

| Improvement Area | Progress and Next Steps | Outcomes/ Milestones |
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| <p>Improve leadership of learning, teaching and assessment at all levels to ensure children's needs are met in full.</p> | <p>1.1.1 Progress: Teachers' Collegiate sessions established and teaching staff have taken responsibility for planning for one classroom each, with some opportunities for joint planning. Triangulation of curricular planning established for literacy and numeracy. Two members of staff have signed up to PI Literacy Training and two members of staff have registered for Numicon Numeracy training.</p> <p>One teacher has progressed with Outdoor Learning training and other members of staff have engaged in an online outdoor/water play seminar.</p> <p>Next steps: Forward planning system established. Consolidation and cascading of CLPL to all staff. Senior Learning Assistants have engaged in focused learning and teaching tasks and assistance with funding bids to attract outdoor play equipment to the Learning Centre.</p> <p>Progress: Line Manager has engaged PT and all other D&G PTs Severe and Complex Needs (SCN) in monthly strategic meetings. Provision data has been collected from nearly all settings and this will be collated and analysed to inform and develop Severe and Complex Needs authority structure.</p> <p>Next steps: Line Manager has engaged with central authority colleagues about specific areas of pupil data collection, and this information will be gathered from each SCN provision, and aligned with authority attainment and other data.</p> <p>1.1.2 Progress: Line Manager has engaged with other authority HTs re examples of school Learning and Teaching Policies. Line Manager and PT have considered authority Learning and Teaching Policy and have engaged teaching staff in high level learning and teaching conversations about expectations of learners. All teachers benefitted from Effective Learning, Teaching and Assessment training on August INSET days.</p> <p>This has resulted in greater teacher presence in all classrooms and greater leadership within classrooms in terms of directing LA colleagues.</p> <p>Agreed approach to teacher-led timetables is at an early stage of development</p> <p>Next Steps: Collate all progress from here and other sections (see below) to create Learning and Teaching Policy for LC, for consultation and sharing with parents and other stakeholders Apply agreed timetabling principles to forward planning. Line Manager to introduce a Video Enhanced Reflective Practice (VERP) Improvement project to allow teachers to reflect on the quality of their teaching and pupil engagement, and to engage parents re consent for pupil involvement and discussion re benefits to effective teaching and learning.</p> <p>1.1.3 Progress: Two members of staff have signed up to PI Literacy Training and two members of staff have registered for Numicon Numeracy training.</p> | <p>Regular teacher meetings established</p> <p>Piloting of new curriculum planning approach</p> <p>Teacher and LA knowledge enhanced through training experiences</p> <p>Almost all provision data collected.</p> <p>Learning and Teaching Policy completed by end of October 2020 and shared with parents</p> <p>Baseline staff confidence survey undertaken early in Term 2</p> <p>VERP letter of explanation to all parents early in Term 2.</p> <p>Implementation of Updated CLPL records for all teachers by December 2020</p> <p>HGIOS Self-evaluation exercise undertaken early in Term 2</p> |

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| | <p>One teacher has progressed with Outdoor Learning training and other members of staff have engaged in an online water play seminar.</p> <p>Next steps: One-to-one sessions to be arranged with teachers to discuss CLPL portfolios, plan for cascading learning to all LC staff and preparation for PRDs.</p> <p>1.1.4 Progress: Consideration has been given to QIs 1.3 and 2.3 with teaching staff. INSET Training was undertaken by all staff on quality of learning and teaching experiences, and there is daily ongoing dialogue involving mutual support and challenge; an enhanced ethos of learning and teaching is developing Next steps: QI Self-evaluation exercise Line Manager and PT to work with all staff to develop monitoring and moderation calendar incorporating termly attainment meetings</p> <p>1.1.5 Progress: Teachers attended Teaching for Effective Learning INSET training in August 2020, and contributed to assessment exercises Differentiation webinar viewed by all teaching staff Assessment focus in September collegiate session has resulted in baseline literacy and numeracy assessments being started with pupils, and used in curriculum planning in some of the classrooms PT engagement with SaLT re baseline communication assessments Milestones focus in October collegiate session has resulted in progress in embedding Milestones curriculum for each class in the LC Line Manager and PT engaged with partner SCN PT to understand how to implement B Squared monitoring programme Use of PEF funding to purchase B Squared monitoring and tracking