



Renfrewshire Council Children's Services

Bishopton Primary School Improvement Plan

2019-2020

Planning framework

As part of Children's Services, Bishopton Primary School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

1. improve attainment, particularly in literacy and numeracy;
2. close the attainment gap between the most and least disadvantaged pupils;
3. improve children's health and wellbeing; and
4. improve children and young people's employability skills so that they move into positive and sustained destinations.

Local Priorities

- Reshaping our place, our economy and our future;
- Building strong, safe and resilient communities;
- Tackling inequality, ensuring opportunities for all;
- Creating a sustainable Renfrewshire for all.

Renfrewshire's Education Priorities

Our priorities will also align with Renfrewshire Council's education strategic priorities listed below.

- Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;
- Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;
- Support self-evaluation and performance improvement throughout our establishments;
- Develop high quality leadership for staff at all levels;
- Support high numbers of our young people to enter positive destinations and sustained post-school destinations.

Pupil Equity Funding

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Our school's Vision, Values and Aims

Vision

Building & Promoting Success

Values

In Bishopston Primary we all share the following values:-

FAIRNESS- everybody getting what they need in order to be successful

INCLUSION- opportunity for all

HONESTY- be truthful to yourself and others

CHALLENGE- high expectation for all

GLOBAL CITIZENS- creating a sustainable future

We **aim** to demonstrate these values as we:-

- Enable everyone to achieve by providing high quality teaching and learning experiences that take account of individual need
- Promote a safe, welcoming, nurturing ethos of equality, fairness, respect, equity and excellence that represents and values all members of the school community
- Provide leadership opportunities at all levels that allows everyone to develop skills for learning, life and work
- Provide a stimulating curriculum that is consistent with Local and National guidelines; is broad, balanced, coherent, challenging and progressive

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, pupils, parents and the wider community. We used a variety of methods of getting the views of those who are involved in the life and work of Bishopston Primary School such as;

- Regular meetings as a whole staff and as departments
- Planning meetings termly with an SMT member
- Professional Review and Development meetings each session
- Plan and review of School Improvement Plan priorities
- Questionnaires/returns
- Auditing current practice
- SDO and Environmental Meetings
- Cluster Events and working parties
- Transition events
- Inter-Agency Working
- CPD activities linked to School Improvement priorities
- GLOW and other forms of ICT communication

Parents are consulted through:

- Parent Council meetings
- Nursery & P1 entrants meetings
- Parent Interviews & Pupil Report evaluations – October & May
- Whole establishment open afternoons
- School annual planner and newsletters
- Establishment website
- TAC Framework
- Parental Questionnaires – general & returns regarding particular events
- Informal daily discussion

Pupils are consulted through:

- Various committees e.g. House Captains
- Circle Time
- TAC Framework including PSPs, IEPs, CSPs and IAFs

- Weekly assemblies
- Suggestion boxes
- Open Door Policy of all SLT and school staff
- Questionnaires/Surveys e.g. Homework survey
- Pupil Council

Others/Community are consulted through:

- Copied into school newsletters
- Regular contact from designated member of SLT
- Nursery liaison
- Attendance at the community council

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.

- Regular meetings with Education Psychologists
- Regular meeting with ACE base staff
- Meeting with Home Link staff
- Visits to feeder nursery schools
- Communication with Bishopton Day committee and Bishopton Community Council

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

QUALITY ASSURANCE

- CfE teacher judgement levels of attainment
- GL Assessment data from P4&6
- SNSA Data at P1,4&7
- Overall progress towards set targets
- Data collected nationally and/or locally
- Analysis of other key performance data, such as: finance, pupil/staff attendance, pupil exclusion rates, fires safety and health and safety
- Survey returns

PEOPLE'S VIEWS

- Individual interviews with members of staff including use of PRD
- Individual interviews with parents
- Dialogue with pupils
- Parent Council
- Staff, Parent, Pupil focus groups
- Cluster Working
- School website and blogs
- Open Afternoons, School Performances and wider publicity
- Assemblies and Circle Times
- Regular committee meetings with a range of stakeholders
- Parent workshops and information evenings
- Working parties e.g. Literacy, Numeracy, HWB & STEM
- Questionnaires and surveys gauging satisfaction and for suggestions for improving effectiveness
- In-service training for staff
- Evaluations from staff including planning and sharing good practice
- Regular team meetings at all levels

DIRECT OBSERVATION

- Class observation programme
- Teaching methodologies e.g. AiFL, cooperative and critical skills, number talks, literacy coaching
- Learning visits
- Peer observations
- Working collegiately with other teachers, colleagues across our cluster

