interventions) • Facilitate dialogue around the quality of experiences for children and young people and modify approaches as required <p>1.1.5 Develop consistent Assessment and Moderation approaches to record the progress of learners:</p> <ul style="list-style-type: none"> • Engage Principal Teacher and teachers in Assessment and Moderation activities with PTs SCN and other teachers across the authority • Senior leaders will recognise the need to use a wider range of assessment evidence to demonstrate breadth, challenge and 	<p>secondary senior leaders to maximise inclusive learning opportunities</p> <ul style="list-style-type: none"> • Explore SMT fora in which to encourage adoption of a strategic approach to inclusion/shared timetabling <p>Teachers to develop more structured, teacher-led timetables</p> <p>1.1.3 PT and Line Manager to implement regular CLPL sessions for LC Teachers</p> <ul style="list-style-type: none"> • Effective feedback offered to teachers <p>1.1.4 PT and Line Manager to lead monthly calendar of monitoring and evaluation from September 2020</p> <ul style="list-style-type: none"> • Engage staff, parents, pupil and all stakeholders in self-evaluation against 2.3 and 3.2 in Term 1 and Term 4 <p>1.1.5 All teachers to attend authority assessment and moderation sessions as well as online sessions</p> <ul style="list-style-type: none"> • PT to liaise with primary HT to include LC teachers in primary Early Level 	<p>Samples of work—almost all show evidence of high quality feedback</p> <p>Meeting notes, Powerpoints from collegiate sessions.</p> <p>Updated CLPL records for all teachers.</p> <p>Monthly reports</p>
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	<p>application. Use of assessment will become an integral part of planned learning and teaching.</p> <ul style="list-style-type: none"> • All teachers should develop approaches to assessment which provide reliable evidence to support the progress of learners • Senior staff should monitor expectations, pace and challenge to ensure that all planned learning engages learners in purposeful activities. • Teachers to include a range of assessment activities at the planning for learning stage • Teachers to provide differentiated learning activities, tasks and resources to meet the needs and interests of the learners • Staff should provide more planned opportunities for learners to shape their learning experiences • Strengthen use of formative and summative assessment, and CfE benchmarks to inform teacher judgment • All staff to develop a shared understanding of how to moderate learners' progress using the B Squared tracking system • Further moderation is required to ensure all staff have a shared understanding of learners' progress and achievement of CfE levels. To progress this further, staff should work in partnership with other schools. <p>1.1.6 Monitor and Evaluate practice to ensure consistency of approach:</p> <ul style="list-style-type: none"> • Calendar of formal class observations, learning walks, monitoring of pupil work and termly forward plan meetings • Calendar of moderation activities within and across stages, and other SCN provisions • Consider the Education Scotland monitoring and tracking tool • Teacher engagement in termly progress and achievement meetings (to include predictions, identified gaps and agreement to interventions) • Self-evaluation against QI 1.3 and 2.3 and 2.4 to involve parents, pupils and staff 	<p>assessment and moderation sessions</p> <ul style="list-style-type: none"> • All teachers to learn from Education Scotland Milestones documentation and assessment and moderation examples. • Introduce common planning and assessment calendar from October 2020 • PT and Line Manager and full-time teacher to meet with PT already using B Squared approach, and cascade training to all teachers • Line Manager to secure funding for implementation of B Squared tracking system <p>1.1.6 PT and Line Manager to develop a calendar of quality assurance activities</p> <p>Join EO led Self-Evaluation for Self-Improvement Professional Learning sessions (2.3 and 3.2): 2 collegiate sessions across Term 1 and 2</p>	<p>Tracking system to be in place by December 2020</p>
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	<p>Ensure that all stakeholders are updated on improvement journey and progress via monthly reporting to the authority and parents.</p>	<p>Develop Meet the Team/Learning Focus newsletter for parents/carers</p>	
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<p>Progress</p>

