



Renfrewshire Council Children's Services

St James' Primary School Improvement Plan

2018-2019

Planning framework

As part of Children's Services, St James' 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

Our vision, as a faith-enriched school community, is to provide a values-based curriculum characterised by excellent learning and teaching whilst inspiring a passion for lifelong learning and a commitment to social justice and moral courage.

Values

Joy; Respect; Responsibility; Inclusion; Resilience and Compassion & Love

Aims

To create a safe, welcoming, stimulating and **inclusive** environment which creates positive attitudes to learning and is responsive to the voice of children.

To ensure staff have high aspirations by developing best practice in the pursuit of the highest standards and best outcomes for children.

To support our children to become confident individuals who are motivated to develop **resilience** and self-belief and experience the **joy** of learning.

To build strong collaborative partnerships with families and the local community through involvement in learning and decision making.

To empower children to develop **responsibility** by taking an active role in society.

To embrace the values of **respect, compassion** and **love** by understanding and celebrating the diversity of our community.

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, children and parents. We used a variety of methods of getting the views of those who are involved in the life and work of St James' Primary School such as:

Pupils:

- Ongoing participation by all pupils within Citizenship Groups with monthly meetings, where every child has a voice
- Formal and informal discussions re life of school matters
- Pupil questionnaires and feedback
- Pupil profiling using Seesaw App
- Pupil Council meetings

Parents:

- Parent Questionnaire and feedback, additional Survey Monkey questionnaires linked to Vision, Values and Aims and Parental Involvement
- Parent Evenings – discussion of pupil's progress, twice yearly and Meet the Teacher evening
- Parent Council meetings
- Class open afternoons
- School App is regularly updated with news, dates for diaries etc
- Parent Assemblies/Workshops on Bounceback

Staff:

- Regular school self-evaluation linked to HGIOS 4 quality indicators
- Staff meetings/In-Service days/Curriculum Development Meetings
- Review and update of policies and practices both formally and informally
- Participation on working parties
- Individual forward plan feedback
- Target Setting meetings with SMT
- EST, transition and inter-agency meetings
- Formal and informal discussions re concerns
- Individual Professional Review and Development and Professional Update meetings

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities. For example, changes to Vision, Values and Aims were discussed with Parish Priest and Homelink worker.

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:

- Regular school self-evaluation linked to HGIOS 4 quality indicators
- Forward Plan monitoring with consultation and feedback to staff
- Pupils' work – looking at sample jotters in a variety of areas with feedback given to staff
- Analysis of GL/SNSA assessment data to support and inform teacher judgement
- PASS survey and HWB web used to consult children on Health and Wellbeing attitudes to self and school
- Class EST meetings for each class take place throughout the year to discuss any possible concerns
- Pupil attainment tracking at Target Setting/Tracking meetings are held each term to identify progress and monitor pace and challenge
- Staff will undertake moderation of Numeracy work with cluster colleagues
- Use of Benchmarks to assess pupil progress and attainment of levels
- SEEMIS data used to track attendance and late-coming
- Staff Meetings
- SMT Meetings
- Pupil Citizenship Group Meetings
- Learning & Teaching Peer Observations
- Classroom Observations by SMT
- Professional Dialogue Meetings with Class Teachers
- Individual Pupil Support Plans reviewed and revised as required
- Parental, staff and pupils views
- Professional Review and Development Process for all staff
- Observations/feedback from professional collaborators e.g. Educational Psychologist, Home link Worker, EAL Teacher, Early Years Teacher.