DIRECT OBSERVATION - DOCUMENTS

- Pupils' work (including displays and photographic evidence)
- Reports to parents
- Programmes of study
- Teachers' plans and evaluations
- Progress reports on the development plan
- Policies and guidelines
- Minutes of meeting

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

Action Plan

School priority 1: Develop high quality learning, teaching, assessment & transitions leading to improved levels of attainment & achievement in Literacy and English					
NIF key driver	HGIO54 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
2,3,4,5,6	1.3 2.2 3.2	Dive into Writing <ul style="list-style-type: none"> Introduce Dive into Writing to staff across the school. Dec19-Jun20 DHT and PT will deliver CPD sessions to staff on the Dive into Writing approach. 3rd Dec19 Staff will implement the approach, including the 3 domain model, into their writing sessions throughout the session. Jan-Jun20 Information leaflet for parents will be produced by the DHT- Jan 20 	DHT PT All teaching staff	<u>Learners</u> <ul style="list-style-type: none"> Will benefit from enhanced quality of learning experiences will demonstrate increased engagement, practice, attainment, confidence, equity & funds of knowledge in writing skills <u>Staff</u> <ul style="list-style-type: none"> will gain an improved understanding of the teaching of writing will demonstrate greater understanding in teaching and assessing writing skills leading to better consistency in teacher judgement across the school. <u>Families</u> <ul style="list-style-type: none"> will have increased engagement & interaction with their child's writing 	We will measure the impact of this intervention through: <ul style="list-style-type: none"> Initial baseline assessment using writing criteria Termly writing assessments Termly tracking/target setting meetings Regular formative and summative assessment data SNSA Data in P1,4& 7 Staff evaluations Pupil feedback
2,3,4,5,6	1.3 2.2 3.2	Spelling (PEF) <ul style="list-style-type: none"> Improve spelling across the school by changing our approaches to teaching spelling by introducing the Highland Wraparound Spelling approach. Aug 19-Jun 20 PT will deliver CPD to all teaching staff. Aug In-service PT will deliver CPD to support staff. Sep 19 New resources will be purchased to support this approach. Oct 19 (PEF) 	HT DHT All teaching staff All support staff	<u>Learners</u> <ul style="list-style-type: none"> Will benefit from enhanced quality of learning experiences will demonstrate increased engagement, practice, attainment, confidence, equity & funds of knowledge in spelling skills <u>Staff</u> <ul style="list-style-type: none"> will gain an improved understanding of the teaching of phonics and spelling will demonstrate greater understanding in teaching and assessing spelling skills <u>Families</u> <ul style="list-style-type: none"> will have increased engagement & interaction with their child's spelling homework 	We will measure the impact of this intervention through: <ul style="list-style-type: none"> Single word spelling test in August Weekly spelling tests in class Termly tracking/target setting meetings Regular evaluation of the targeted groups progress Staff evaluations Pupil feedback Single word spelling test in May Parental Feedback

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children's Progress, 5 = School Improvement, 6 = Performance Information

(PEF) denotes interventions/activities funded through Pupil Equity Funding

School priority 1: Develop high quality learning, teaching, assessment & transitions leading to improved levels of attainment & achievement in Literacy and English					
NIF key driver	HGIO54 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
		<ul style="list-style-type: none"> Small groups of identified pupils will receive targeted support. Sep 19-Jun20 (PEF) Parents will be given information on new approach to help support pupils with spelling homework – Aug 19 			
2,3,4,5,6	1.3 2.2 3.2	<p>Reading Comprehension</p> <ul style="list-style-type: none"> Continue to embed the Renfrewshire Literacy Strategy across the school by promoting a reading culture and continuing to embed our practices in reader response and 3 domain model to reading comprehension. This will continue to be monitored and supported by the DHT with responsibility for literacy and our literacy champion. Aug 19-Jun20 Literacy champion will deliver CPD to all new staff who require it and will support staff with strategies to support reading and reading comprehension in class. Sep 19 We will continue to introduce accelerated reader across the schools and continue to update our reading stock to support reading engagement. Aug 19-Jun 20 Accelerated Reader and reading letter will be issued to new parents Aug 19 	DHT Literacy Champion All class teachers All support staff	<p>Learners</p> <ul style="list-style-type: none"> Will benefit from enhanced quality of learning experiences will demonstrate increased engagement, practice, attainment, confidence, equity & funds of knowledge in reading comprehension <p>Staff</p> <ul style="list-style-type: none"> will gain an improved understanding of the teaching of reading comprehension skills will demonstrate greater understanding in assessing reading comprehension skills leading to better consistency in teacher judgement across the school. <p>Families</p> <ul style="list-style-type: none"> will engage in reading for enjoyment with their children and help to increase reading engagement 	We will measure the impact of this intervention through: <ul style="list-style-type: none"> Termly STAR Reading assessment (Accelerated Reader) Termly tracking/target setting meetings Regular formative and summative assessment data SNSA Data in P1,4& 7 Staff evaluations Pupil feedback/Reading engagement survey

