

Education Directorate Improvement Plan: Achievement				
Focused Priority 1: 95% of children will know their own attainment, strengths and areas of challenge across the curriculum of science, expressive arts and social studies.				
HGIOS4 Quality Indicators		Quality Framework		
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement		<ul style="list-style-type: none"> • Leadership – Leadership of continuous improvement • Children thrive and develop in quality spaces – Children experience high quality learning spaces • Children play and learn – Learning, teaching and assessment • Children are supported to achieve – Children's progress 		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
Almost all children know their level of achievement, current working levels in Ex.Arts, science and social studies. All children have identified targets to enable progress and achievement Ex. Arts, Science and Social Studies.	Staff development/Professional Learning All staff engage in profession dialogue and collegiate learning sessions to interrogate the benchmarks for ex/arts, science and social studies. All staff use the benchmarks/pyramids to provide detailed tracking of learning and achievement in ex/arts, science and social studies. Learning and Teaching	All staff/SLT CTs	Data Agreed data collation using agreed formats Collegiate sessions to compare and analysis of planning/tracking/levels of achievement/gaps Analysis of Attainment Data in Ex. Arts, Science and Social Studies. Analysis of Life Skills data for targeted pupils Analysis of Glasgow Motivational and Well Being Profile (GMWB).	Nov 2025 Nov 2025/Mar 2026