**HGIOP 2023/2024**

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| **Establishment:** | **Improving pedagogy and closing the gap in:**  **Literacy Numeracy** | | | | |
| **LPA:** | **Year (please highlight) 1 2 3** | | | | |
| **HT:** | **Equity Profile Attached:** | **YES** |  | **NO** |  |
| **PT LEL:** | | | | |
| **Planned Outcomes**  *Engagement, attainment, attendance, exclusion/inclusion, participation* | | | | | |
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| **1.2 Professional Learning**  *Modelling, coaching, mentoring, cascading, moderating and peer working with staff* | | | | | | | | |
| **Date** | **Activity** | **Audience** | | | | **No. Invited Participants** | **% of participants who attended** | **Intended follow up action** |
| **SLT** | **Team Leaders** | **CDO** | **Other** |
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| **2.5 Family Learning / Partners**  *Family learning sessions, information sessions, learning conversations, home links, promotion of new partnerships, questionnaires* | | | | | | | | |
| **Date** | **Activity** | **Audience** | | | | **Number of Invited Participants** | **% of participants who attended** | **Intended follow up action** |
| **Parents / carers** | **Children** | **CDO** | **Other** |
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| **HGIOP Triangulating** **Evidence** |

**Quantitative data**

**People’s Views**

**Direct observation**

Assessment data –Glasgow Counts Tracker 1, Phonological awareness tracker, Literacy for All Trackers; Reading, Writing, Talking and Listening, SICS involvement and wellbeing scales, attendance data (children and families), staged intervention levels.

Surveys/glow forms for staff and parents, minutes from focus groups, and staff meetings, learning conversations, meetings with SLT, colleagues/parents, yes/no surveys, social media feedback.

Peer observations (POLLI), SLT observations, learning stories, observations of learning, SICS, snapshot moments of curriculum area engagement, development matters, observation of children’s conversational styles, SHANARRI, parental observation

**Nationally shared aims and goals**

**Core principles, experiences and expected outcomes**

**BETTER**

**LEARNING**

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| **Source of Evidence** | **Outcome 1:** |
| **People’s Views** |  |
| **Direct Observation** |  |
| **Quantitative Data** |  |

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| **Baseline Analysis:**  Full analysis of the outcome.   * Was it achieved and how? * How will gains be maintained? * If not achieved, why not? |

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| **Final Analysis:**  Full analysis of the outcome.   * Was it achieved and how? * How will gains be maintained? * If not achieved, why not? |

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| **Source of Evidence** | **Outcome 2:** |
| **People’s Views** |  |
| **Direct Observation** |  |
| **Quantitative Data** |  |

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| **Baseline Analysis:**  Full analysis of the outcome.   * Was it achieved and how? * How will gains be maintained? * If not achieved, why not? |

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| **Final Analysis:**  Full analysis of the outcome.   * Was it achieved and how? * How will gains be maintained? * If not achieved, why not? |

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| **Quantitative Data Summary of Targeted Interventions** | | | | | | | | | | |
| **Intervention** | **Target group/age /stage** | **No of young people in each group.** | **Measure** | **Attainment data** | | **Progress** | **Quantifier/analysis** | **On track** | | **Comments** |
| **Yes** | **No** |
| Start | End | % | **Quantifier of progress:**​  ​  **Range of progress:**​  ​  ​  **Mean progress:**​  ​  **Gap closing:**​ |  |  |  |
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| **Yes** | **No** |
| Start | End | % | **Quantifier of progress:**​  ​  **Range of progress:**​  ​  ​  **Mean progress:**​  ​  **Gap closing:**​ |  |  |  |
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| **1.3 Leadership of Change: The Learning Journey**  ***Reflection on the learning journey and Next steps*** |
| * In what ways have you maximised opportunities for practitioners to work and learn together? * How well have you supported colleagues to evaluate children’s progress? * What examples do you have of helping others to have a positive impact on the children’s experiences? * How do you know that your professional learning is making a difference for children and families? * How have you become more effective at sharing children’s progress with parents/carers? * How have the ways you have gathered information about children’s progress informed planning and improvement? * What has had the biggest impact on your professional development? You should refer to the SSSC standards. * How do you plan to sustain and build upon the gains made? (next steps) * How have you developed in your knowledge/skills/confidence as a leader during this year? |