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Action Plan

School priority 2: : Develop high quality learning, teaching, assessment & transitions leading to improved levels of attainment & achievement in Numeracy and Mathematics					
NIF key driver	HGIO54 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1,2,5	1.3 2.2 3.2	Maths Mind-set <ul style="list-style-type: none"> • HT and PT to be trained in Winning Scotland Mathematical Mind-sets train the trainer model. Oct 19- Jun 20 • HT and PT will complete a project within the school from Jan-May 2020 	HT PT	<p>Learners</p> <ul style="list-style-type: none"> • Pupils will benefit from an improved mind-set when tackling numeracy and mathematics. <p>Staff</p> <ul style="list-style-type: none"> • HT and PT will become familiar with the model and will be in a position to deliver to staff in session 2020-21 	We will measure the impact of this intervention through: <ul style="list-style-type: none"> • PASS P4&6 • Pre and Post project questionnaires for staff and pupils. • SNSA Numeracy and Mathematics data in P1,4&7 • End of Pathways Assessment information
2,4,5,6	2.2 2.3 2.6	Cluster Moderation <ul style="list-style-type: none"> • Moderation of Numeracy and Mathematics within the Park Mains Cluster. 24th Sep 19 & 7th Feb 20 • Staff will come together in levels to plan a series of lessons based on numeracy and 	HTs Moderation Leads across the cluster Class Teachers	<p>Learners</p> <ul style="list-style-type: none"> • will benefit from more accurate professional judgements of achievement leading to more appropriate support & challenge 	We will measure the impact of this intervention through: <ul style="list-style-type: none"> • monitoring of long & short-term planning • progress/target setting/tracking meetings

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School priority 2: : Develop high quality learning, teaching, assessment & transitions leading to improved levels of attainment & achievement in Numeracy and Mathematics					
NIF key driver	HGIO54 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
		<p>mathematics outcomes and outcomes from different curricular areas or organisers. 24th Sep 19</p> <ul style="list-style-type: none"> Lessons will be delivered and an assessment piece completed. Sep 19-Feb 20 Teachers will complete the moderation template and come together at in-service to moderate with staff from the other cluster schools. 7th Feb 20 		<ul style="list-style-type: none"> will have increased opportunities to develop breadth, challenge & application across learning <p>Staff</p> <ul style="list-style-type: none"> will gain an improved understanding of moderation processes will demonstrate greater confidence in professional judgements ensuring greater consistency will develop shared expectations of learning, standards & progression quality of assessment will be improved leading to more accurate judgements of pupils' progress <p>Families</p> <ul style="list-style-type: none"> will have greater confidence in practitioner judgements in reporting 	<ul style="list-style-type: none"> professional dialogue throughout moderation process school overview of 'Moderation' feedback Data from moderation event teacher professional judgement Parental feedback from variety of reporting methods e.g. feedback from parents' evenings, report cards, open days, sharing of learning journals etc.
2,4,5,6	1.3 2.2 3.2	<p>SEAL</p> <ul style="list-style-type: none"> Continue to embed SEAL across the whole school. Aug 19- Jun 20 Ensure all new staff receive either in house or authority training on SEAL approaches. Aug19-Oct 19 Implement the cluster Numeracy and Mathematics policy to ensure a consistent approach to Numeracy and Mathematics across the Park Mains cluster Aug 19-Jun 20 	HT Numeracy Champion Class Teachers	<p>Learners</p> <ul style="list-style-type: none"> will benefit from more accurate professional judgements of achievement leading to more appropriate support & challenge Will develop a greater understanding of number and develop skills in mental agility <p>Staff</p> <ul style="list-style-type: none"> Will gain a better understanding of SEAL approaches and the development of number skills Will have greater confidence in their professional judgements in numeracy and maths and apply a consistent approach across all levels 	<p>We will measure the impact of this intervention through:</p> <ul style="list-style-type: none"> Termly tracking/target setting meetings Regular formative and summative assessment data Renfrewshire End of Pathway Assessments SNSA Data in P1,4& 7 Staff evaluations Pupil feedback