<p>1.2 Learning and engagement</p> <p>All learners and staff have consistently high expectations of learning and teaching</p> <p>There are positive relationships in our school community between pupils, staff and parents. Our learning environment is nurturing, respectful and inclusive</p> <p>All learners are motivated and engaged in their learning</p> <p>All learners take responsibility for their own learning. They are independent learners</p> <p>All learners have their needs and interests met</p>	<p>1.2.1 Develop a shared vision, values and aims relevant to the Learning Centre and its community</p> <ul style="list-style-type: none"> • Further develop preliminary work on this by focusing on learning at the heart of the purpose of the Learning Centre, with a recognition of the need for a personalised approach to this learning. • Involve parents, pupils and partners to develop this shared vision and values • Display and share this vision with the whole campus • Develop a ‘Can-Do’ ethos across the Learning Centre • Consultation around LLC identity vis-à-vis Learning Centre logo and letterhead, etc <p>1.2.2 Develop a curriculum rationale</p> <ul style="list-style-type: none"> • Refer to Milestones guidance • Consider needs of pupils in all 8 curricular areas and support Learning and Teaching across all areas of need <p>1.2.3 Assess and review learners’ communication needs to ensure progression:</p> <ul style="list-style-type: none"> • Staff should continue to develop further approaches to communication in liaison with Allied Health Professionals and other partners e.g. CALL • Staff should continue to assess and review learners’ communication needs to ensure all make progress. • Data and supporting evidence needs to accurately measure progress over time 	<p>1.2.1 Senior LAs and LC Line Manager to lead staff collegiate sessions</p> <ul style="list-style-type: none"> • Outcome from February and August INSETs to be displayed on FFI front cover, with final draft agreed and shared after consultation with families <p>1.2.2 PT and Line Manager to include curriculum rationale in Learning and Teaching policy</p> <p>1.2.3 PT to identify staff training needs around communication and results to determine consistent approaches used by staff across all classrooms</p>	<p>By October 2020 Vision, values and aims agreed, adopted and shared with all stakeholders. Learning Centre identity and letterhead established</p> <p>By December 2020 Common Teachers’ Forward Planning format introduced</p> <p>Targeted staff to complete communication training by Easter 2021, dependent on availability of training.</p> <p>Staff to assert confidence in using a range of communication approaches by June 2021.</p> <p>Data recorded re range of communication approaches utilised</p>
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<p>All learners understand the purpose of their learning and how to meet their next steps</p>	<p>1.2.4 Outdoor learning opportunities to be maximised for all to improve learning and engagement through:</p> <ul style="list-style-type: none"> • Consultation exercise with pupils, parents, staff and partners to enable development of new outdoor space and equipment (funding identified via backdated PEF) <p>1.2.5 Learners and teachers to use ICT to ensure progression in digital literacy:</p> <ul style="list-style-type: none"> • Ensure progressive, fit for purpose digital literacy programme is embedded across the curriculum • Develop skills to use a variety of technology and software for school and home learning • Further develop digital pupil profiles • Use digital technology effectively to promote skills for independent learning (staff and learners) <p>Ensure that all stakeholders are updated on improvement journey and progress via monthly reporting to the authority and parents.</p>	<p>1.2.4 Part-time teacher to take responsibility for introducing John Muir Award with senior pupils following RSPB Wild Award Challenge</p> <p>PT and Line Manager to engage in information gathering exercise with authority school leaders re establishing new outdoor space and to begin planning exercise with staff and parents.</p> <p>1.2.5</p> <ul style="list-style-type: none"> • PT and Line Manager to explore PEF opportunities for accessing digital equipment • Teachers to attend collegiate session from ICT Development Officer for Software and Technology (Laura Fugaccia) in Term 2 • PT to collaborate with Primary DHT and PT to develop digital pupil profiles during Terms 1 and 2 	<p>in LC, and progress tracked and recorded on individual learning profiles.</p> <p>Class observations & learning walks – almost all teachers demonstrating effective use of AiFL strategies, differentiation, active learning, collaborative learning, outdoor learning and digital learning</p> <p>By January 2021 Digital Pupil Profiles introduced for almost all pupils</p> <p>By Easter 2021 Plan established for development of playground space and learning opportunities</p>
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<p>Progress</p>