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 and assessment leading to improved attainment and achievement in Literacy					
NIF key driver	HGIOS4 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	2.3	<i>Throughout the following developments, staff will be supported in using two of the five key strategies of AiFL- Learning Intentions and Success Criteria</i>	SMT	<i>All learners will be clear about what they are learning and how to achieve success</i>	<i>Monitoring of Forward Plans, Classroom observations, dialogue with learners</i>
5	1.1, 1.3, 2.2, 2.3, 3.2	<p><i>Developing Reading to raise attainment</i></p> <ul style="list-style-type: none"> - Continue to embed the Primary Literacy Coaching Programme and Dive into Reading(P1-3) & Dive into Reading (P4-7) strategies - Participate in CLPL for newly appointed teachers and Head Teachers to gain a deeper understanding of the Renfrewshire Literacy Approach - Establish book banding of existing reading scheme and class novels - Introduce Accelerated Reader <p><i>Timescale: Sept 2018-June 2019</i></p>	<p><i>HT</i></p> <p><i>DHT</i></p> <p><i>Literacy DO</i></p> <p><i>Literacy Champions</i></p> <p><i>All Teaching Staff</i></p> <p><i>Support Staff</i></p>	<p><u>Learners</u></p> <ul style="list-style-type: none"> • will be exposed to more challenging texts • will demonstrate increased engagement, practice, attainment, confidence, equity & funds of knowledge <p><u>Staff</u></p> <ul style="list-style-type: none"> • will extend their range of formal & informal reading strategies • will demonstrate increased equity of provision through evidence-based interventions • will be more confident about responsive comprehension teaching <p><u>Families</u></p> <ul style="list-style-type: none"> • will have more enriched & more relaxed conversations about reading with each other, their children & school staff 	<p><i>Monitoring of long & short- term planning</i></p> <p><i>Progress/target setting/tracking meetings</i></p> <p><i>Analysis of reader engagement surveys</i></p> <p><i>Running records</i></p> <p><i>Quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations</i></p> <p><i>SNSA/GL assessment data</i></p> <p><i>Teacher professional judgement</i></p>
5 + 2	2.3	<p><i>Develop high quality learning and teaching to raise attainment in Literacy</i></p> <ul style="list-style-type: none"> - Create Gold Standards for teaching in Reading and Writing - CLPL on individual components to ensure shared understanding (The Learning Cycle; LI/SC; AiFL; Differentiation; Higher Order Thinking Skills, Teaching Methodologies) - Review short term planning of Literacy to take account of teacher assessment and evaluations <p><i>Timescale: Sept 2018-June 2019</i></p>	<p><i>All Teaching Staff</i></p> <p><i>Literacy Champions</i></p> <p><i>SMT</i></p> <p><i>Literacy Development Officer</i></p>	<p><u>Learners</u></p> <ul style="list-style-type: none"> • Improved engagement in learning in Literacy • Enhanced quality of learning experiences and shared expectations • Dive into reading is embedded in lessons for all learners <p><u>Staff</u></p> <ul style="list-style-type: none"> • Staff are confident in implementing consistent approaches across the school. • Enhanced experience and shared understanding for all staff • Enhanced planning for assessment • Staff will benefit from modelling and coaching best practice pedagogy with SMT 	<p><i>Professional Dialogue</i></p> <p><i>Attainment Tracking Meetings (SMT and Class Teachers)</i></p> <p><i>Quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations</i></p> <p><i>Attainment Data :</i></p> <ul style="list-style-type: none"> - Teacher Professional Judgement - Standardised Assessment Information - GL Assessment Information <p><i>Self-evaluation against HGIOS 4</i></p>

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

5	1.2, 1.3 2.2, 2.3 3.1, 3.2, 3.3	<p>Developing Writing to Raise Attainment</p> <p>Implement evidence-based approaches to the teaching of writing</p> <p>Establish clear links between reading & writing using the 3 Domain Model</p> <p>Develop a knowledge-rich, literacy-rich curriculum providing high quality literacy experiences across all curricular areas</p> <p>Review approaches to the teaching of Handwriting, Spelling and Grammar to ensure consistency across all stages</p> <ul style="list-style-type: none"> - Revise school policy relating to Handwriting - Revise school policy relating to Spelling - Revise school policy relating to Grammar <p><i>Timescale: Sept 2018-June 2019</i></p>	HT DHT Literacy DO Literacy Champion All Teaching Staff	<p><u>Learners</u></p> <ul style="list-style-type: none"> • will have improved vocabulary/writing outcomes • will demonstrate increased engagement, practice, attainment, confidence, equity & funds of knowledge <p><u>Staff</u></p> <ul style="list-style-type: none"> • will extend their range of writing opportunities that maximise connections between reading & writing & promote children as writers • will demonstrate increased equity of provision through use of 'Dive into Writing' strategies & the 3 Domain model for planning, assessment & evaluation of provision • will be more confident about the teaching of writing <p><u>Families</u></p> <ul style="list-style-type: none"> • will have increased engagement & interaction with their child's writing 	<p>Monitoring of long & short- term planning</p> <p>Progress/target setting/tracking meetings</p> <p>Quality assurance activities - classroom visits, sampling of pupil work & pupil learning conversations</p> <p>SNSA/GL assessment data</p> <p>Teacher professional judgement</p>
6	3.2	<p><i>Continued provision of targeted support for identified (SIMD 1&2) learners in Literacy (PEF)</i></p> <p><i>Timescale: Sept 2018-June 2019</i></p>	PEF SfL Teacher PEF Classroom Assistants	<p><u>Learners</u></p> <ul style="list-style-type: none"> • Increased pupil confidence in Literacy • Identified learners appropriately supported in Literacy and individual needs targeted • Improved attainment levels in Literacy <p><u>Staff</u></p> <ul style="list-style-type: none"> • Opportunity to provide targeted support an work closely with pupils to break down barriers to learning 	<p><i>Formative assessment information, Scrutiny of data: CTs</i></p> <p><i>PEF SfL Teacher</i></p> <p><i>Professional Dialogue/Attainment Tracking Meetings</i></p> <p><i>SMT/Class Teachers</i></p>