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Action Plan

School priority 3: Develop high quality learning, teaching, assessment & transitions leading to improved levels of attainment & achievement in Health and Wellbeing					
NIF key driver	HGIO54 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1	2.4	PATHS We will <ul style="list-style-type: none"> Train all new staff in the delivery of the PATHS programme –Aug 19 Inservice Continue to implement and develop the PATHS programme across the school to support our Nurturing School approach Aug 19- Jun 20 Ensure support staff are implementing PATHS strategies when dealing with playground incidents Aug 19-Jun 20 Continue to work with Education Psychologists and Parents to evaluate the impact of PATHS across the school Aug 19 – Jun 20 Apply for PATHS accreditation May 20 	HT DHT Kristy Fotheringham (Barnardos) Education Psychologists Teaching staff Support staff	<u>Learners</u> <ul style="list-style-type: none"> behaviour is understood developmentally Relationships are improved at all levels are better able to articulate feelings can implement strategies to self-regulate their emotions have improved level of attainment <u>Staff</u> <ul style="list-style-type: none"> understand learners behaviour developmentally Relationships with pupils are improved at all levels Provide pupils with strategies to self-regulate their emotions 	We will measure the impact of this intervention through: <ul style="list-style-type: none"> Termly tracking/target setting meetings Regular formative and summative assessment data GL PASS at P4&6 (PEF) Staff evaluations Pupil feedback Reflection Time records
2	3.1				
3	3.2				
2,4	3.3 2.2 2.7	Outdoor Learning <ul style="list-style-type: none"> Implement the findings of the 2019-19 working party Aug 19- Jun 20 Issue Outdoor learning grab bags to each stage for use Oct 19 Arrange whole staff CPD for Outdoor learning – Feb 20 Inservice Link with nurture group to develop safe spaces in the playground area Oct 19-Feb 20 	DHT Outdoor learning WP Nurture WP ECO Committee Class Teachers	<u>Learners</u> <ul style="list-style-type: none"> More opportunities for outdoor learning Easy access to outdoor learning resources Improved spaces for both outdoor learning and break times 	We will measure the impact of this intervention through: <ul style="list-style-type: none"> Termly forward plans highlighting opportunities for outdoor learning GL PASS at P4&6 Staff evaluations Pupil feedback Parental feedback

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School priority 3: Develop high quality learning, teaching, assessment & transitions leading to improved levels of attainment & achievement in Health and Wellbeing					
NIF key driver	HGIO54 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
		<ul style="list-style-type: none"> • Create a plan to enhance the playground to provide more opportunities for outdoor learning Feb 20- Jun 20 			
1,2,3	2.4 1.3	<p>Seasons for Growth</p> <ul style="list-style-type: none"> • CPD session for staff from our 2 staff trained as Seasons of Growth Companions Sep 19 • Purchase of Seasons for Growth Pupils Resources and Workbooks Aug 19 • Seasons of Growth sessions with Companions for those pupils who require the support – Sep 19 – Dec 19, Jan 20 –Mar 20, May 20 – Jun 20 • Information session for parents on the Seasons for Growth programme. Nov 19 	Head Teachers Seasons for Growth Companions Class Teachers	<p>Staff</p> <ul style="list-style-type: none"> • Will have a better understanding of the programme and will be able to refer the appropriate pupils • Companions will be able to implement the programme for appropriate pupils <p>Learners</p> <ul style="list-style-type: none"> • Identified learners will be able to access a programme to deal with their loss or change <p>Families</p> <ul style="list-style-type: none"> • Have an understanding of the programme and know that they can access the school for support 	<ul style="list-style-type: none"> • Pre and Post intervention questionnaires • Number of pupils accessing the service