2. Ensure that children develop a broad range of skills, including those needed for greater learner participation

<p>2.1 Skills for Learning, Life and Work / Developing the Young Workforce</p> <p>All learners are supported to bring about change and improvement in our school</p> <p>All learners experience a variety of opportunities to develop their range of skills</p> <p>All staff and partners provide very good opportunities to develop children's skills for learning, life and work in motivating contexts for learning</p> <p>Staff and partners provide well planned opportunities for learners to develop an awareness of the world of work.</p> <p>All learners are supported to demonstrate meta</p>	<p>2.1.1 Learners should have more opportunities to work together and to interact with their peers in the course of lessons:</p> <ul style="list-style-type: none"> • More teacher-led groupwork in lessons to encourage peer interaction • Post COVID restrictions, more able learners to share learning with less confident peers • More learners need to access learning experiences alongside their mainstream peers by successfully building on partnership working across the school campus to the benefit of staff, children and young people <p>2.1.2 Further develop personalised learning pathways to develop skills for work through a range of learning opportunities:</p> <ul style="list-style-type: none"> • Teaching staff to develop more relevant achievement and accreditation pathways for learners across the BGE and the Senior Phase. • National guidance to be implemented to ensure that all learners receive their full entitlement to the BGE and Senior Phase. • PT and teachers to develop understanding of National 1 Employability Skills unit. • Flexible Learning Pathways need to be identified for all learners to ensure that no learner is disadvantaged owing to their personal needs. • Develop IDL skills in the Learning Centre, across the campus and in the local community • Research and introduce awards schemes for accreditation and recognition of pupils' wider achievements. <p>2.1.3 Children and young people to have more opportunities to make decisions and choices, and to express views about their own learning:</p>	<p>2.1.1</p> <ul style="list-style-type: none"> • PT to include a wider variety of pedagogical approaches in the new Learning and Teaching policy and teachers to prepare practice opportunities. • PT and Line Manager to engage with campus leadership teams to establish a cross-campus Inclusion plan. <p>2.1.2</p> <ul style="list-style-type: none"> • Teacher identified to explore course approaches in similar settings and to cascade learning for future accreditation purposes. • All staff to develop understanding of Flexible Learning Pathways and how to introduce this with support from EOs and other authority colleagues (explore training options) • Line Manager to explore with secondary HT opportunities for secondary subject specialists to provide lessons for children in the Learning Centre. • Line Manager to explore PEF options to introduce skilled community adults to the Learning Centre. <p>2.1.3</p> <ul style="list-style-type: none"> • PT to explore opportunities for introducing Rights Respecting School accreditation for the 	<p>By Easter 2021</p> <p>Meaningful mainstream inclusion pathways and systems are established in both primary and secondary</p> <p>IDL opportunities included in all pupil timetables</p> <p>Some young people working towards national accreditation in session 2020-21</p> <p>Lockerbie Learning Centre has an established culture of learning.</p> <p>Many pupils are supported to contribute their views to influence LC developments. Pupil voice included in next learning steps</p>
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<p>skills across the four contexts: Curricular areas, Interdisciplinary Learning, Opportunities for Personal Achievement and Ethos and Life of the School</p> <p>All staff and learners have a shared understanding of developing a Can-Do attitude</p>	<ul style="list-style-type: none"> Extend learner participation and pupil voice via Pupil Voice / Leadership Groups (staff, pupils, parents and partners), such as: Eco Committee/Rights Respecting School Group/Playground Developers/Greenfingers Gang/Sharing and celebrating work with potential for exploration of partnership with primary and secondary pupil voice groups. Staff to be supported to become more proactive in enabling children to make choices and to engage in their learning <p>2.1.4 Develop greater opportunities to display pupil skills and achievements:</p> <ul style="list-style-type: none"> Introduce a range of events for parents and families/assemblies to celebrate shared successes with peers across the Lockerbie campus Produce visual displays around the Learning Centre to track improvement journey and to celebrate personal achievements <p>Ensure that all stakeholders are updated on improvement journey and progress via monthly reporting to the authority and parents.</p>	<p>Learning Centre with campus and wider authority colleagues.</p> <ul style="list-style-type: none"> Via collegiate sessions, teachers to explore effective feedback and peer and self-assessment practice. <p>2.1.4</p> <ul style="list-style-type: none"> Line Manager and PT to engage with authority and national colleagues, and ES resources to shape a parents' events calendar All staff to encourage sharing of achievements on displays and to contribute to SWAY newsletters home All staff to engage in reconsideration of current LC celebration rituals and to consider alternative processes 	<p>(recorded in some IEPs).</p> <p>By December 2021, Calendar of celebration events planned and shared with parents/displays visible around LC.</p> <p>Class observations & learning walks – almost all teachers include skills for learning, life and work across the curriculum</p>
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<p>Progress</p>