Action Plan

School priority 2: Develop high quality learning, teaching and assessment leading to improved attainment and achievement in Numeracy					
NIF key driver	HGIOS4 / 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 2.3	<p><i>Develop high quality learning and teaching to raise attainment in Numeracy and Mathematics</i></p> <ul style="list-style-type: none"> - Improved quality of Learning Intentions and Success Criteria shared with pupils - Develop Gold Standard for teaching Numeracy and Mathematics - Implement new Renfrewshire Maths Planners - Further implement number talks - Review short term planning of Numeracy to take account of teacher assessment and evaluations - Participate in Scottish Maths Week (10 – 16 Sept 2018) <p><i>Timescale: Sept 2018-June 2019</i></p>	<p><i>All Teaching Staff</i></p> <p><i>Numeracy Champion</i></p> <p><i>Modelling and Coaching Officers</i></p> <p><i>SMT</i></p>	<p><u>Learners</u></p> <ul style="list-style-type: none"> • Improved engagement in learning in Numeracy and Mathematics • Enhanced quality of learning experiences and shared expectations • Number Talks are embedded in lessons for all learners <p><u>Staff</u></p> <ul style="list-style-type: none"> • Staff are confident in implementing consistent approaches across the school. • Enhanced experience and shared understanding for all staff • Enhanced planning for assessment • Staff will benefit from modelling and coaching best practice pedagogy 	<p><i>Professional Dialogue</i></p> <p><i>Attainment Tracking Meetings (SMT and Class Teachers)</i></p> <p><i>Attainment Data :</i></p> <ul style="list-style-type: none"> - Teacher Professional Judgement - Standardised Assessment Information - GL Assessment Information <p><i>Self-evaluation against HGIOS 4</i></p>
2, 4, 5	2.2 2.3	<p><i>Embed SEAL strategies to across P1-4 and resourced appropriately</i></p> <p><i>Visits to other schools to see examples of good practice in SEAL</i></p> <p><i>Timescale: Sept 2018-June 2019</i></p>	<p><i>Primary 1 – 4 Class Teachers</i></p> <p><i>Modelling and Coaching Officers</i></p> <p><i>SMT</i></p>	<p><u>Learners</u></p> <ul style="list-style-type: none"> • Improved engagement in learning in Numeracy and Mathematics • Enhanced quality of learning experiences and shared expectations • SEAL are embedded in lessons for all learners <p><u>Staff</u></p> <ul style="list-style-type: none"> • Staff are confident in implementing consistent approaches across the school. • Enhanced experience and shared understanding for all staff • Enhanced planning for assessment • Staff will benefit from modelling and coaching best practice pedagogy 	<p><i>Professional Dialogue</i></p> <p><i>Attainment Tracking Meetings (SMT and Class Teachers)</i></p> <p><i>Attainment Data :</i></p> <ul style="list-style-type: none"> - Teacher Professional Judgement - Standardised Assessment Information - GL Assessment Information <p><i>Self-evaluation against HGIOS 4</i></p>

