



Driving Equity and Excellence

Cluster Improvement Action Plan

Session 2023-24

Cluster	Coatbridge High School Cluster
Cluster Chair	Christine Creaney

Improvement Plan Summary	
Cluster Priority	Assessment & Moderation which informs teacher judgement



Cluster Vision and Values

Our shared vision and values drive our ambition to meet the needs of all children and young people through positive partnership working.



Coatbridge High Cluster
Strives to meet the needs
of all children and young
people through positive
and inclusive Partnership
working.

Cluster Priority: Long Term Outcome What do you hope to achieve? What is going to change? For whom? By how much? By When?	Attainment in Literacy & Numeracy will improve through moderation which will inform teacher judgement across the Cluster
Person(s) Responsible Who will be leading the improvement?	CIIL, Cluster, Cluster Network team

(Please insert the relevant information below using the codes above)	
NIF Priority: 3	NIF Driver: 4, 5 & 6
NLC Priority: 1, 2 & 5	QI: 1.1, 1.3, 2.3 & 3.2
PEF Intervention:	Developing in Faith/UNCRC:3
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:	

RATIONALE (WHY?) Why have you identified this as a priority? What data did you have to support this?
 A cluster approach to assessment and moderation will assist teachers in arriving at valid and reliable decisions on learners’ progress towards, and achievement of, a level. It will support the consistency of teachers’ professional judgement and target interventions to raise attainment.

Resources: Please include costs and, where relevant, state where cost is being met from, specifically if using PEF. **Please denote PEF/or colour code if preferred, to indicate where PEF spend aligns with targets.**

- Professional learning activities,
- HGIOS4 & How Good is OUR School
- Quantitative Data – NLC Dashboard, Cluster Dashboard, ACEL, SNSA,
- Investment of time on in-service days, cluster & school level meetings
- NLC, West Partnership & Education Scotland documents including *Assessment in BGE (Ed Scotland)*

<u>EXPECTED IMPACT (SHORT TERM TARGETS)</u>	<u>INTERVENTIONS/ACTIONS TO SUPPORT IMPROVEMENT: HOW?</u>	<u>HOW WILL YOU TRACK PROGRESS? MEASURES</u>	<u>EVALUATION CHECKPOINT 1 (Internal Process)</u>	<u>EVALUATION CHECKPOINT 2 (Internal Process)</u>
What will be the benefit for learners (be specific)?	What are you going to do to make the change? What key actions are required? Consider links to the NIF Drivers.	What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)		
All staff are confident using moderation cycle and ACEL, including progress within levels by June 2024. Collegiate working will ensure consistently across the Cluster.	<ul style="list-style-type: none"> • Cluster BGE Moderation Toolkit (P7) • P7 literacy & numeracy moderation with cluster using Toolkit (refine & embed) • Opportunities for joint cluster CLPL & sharing practice • CLPL for identified staff e.g. time at In-service day(s) & cascade expertise. 	<ul style="list-style-type: none"> • Cluster moderation trios will evaluate progress & plan next steps (Sept 2023 – April 2024) • Central cluster moderation event on 14 February 2024 (afternoon) • CLPL feedback to evaluate impact, revise approach, if appropriate & shape future implementation 		

<p>Build upon P7 Cluster literacy moderation started in May 2022 and embed this session. Commence numeracy cluster moderation.</p> <p>Initial focus will be P7. The scope of our work will extend to P1 & P4 following review of the impact of this model at the end of the 2023/24 improvement cycle.</p>		<ul style="list-style-type: none"> • Attainment review meetings to share data, progress against targets, evaluate intervention and plan next steps • Ongoing checkpoints throughout the session August (May 2024) • Review data trends - ongoing 		
<p>Final evaluation:</p>				