***Aim***

***(by how much and by when*)**

**How will we change and improve to reach this Improvement Goal ?**

***Possible improvement actions/to do:***

***Measures of success***

***Primary drivers (have a direct impact on) “what are the key things…”***

***Secondary drivers (have a direct impact on the primary driver) “how do we ensure that…”***

Plan for planning discussions within levels.

All staff to use blog and snapshot jotters to support learning dialogue with all

Staff will review planning to ensure progression and relevance to the learners.

Staff will engage in CLPL activities to develop use of suitable resources.

|  |  |
| --- | --- |
| N.I.F. | Q.I.s |
| School Improvement | 1.2  2.2 |
| Assessment of Children’s progress | 2.4  3.2 |
| Teacher Professionalism | 1.1  2.3 |

Staff will be engaged in moderation discussions using the Benchmarks

Learners will be using Snapshot jotters and Blog to show progression and inform next steps.

Dialogue with learners will show that they are increasing in confidence in discussing learning

Staff engage to CLPL activities to research support and challenge resources.

Staff are engaged in professional dialogue to track support and challenge for learning

Staff in LCSC will use individual planning to ensure development of life skills and contextualised approach

**Data/Observations/Views**

Joint planning

Planning dialogue

SLT observations

Moderation activities

Learner/staff evaluations

Tracking and learning dialogues.

Learner discussions with SLT

Personalised support data/targets

By June 2017 learners across all levels will experience depth, progression and relevance in Numeracy and Maths and be receiving appropriate support and challenge.

Across all levels learners will experience a progressive curriculum in Numeracy and maths as a result of staff reviewing frameworks

SLT to provide training opportunities for Numeracy and Maths

LCSC staff to be supported in planning a personalised and context approach to learning

Learners will be able to access a range of support and challenge resources which match their needs.

Staff to have time to research support and challenge resources.

Staff will develop the use of ICT as a supportive and engaging tool in learning

SLT to plan for 1:1 learning discussions that plan for individual needs

Learners will have increased awareness of their next steps in learning as a result of staff moderation activites

***Aim***

***(by how much and by when*)**

***Primary drivers (have a direct impact on) “what are the key things…”***

***Secondary drivers (have a direct impact on the primary driver) “how do we ensure that…”***

**How will we change and improve to reach this Improvement Goal ?**

***Possible improvement actions/to do:***

***Measures of success***

All children will be fully included in learning experiences and life of the school.

Parent forum and parent council are involved with staff in the writing of an ethos policy

Children will be able to discuss their wellbeing using the indicators of wellbeing and the impact this has on them.

SLT plan for opportunities to work with CLD

**Data/Observations/Views**

Parents & Staff Views

Learner Evaluations

Professional dialogues

Joint Planning

SLT observations

Tracking of Inclusion and impact on learners and learning

Learner dialogues with SLT and peers.

All partners in school will work with the CLD staff in meaning of ethos activities.

By June 2017 all children, parents and staff will be learning and working in an inclusive and nurturing environment which takes into account GIRFEC and Nurturing Schools principles.

Parents, staff and children are actively involved in the creation of a school ethos policy

Develop Parent forum role in creation of policies.

Plan for moderation activities during staff meetings

Staff engage in moderation activities regarding behaviours and barriers to learning

SLT to have monthly meetings to plan inclusion within and across

Children will experience planned inclusion opportunities across the school and within their classroom.

|  |  |
| --- | --- |
| N.I.F. | Q.I.s |
| School Leadership | 1.1  1.3 |
| Parental Engagement | 2.4  2.7 |
| Teacher Professionalism | 2.4  3.1 |

Use CANcan staffing to support inclusive approaches in the school.

Staff will be involved in discussion and planning of inclusion and evaluating the impact

Develop w whole school approach to achievement and success

Children and staff will be supported in celebrating achievement and success across the school and within the community.

SLT to support introduction of new resilience approach for senior learners.

Learners will develop their understanding of themselves as a learner and how their wellbeing impacts this.

***Secondary drivers (have a direct impact on the primary driver) “how do we ensure that…”***

***Measures of success***

***Possible improvement actions/to do:***

**How will we change and improve to reach this Improvement Goal ?**

***Aim***

***(by how much and by when*)**

***Primary drivers (have a direct impact on) “what are the key things…”***

By June 2017 teaching staff will have increased confidence in tracking learning and making professional judgements based on data.

Staff will be more confident in sharing professional judgements with SLT, when reporting and at points of transition.

|  |  |
| --- | --- |
| N.I.F. | Q.I.s |
| Performance Information | 1.1 |
| Assessment of children’s progress | 3.2 |
| Teacher Professionalism | 2.3  1.2 |

SLT to plan for moderation events as part of working time agreement.

**Data/Observations/Views**

Professional dialogue

ASP/Targets

Parental Views

Learner dialogue with SLT

Data from professional enquiry

Tracking data

Learner reports.

Staff will participate in dialogue with SLT to develop understanding of SIMD.

There will be CLPL opportunities which develop staff understanding of the benchmark statements.

Learner’s and staff will be involved in target setting dialogues which take account of evidence based data.

Staff will engage with SLT to discuss individual and class learning evidence.

Staff will participate in professional dialogue to share planned approaches to learning.

Staff will meet throughout the year to take part in moderation discussions.

Staff will undertake a professional enquiry into standardised assessment approaches and how these meet needs.

Staff will use data based evidence when reporting to parents

Staff will complete transition information which is informed by evidence and professional judgement

Staff to take part in moderation of planning and learning activities, supported by Benchmark Statements.

SLT to organise dialogue on Benchmark statements to develop understanding.

Learning and tracking meetings with SLT.

School will track information based on class evidence and wider data to support professional judgements and impact on closing the gap.

SLT to support staff professional enquiry as part of working time.

School approach to tracking of learning with a focus on closing the gap.

Whole school approach to transition information and reporting to parents.