3. Raise attainment and improve children’s achievements.

<p>3.1 Attainment in communication/literacy and numeracy:</p> <p>All staff and learners have high expectations of attainment and achievement</p> <p>All learners are making good progress from prior learning and levels of attainment in literacy and numeracy.</p> <p>Clear, coherent, progressive programmes underpin learning and teaching and children’s skills development across the curriculum.</p>	<p>3.1.1 Develop a Raising Attainment Strategy for LLC</p> <ul style="list-style-type: none"> Teachers to develop the strategy to raise attainment – in literacy/communication and numeracy which acknowledges the differing needs of children and young people. Progressively develop children’s skills in reading, writing, listening and talking and maths using Milestones. Underpin expectations of language and communication practice as outlined in our Learning and Teaching Policy and in line with Milestones to support learners with additional complex needs. All adults need to have consistently high expectations of what all learners can do and achieve. Progress will be monitored and tracked to ensure appropriate challenge in order that pupils make better progress in literacy/communication and numeracy. <p>3.1.2 All teachers to use assessment (formative – AifL - and summative, where appropriate) to effectively identify gaps in learning for individual children and groups. Use Milestones to assess children’s progress and achievement. This will include emerging needs for those who have become vulnerable due to the impact of COVID 19.</p>	<p>3.1.1 PT and teachers to develop Raising Attainment Strategy</p> <ul style="list-style-type: none"> Collegiate sessions x 3 (Term 1) Standing item on staff meetings Professional Learning calendar Signposting from SG attainment advisor/ EO bimonthly meeting Learning collectively through professional enquiry Engage staff in raising attainment/ improvement methodology Engage staff in raising attainment/ improvement methodology professional learning to ensure measurement for improvement against interventions (Professional learning with EO, Education Scotland Attainment Advisor and Scottish Government Attainment Advisor) <p>3.1.2 Teaching for Effective Learning: EO led (INSET – 11th August 2020)</p> <ul style="list-style-type: none"> Professional Learning calendar Use Milestones to assess children’s progress and achievement Development of self-assessment and peer- assessment methods Via consultation with local and national colleagues, evidence-based interventions to be identified and implemented Engage staff in raising attainment/ improvement methodology professional learning to ensure 	<p>By November 2020 Raising Attainment Strategy Created</p> <p>By December 2020 many learners are making progress from prior Milestones levels</p> <p>By June 2021 most learners achieving or exceeding expected Milestones levels across the curriculum</p> <p>Raising attainment/tracking meeting notes/ Monitoring data Teachers’ Forward Planning Pupil, staff, parent/carers feedback all in place by December 2020</p>
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	<p>Ensure that all stakeholders are kept informed – monthly reporting to the authority, parent council, parent forum and pupils</p>	<p>measurement for improvement against interventions (Advice from EO, Education Scotland Attainment Advisor and Scottish Government Attainment Advisor)</p> <ul style="list-style-type: none">• All teaching staff to effectively scrutinise, monitor and track children's attainment based on their individual needs, and focused on Milestones. <p>Line Manager/PT/ EO/ inES Attainment Advisor monthly scrutiny meetings PT reports SWAY newsletters and celebration gatherings (when COVID allows).</p>	
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Progress

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<p>3.2 Attainment over time: Consistent, progressive raised attainment of all learners over time.</p> <p>All staff use assessments effectively to support target setting and to plan next steps in learning.</p> <p>All staff have a shared understanding of standards and expectations to make confident professional judgements about children’s learning and progression.</p> <p>Our tracking and monitoring system is robust and informs interventions to ensure learners make good progress across the curriculum, all stages and transition points.</p>	<p>3.2.1 Ensure effective use of assessments and analysis of data to make professional judgements about pupil progress. Target and allocate resources (PEF) and evidence-based interventions to meet identified needs and reduce / remove barriers related to the poverty-related attainment gap.</p> <p>3.2.2 Establish robust monitoring and tracking system to ensure learners make good progress across the curriculum, all stages and transition points</p> <ul style="list-style-type: none"> Identify funding and introduce B Squared Monitoring and Tracking software Facilitate B Squared training, and moderation activities across levels within school and PTs LC SCN group. Ensure monitoring and tracking pupil progress in all curriculum areas – in line with the authority and SWEIC progress and achievement descriptors Provide opportunities and engage in key transition point professional dialogue about learners’ progress <p>Ensure that all stakeholders are kept informed – monthly reporting to the authority, parent council, parent forum and pupils</p>	<p>3.2.1.</p> <ul style="list-style-type: none"> Teaching for Effective Learning: EO led with ES Attainment Advisor (INSET – 11th August 2020) Attainment Advisor Collegiate sessions x 3 All staff to link next steps to learners’ planned learning and allow for the tracking and evidencing of progress. Teachers to consistently use information from pupil IEPs and other sources of information to plan next steps in learning <p>3.2.2</p> <ul style="list-style-type: none"> Approach Integration and Inclusion Manager to secure funding (August 2020) Staff meeting collegiate training session PT / Moderation calendar termly ES NIF Officer - School and PTs LC SCN group moderation (collegiate x 2) All teachers to trial B Squared system in Term 2/evaluate effectiveness in Term 3 and embed into LC practice in Term 4. <p>Line Manager/PT/ EO/ ES Attainment Advisor monthly scrutiny meetings PT reports SWAY newsletters and celebration gatherings (when COVID allows).</p>	<p>By June 2021 Robust monitoring and tracking system in place</p> <p>By December 2020 Many learners are making progress from prior levels of learning</p> <p>By June 2021 most learners achieving or exceeding expected Milestones levels across the curriculum</p>
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Progress

Ongoing support to FFI:

- Twice monthly PT, Line Manager and EO improvement meeting
- Monthly access to Education Scotland Improvement Advisor
- Monthly access to Education Scotland Attainment Advisor

Notes:

Red font indicates a milestone

The term parent is taken to include all parents and carers.

Support from Education Authority, Education Scotland and Scottish Government staff is in **blue**.

Resources to be allocated from PEF is highlighted in **pink**.

Monthly progress reports will be added to **Progress** sections.