software Next steps: HWB baseline assessments to be agreed and undertaken Numeracy and literacy baseline assessment information to inform curriculum planning in all classrooms B Squared software to be implemented and embedded for curriculum tracking and monitoring purposes; all staff to learn how to use software; information to be shared with parents about use of B Squared</p> <p>1.1.6 Progress: PT and Line Manager have attended monthly Education Scotland Improvement Adviser sessions and have cascaded learning to colleagues PT and Line Manager have engaged with EO in fortnightly improvement sessions Next Steps: to develop system of recording progress report daily, weekly to inform monthly reporting cycle</p> | <p>with staff, parents and stakeholders</p> <p>Assessment is starting to become an integral part planned learning and teaching in the LC.</p> <p>B Squared approach will be embedded for all children by December 2020</p> <p>Virtual Milestones and B Squared presentation for parents delivered by December 2020</p> <p>Term 1: termly progress report completed (this document) and shared with parents on school website/via newsletter. From Term 2, <i>monthly</i> progress reports will be completed and shared with parents</p> |
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| | <p>1.2.1 Progress: Provisional Vision Values and Aims agreed by all staff and pupils – it can be seen on the front cover of the FFI. It helps to promote the key message that learning is the core purpose of the Learning Centre. Next Steps: Parents to be consulted about their views of the VVA and results to inform final version</p> <p>1.2.2. Progress: PT has begun to develop a Curriculum Rationale and this has been shared with EO, and advice taken for..... Next Steps, which is to complete the Curriculum Rationale document and embed it in the developing Learning and Teaching Policy, to then be shared with parents.</p> <p>1.2.3 Progress: PT has engaged in initial communication training with Speech and Language Therapy colleagues on the Model Core Achieve More (MCAM) project Next Steps: PT to cascade training to all staff, to share information with parents and all to begin to implement MCAM PT to collect data about impact on pupils and this to form her project for Improvement Advisor</p> <p>1.2.4 Progress: Development of new outdoor learning area is at the design stage in collaboration with Parent Council, primary, secondary and local contractor. Some funding has been identified to contribute to the creation of an adjoining accessible play area Following a bid for £5000 completed by Line Manager with LA support, the outdoor play area has been shortlisted for the public vote of the D&G Youth Work 10,000 Voices Fund in the North Annandale Ward. Voting is for young people living in the ward and opens mid-October One teacher has introduced the John Muir Award with a group of children and she has also signed up to an outdoor learning online course The same teacher bid for £500 for gardening equipment via the RSPB Wild Challenge Award, although the LC was unsuccessful on this occasion as many, many schools submitted bids Next Steps: Consultation with parents and pupils on the most appropriate outdoor play equipment will take the form of a LC trip to the Catherine St Playpark in November where a variety of communication methods will be used to gauge pupil and parent support and views about the development of the outdoor play area at LLC Using school communication and social media channels, we will canvass for votes for our 10,000 Voices project and will hopefully secure £5000 towards the purchase of accessible play equipment Learning from the John Muir Award and outdoor learning course will be embedded within curriculum planning A bid to the RSPB Award will be amended and resubmitted in the next round in November</p> <p>1.2.5 Progress: Pupils in all classes now have access to a Promethean board and digital learning experiences Almost all staff participated in Eye-gaze technology training on August INSET days and this is being used with more pupils to ensure curriculum progression Next steps: Planning for development of digital literacy programme across the curriculum in all classes PT and Line Manager to consider PEF spending on digital devices/All staff to learn how to develop SWAY newsletters</p> | <p>Provisional Vision, Values and Aims diagram shared with parents in October newsletter, and feedback sought</p> <p>MCAM project to begin in Term 2</p> <p>Pupils, staff and parents to enjoy a scoping trip to Catherine St Playpark (hopefully) on 2nd November</p> <p>Social Media campaign for votes for funding bid</p> <p>Curriculum planning to begin to include assessed outdoor learning experiences</p> <p>Two funding bids submitted for outdoor play and gardening equipment</p> <p>Teaching staff to attend collegiate session from ICT Development Officer for Software and Technology in Term 2</p> |