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2, 4, 5	2.2 2.3	<p>Participate in cluster training for all teaching staff on Holistic learning & assessment</p> <p>Numeracy Champions to support staff in implementation at individual establishment level</p> <p>Timescale: Sept 2018 – Dec 2018</p>	<p>Renfrewshire Numeracy Development Officer</p> <p>Cluster Numeracy Champions</p> <p>All Teaching Staff</p>	<p>Learners</p> <ul style="list-style-type: none"> Improved attainment in Numeracy Richer, more contextualised learning experiences allowing for application of skills Assessment relevant to 3 domain model <p>Staff</p> <ul style="list-style-type: none"> Improved support, guidance and modelling for class teachers by School Numeracy Champion Improved knowledge for planning for assessment Improved staff practice 	<p>Professional Dialogue</p> <p>Attainment Tracking Meetings (SMT and Class Teachers)</p> <p>Attainment Data :</p> <ul style="list-style-type: none"> Teacher Professional Judgement Standardised Assessment Information GL Assessment Information
1, 2, 5	2.3 2.7 3.2	<p>Implement cluster moderation programme with a focus on Numeracy & Maths led by inter-authority trained school leaders of learning (3 collegiate sessions for facilitators to meet with 10 hrs PEF)</p> <p>Timescale: Sept 2018-Dec 2019</p> <p>Cluster Numeracy & Maths moderation/effective feedback event (PEF)</p> <p>Timescale: Feb 2019</p>	<p>Moderation Leaders of Leaders</p> <p>All Teaching Staff</p> <p>Moderation Leaders of Leaders</p> <p>All Teaching Staff</p>	<p>Learners</p> <ul style="list-style-type: none"> Learners will benefit from more accurate professional judgements of achievement leading to more appropriate <p>Staff</p> <ul style="list-style-type: none"> Increased staff confidence & more robust professional judgements in Numeracy attainment Improved understanding of the moderation process, the purpose & value Will develop shared expectations of learning, standards and progression <p>Families</p> <ul style="list-style-type: none"> Families will have greater confidence in practitioner judgements 	<p>Collated assessment evidence</p> <p>SMT/Peer observations</p> <p>Evaluation of Showcase event</p>
6	3.2	<p>Continued provision of targeted support for identified (SIMD 1&2) learners in Numeracy (PEF)</p> <p>Timescale: Sept 2018-June 2019</p>	<p>PEF SfL Teacher</p> <p>PEF Classroom Assistants</p>	<p>Learners</p> <ul style="list-style-type: none"> Increased pupil confidence in Numeracy Identified learners appropriately supported in Numeracy and individual needs targeted Improved attainment levels in Numeracy <p>Staff</p> <ul style="list-style-type: none"> Opportunity to provide targeted support an work closely with pupils to break down barriers to learning 	<p>Formative assessment information, Scrutiny of data: CTs</p> <p>PEF SfL Teacher</p> <p>Professional Dialogue/Attainment Tracking Meetings</p> <p>SMT/Class Teachers</p>

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Action Plan

School priority 3: Development of Approaches to Assessment					
NIF key driver	HGIOS4 / 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?
4, 6	1.1 2.3 2.4 2.6 3.2	<p>Develop staff skills in tracking and monitoring of children's progress, using electronic tracker created with Management Information Officer, to make effective use of all relevant data</p> <ul style="list-style-type: none"> - Develop ability of all staff to analyse data to identify next steps in learning for each individual and target appropriate support - Continue to work with indicators of poverty as part of data gathering - Develop analysis of SNSA/GL assessment data - Explore use of 3 domain model to inform and support target setting and assessment <p>Timescale: Aug 2018-June 2019</p>	<p>HT</p> <p>DHT</p> <p>All Teaching Staff</p>	<p>Learners</p> <ul style="list-style-type: none"> • Have consistently accurate data gathered across the school to ensure next steps are clear and learning is consistently appropriate in meeting their needs <p>Staff</p> <ul style="list-style-type: none"> • Develop skills to analyse data to support teacher judgement and inform next steps • Consistently use accurate information across the school and at transitions • Confident in administering and using data from SNSA/GL assessments • Confident in using data with three domain model to target support and plan interventions accordingly • Gaps can be more readily identified and appropriate support targeted • Data can be scrutinised and analysed in a more robust manner 	<p>Professional Dialogue</p> <p>Attainment Tracking Meetings (SMT and Class Teachers)</p> <p>Electronic Tracker incorporating Attainment Data :</p> <ul style="list-style-type: none"> - Teacher Professional Judgement - SNSA Information - GL Assessment Information <p>Self-evaluation against HGIOS 4</p> <p>Body of Evidence folder</p>
2, 3, 4, 6	2.7 3.2 3.3	<p>Develop children's understanding of their strengths and next steps as learners</p> <ul style="list-style-type: none"> - Embed effective learning conversations as part of high quality feedback in classes - Continue to develop approaches to profiling by use of Seesaw across the school - Further develop learners' involvement in planning of their learning <p>Timescale: Sept 2018-June 2019</p>	<p>HT</p> <p>DHT</p> <p>All Teaching Staff</p>	<p>Learners</p> <ul style="list-style-type: none"> • Confident and secure in knowing their own strengths and next steps • Confidently identify latest and best work • Improvement in attainment <p>Staff</p> <ul style="list-style-type: none"> • Confident in facilitating regular opportunities for learning conversations • Regularly involve pupils in the planning process <p>Families</p> <ul style="list-style-type: none"> • Aware of child's learning and next steps • Regularly engaged in child's learning through use of profiling on Seesaw 	<p>Seesaw</p> <p>Pupil peer/self-assessment</p>