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School priority 4: Develop high quality learning, teaching, assessment & transitions leading to improved levels of attainment & achievement in STEM subjects					
NIF key driver	HGIO54 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
1,4,5	3.3 1.2 2.2	<p>Digital Leaders- Digital Schools Award</p> <ul style="list-style-type: none"> Train up a new cohort of digital leaders Sep19 –Oct 19 Continue to promote and encourage a whole school approach to the use of Digital Technology to enhance learning and teaching Aug 19- Jun 20 Provide a calendar of ICT CLPL for all staff delivered by staff and pupils Oct 19 – Mar 20 Continue on the journey towards the Digital School Accreditation, using the following 5 criteria: <ul style="list-style-type: none"> o Leadership and Vision o Digital Technology integration in the curriculum o School digital technology culture o Continuing professional development o Resources and infrastructure Oct 19-Jun 20 	HT Digital Champion Digital Leaders Class Teachers	<p>Learners</p> <ul style="list-style-type: none"> Provided with a vast array of opportunities to enhance their learning through ICT Opportunities to lead professional learning activities with staff <p>Staff</p> <ul style="list-style-type: none"> Increased skills and knowledge to improve delivery of ICT across the curriculum 	<p>We will measure the impact of these interventions through:</p> <p>We will measure the impact of these interventions through:</p> <ul style="list-style-type: none"> quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations Progress towards digital schools award
2 4	2.2 2.7 3.2 3.3	<p>STEM</p> <ul style="list-style-type: none"> Initiate the use of the Engineering Habits of Mind (EHoM) in all classes and track these skills from P1-7. Aug 19- Jun 20 Participate in year 3 of the Institute of Primary Engineers. Aug 19- Jun 20 Implement computer programme within P2, 5, 6 and 7. Aug 19- Jun 20 All Primary 2 and 6 classes will be involved in a Primary Engineer project. Dec 19- Mar 20 Train another 2 teachers to lead the Primary Engineer projects in P2 and P6. Nov 19 	PT STEM working party Class Teachers Primary Engineer	<p>Learners</p> <ul style="list-style-type: none"> All pupils are engaged in a variety of STEM activities through Masterclass, IDL and planned calendar events. <p>Staff</p> <ul style="list-style-type: none"> Staff are more confident teaching STEM subjects and can integrate STEM activities across the curriculum. <p>Staff are now using the EHoM when planning, developing and implementing lessons.</p>	<p>We will measure the impact of this intervention through:</p> <ul style="list-style-type: none"> Teacher professional judgement. Twice yearly impact evaluation Staff evaluation and professional dialogue. Pupil evaluation - both individual and targeted year groups

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School priority 4: Develop high quality learning, teaching, assessment & transitions leading to improved levels of attainment & achievement in STEM subjects					
NIF key driver	HGIO54 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
		<ul style="list-style-type: none"> • All Primary 7 classes engaged with Scottish Engineering leaders. Oct 19 – Mar 20 • Development of links with STEM Ambassador programme to provide links with the world of work. Aug 19 – Jun 20 			
	1.2 3.3	SSERC <ul style="list-style-type: none"> • Core group staff to continue with training opportunities and to meet regularly with cluster colleagues Aug 19 – Jun 20 • All staff to participate in SSERC webinar 7th Nov 19 • All staff to participate in ½ day in-service training Feb 20 • Staff to participate in appropriate training sessions facilitated by SSERC group trainers Oct 19- Jun 20 • SSERC group to create a cluster science policy Aug 19 – Jun 20 	Cluster HTs SSERC staff Cluster SSERC trained staff Class teachers	<u>Learners</u> <ul style="list-style-type: none"> • Provided with enhanced opportunities to develop their skills in science <u>Staff</u> <ul style="list-style-type: none"> • are more confident and skilled in planning and creating an effective science curriculum • are more confident and skilled in supporting learners in science 	We will measure the impact of this intervention through: <ul style="list-style-type: none"> • Teacher uptake of professional learning opportunities • Staff evaluation and professional dialogue. • quality assurance activities - classroom visits, sampling of pupil work & pupil profiles

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School priority 4: Develop high quality learning, teaching, assessment & transitions leading to improved levels of attainment & achievement in STEM subjects					
NIF key driver	HGIO54 / HGIOELC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
2,4,5	2.2 1.2 1.3	<p>(PEF) Play Pedagogy</p> <ul style="list-style-type: none"> 2 members of P1 staff to undergo the Deirdre Grogan play pedagogy training Aug 19 – Nov 19 Continue to embed P1 Pedagogy in the P1 classroom. Including: <ul style="list-style-type: none"> improved planning format improved differentiation Improve the processes for planning, observing, assessing and tracking progress Aug 19 – Jun 20 Continue to introduce aspects of the P1 Pedagogy into P2 and introduce to P3. This will include: <ul style="list-style-type: none"> improved environment appropriate resources processes for observing, assessing and planning for the young child Aug 19-Jun 20 	HT Class Teachers Classroom Assistant (PEF)	<p><u>Learners</u></p> <ul style="list-style-type: none"> are learning in an environment conducive to planned purposeful play are engaged in quality and challenging learning experiences provided with opportunities to become independent learners <p><u>Staff</u></p> <ul style="list-style-type: none"> are more confident and skilled in planning and creating an effective P1 learning environment are more confident and skilled in supporting learners through observation, assessment and planning next steps in learning 	<p>We will measure the impact of this intervention through:</p> <ul style="list-style-type: none"> monitoring of long & short term planning termly target setting/tracking meetings quality assurance activities - classroom visits, sampling of pupil work & pupil profiles SNSA teacher professional judgement Leuven Scale

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