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| <p>2 Ensure that children develop a broad range of skills, including those needed for greater learner participation.</p> | <p>2.1.1 Progress: Considerable progress has been made in planning and delivery of teacher-led class and group learning following a tighter teacher to class allocation model. PT and Line Manager have met with secondary SMT to discuss two-way learning and teaching inclusion opportunities for young people; some young people have already benefitted from low key social opportunities with secondary peers abiding Scottish Government COVID guidelines Next Steps: Timetable of class observations to be developed and delivered to ensure class allocation model strengthens, and to ensure that this model encourages greater peer interaction during learning experiences. Cross campus Inclusion Plan to be developed in collaboration with mainstream SMT and ASL colleagues for delivery post-COVID.</p> <p>2.1.2 Progress: PT and Line Manager have met with secondary DHT to begin to explore senior phase accreditation pathways and they have begun to consider a range of appropriate courses which could maximise secondary inclusion opportunities. This would include awards schemes which recognise pupils' wider achievements. Next Steps: Decide on range of courses and develop joint practice delivery approaches across secondary and LC/access views of young people and parents in deciding course options.</p> <p>2.1.3 Progress: As at 1.2.4, pupils will offer their views in a consultation exercise about the design and use of the outdoor learning and play area. Secondary pupils have created the Vote For Us signs some of whom were photographed with for the 10,000 Voices votes campaign Next Steps: In Term 2, Line Manager will lead a session for staff on finding ways to support children to make proactive choices about their own learning</p> <p>2.1.4 Progress: Excellent topic and Vision, Values and Aims/Improvement journey/Active Schools pupils and staff Pentathlon competition displays of pupil work and effort are now displayed around the Learning Centre. Photos of these are shared in the October SWAY newsletter home and on the school website. Next Steps: All staff to consider how best to engage parents during these times of COVID restrictions to share pupil successes and achievements</p> | <p>Teacher allocation model and inclusion principles to be included in Learning and Teaching Policy.</p> <p>Event sampling exercise to be completed by teachers in week beginning 9th November to measure impact of new class allocation model, assess downtime and use of PT time.</p> <p>Some of the additional Recovery teacher allocation to be used to develop Senior Phase accreditation pathways.</p> <p>Term 2 collegiate session delivered on extending learner participation and pupil voice.</p> <p>Visible displays around the Learning Centre</p> |
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| <p>3 Raise attainment and improve children's achievements</p> | <p>3.1.1 Progress: One teacher has developed All About Me sheets for each pupil and these are on the wall near their Workstations in order that all staff supporting each child is clear about what support is required, when independence can be expected, the child's interests and other useful information to support learner engagement. An example is included in the October SWAY newsletter and all are headed with a clear message about all adults maintaining high expectations for all learners - one of our key LC values.</p> <p>All teachers participated in Effective Learning and Teaching INSET training in August. This learning, alongside the many changes to assessment, curricular planning and delivery of learning and teaching that have occurred in Term 1 are contributing to an ethos with greater emphasis on attainment.</p> <p>Next Steps: As outlined in Section 1, further embedding of Milestones and its interface with the smaller learning stages of the B Squared programme will lead to a better teacher judgment in understanding, recording and reporting progress and attainment. This strategy will be written into the Learning and Teaching Policy and will evolve over the next few sessions as staff consolidate their own learning about Milestones and B Squared.</p> <p>3.1.2 See sections 1.1.2, 1.1.5, 1.1.6 and 3.1.1 for considerable crossover progress with this section.</p> <p>3.2.1 Progress: Through a thorough process of investigation, Line Manager has secured PEF funding for those children entitled to the funds. Initial spending on B Squared will lend itself to effective analysis of data, leading to consistent professional judgements about pupil progress.</p> <p>Next steps: PT and Line Manager will meet with EO with responsibility for authority PEF reporting early in Term 2 and this, alongside consultation with staff and parents, will inform development of the first LLC PEF plan. It is likely that some of the money will be spent on fun, sporting experiences and there will be consideration given to recruiting an admin resource to enable PT teaching time.</p> <p>3.2.2 See sections 1.1.5 and 3.1.1</p> | <p>Virtual Milestones and B Squared presentation for parents delivered by December 2020</p> <p>PEF Plan to be completed in November 2020.</p> |
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