Action Plan

School priority 4: Developing Leadership Capacity					
NIF key driver	HGIOS4 / 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 1.2	<p><i>Literacy, Numeracy and Moderation Network Leadership opportunities for practitioners</i></p> <ul style="list-style-type: none"> - <i>Cluster Literacy/Numeracy Champion Networks being established</i> <p><i>Timescale: Aug 2018-June 2019</i></p> <ul style="list-style-type: none"> - <i>Leaders of Learning in Moderation (PEF)</i> <p><i>Timescale: Aug 2018-Feb 2019</i></p>	SMT All Staff	<p>Staff</p> <ul style="list-style-type: none"> • <i>Increased leadership opportunities for staff positively impacting on whole school practices</i> 	Number of opportunities offered/staff involved
1,2,4	1.3 1.2 1.1 2.6	<p><i>P1 & P2 teaching staff to further develop & embed Pedagogy programme</i></p> <p><i>Revise EARLY level planning to reflect CfE benchmarks in Literacy, Numeracy, Health & Wellbeing</i></p> <p><i>Involve all learners in environmental & curricular planning, including opportunities for outdoor learning</i></p> <p><i>Timescale: Aug 2018 – June 2019</i></p>	DHT P1 and 2 Teachers	<p>Learners</p> <ul style="list-style-type: none"> • <i>Increased pupil involvement in environmental & curricular planning</i> <p>Staff</p> <ul style="list-style-type: none"> • <i>Increased confidence & upskilling of staff- with greater understanding of research based approaches to how young children learn</i> 	<p><i>Feedback from Project Leadership Action Plan</i></p> <p><i>Self-evaluation against HGIOS 4</i></p> <p><i>Curricular planning documentation</i></p>
1	2.4 3.1	<p><i>Engage with Locality Inclusion Support Network (Local Authority Pilot) across Cluster schools & local nurseries</i></p> <p>LISN</p> <p><i>Timescale: Aug 2018 – June 2019 monthly meeting</i></p>	DHT	<p>Learners</p> <ul style="list-style-type: none"> • <i>Targeted support specific to individual needs</i> • <i>Barriers to learning overcome to support engagement with learning</i> <p>Staff</p> <ul style="list-style-type: none"> • <i>Sharing of best practice/peer support</i> • <i>Improved partnership working with Education Psychology Services</i> • <i>Increased solution focussed practice to secure best outcomes for learners presenting with additional support needs</i> 	<p><i>Evaluation of pilot by Educational Psychology Services</i></p> <p><i>Assessment of pupil data eg attainment, attendance, monitoring of behaviour, review of Child's plan</i></p>

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4	2.3	<p>Rigorous system of monitoring and assessment</p> <ul style="list-style-type: none"> - Learning visits focusing on key components of Learning in relation to Gold Standards - Embed Assessment Calendar - Embed Monitoring Calendar <p><i>Timescale: Aug 2018 – June 2019</i></p>	SMT	<p><u>Learners</u></p> <ul style="list-style-type: none"> • Consistency of expectations and clear high standards of achievement • Learning is specific to individual needs • Attainment raised across the curriculum <p><u>Staff</u></p> <ul style="list-style-type: none"> • Consistency of approach and shared understanding of requirements of assessment evidence across all stages, to support teacher judgement • Consistently high expectations in provision of teaching and learning • Consistency of understanding of progression, within and across curriculum levels 	<p>Self-Assessment HGIOUS 4</p> <p>Tracking meetings</p> <p>Monitoring and learning visit feedback</p> <p>Analysis of pupil assessment data</p> <p>Monitoring and feedback of pupils learning, focussing on pace and challenge</p>
5	2.2 2.3	<p>Update short and medium term planning formats</p> <ul style="list-style-type: none"> - Staff agreement on relevant curriculum - Ensure planning formats reflect the principles of curriculum design - Update planning format for IDL to ensure skills development has a higher profile, opportunities are shown for bundling of outcomes and experiences, and evidence of literacy and numeracy across the curriculum - Build in end of topic holistic/skills-based assessment at planning stage to reflect the “big questions” about topics - Amend planning formats to incorporate pupil voice <p><i>Timescale: Aug 2018 – June 2019</i></p>	SMT All Teaching Staff	<p><u>Learners</u></p> <ul style="list-style-type: none"> • Richer learning experiences for pupils • Greater consistency of approach across all stages • Clear next steps based upon evaluation through the Learning Cycle <p><u>Staff</u></p> <ul style="list-style-type: none"> • Clear expectations in standards of learning • Teachers will have a shared understanding of what constitutes a relevant curriculum 	<p>Evaluation and monitoring of Forward Plan Format</p>