



Dunrossness Primary School

Standards & Quality Report
2023-2024
&
School Improvement Plan
2024-2025



Introduction

Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child (GIRFEC), and Developing the Young Workforce.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation – involving staff, pupils, parents/carers, and other partners – is in the pages that follow, along with our main improvement priorities for session 2023/24. This report is based on the quality indicators in *How Good is Our School?* 4th Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

The National Improvement Drivers are:



Collaboration and consultation with our stakeholders in session 2023/24

The results of the stakeholder consultations should feed into the SIP.

Who?	When?	How?	What did we find out? (Evaluation of 23/24 SIP) <i>(bullet points on key themes)</i>	Next Steps
Staff	May/June 2024	Staff Meeting	<p><u>Raising Attainment</u></p> <ul style="list-style-type: none"> -maths has certainly improved -more active maths/skills for life -planning is time consuming -children are able to transfer skills more confidently <p><u>Inclusion, pupil participation and parental engagement</u></p> <ul style="list-style-type: none"> -good communication -improvements in nurture -very inclusive -increase in parental engagement -pupils, parents and staff and feel their input is valued and appreciated 	<p>School building/moving of classrooms will need time</p> <p>We need to continue work on raising attainment, including looking at:</p> <ul style="list-style-type: none"> -extended vocabulary in writing - children being involved in decision making
Children and young people	May/June 2024	<p>Use of 'Plickers' to cast votes.</p> <p>Discussion with classes.</p>	<p><u>Raising Attainment</u></p> <ul style="list-style-type: none"> -83% of our learners feel they have got better at writing -83% of our learners feel they have got better at maths -overall it was the younger pupils that felt they had made the most improvements. <p><u>Inclusion, pupil participation and parental engagement</u></p> <p>76% of our pupils felt that our school is good at looking after all our learners. While no figures have been gathered, through discussions with pupils, there is still room for improvement with pupil voice.</p>	<ul style="list-style-type: none"> -All Classes spoke about the need to improve our outdoor space/playground resources -Primary 3/4 wanted to see more respect for toys and all people. -Primary 3/4 also thought we could get better at having quieter working environments.

			The children have enjoyed having families in school.	
Parent and Carers	May 2024	Face to Face at our Learner Led Event	<u>Raising Attainment</u> -increase in confidence in numeracy and literacy -good development in writing and creative ideas -clear improvement and motivation -good engagement in writing <u>Inclusion, pupil participation and parental engagement</u> -regular and informative communication from school -learner led events has been positive -always able to 'see' the nurturing ethos in the school -lots of opportunities to try activities and improve confidence.	-Develop outdoor area for play and learning -Sharing of improvement plans in an accessible way -Family expectations and priorities – how can we help, contribute and consistently deliver support strategies at home. -consider maths homework -online forms for consents etc.
Community and other stakeholders	May/June 2024	Info pulled from conversations with external agencies/ QR Code displayed in reception with a link to a quick survey.	-Dunrossness is an inclusive school, supporting the needs of our learners -observation of lovely practice involving a calming activity	

Standards & Quality Report 2023-24

Progress made with the Priorities from our 2023-24 School Improvement Plan

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 1: Raising attainment in numeracy and writing through increased pupil involvement

Continuation from 2022/23 Yes Link to COVID-19 recovery Yes

Nurture Principle : children's learning is understood developmentally

UNCRC Articles:

3 The best interest of the child must be the top priority

29 Education must develop every child's personality, talents and abilities to the full

<p>What were our outcomes?</p> <p>By June 2024, at least 80% of learners will be achieving at the appropriate level for writing. (Currently 72%)</p> <p>By June 2024, at least 65% of learners will be on track to achieve at the appropriate level in numeracy. (Currently 54%)</p> <p>By June 2023 ELC curriculum tracking will show majority children on track to achieve Early level by end of P1</p> <p>Most learner will be able to describe the next steps in their learning</p>	<p>What did we do?</p> <p>Writing:</p> <ul style="list-style-type: none"> Continued work with Emerging Literacy Share good practice Tracking meetings for discussion Shared writing of Learning Intentions/Success Criteria <p>Maths.</p> <ul style="list-style-type: none"> Shared planning and moderations of High Quality Assessments from ELC to P7 Share good practice Consistency of resources. Reintroduction of Maths Recovery for pupils requiring more support. Shared writing of Learning Intentions/Success Criteria <p>ELC</p> <ul style="list-style-type: none"> Embedded numeracy opportunities in continuous provision in ELC and P1 Robust tracking system now in place in ELC Writing, Talking and Listening learning opportunities feature in the different areas in ELC. Staffing now more settled, meaning we are able to drive improvement forward. 	<p>What was the impact on learners?</p> <ul style="list-style-type: none"> -There has been an increase in attainment in numeracy across the school through the use of more settled maths resources. -Tracking meetings have been helpful to allow interventions -Changes in staff/gaps in staffing have meant that some support interventions have not been able to be carried out in full. -Current ACEL Statistics (13.6.24): <p>Numeracy P1 45.4%/P4 61.5%/P7 60%</p> <p>Writing P1 36.4%/P4 46.2%/P7 60%</p> <p>Reading (for info – not part of target) P1 45.4%/P4 53.8%/P7 70%</p> <p>L & T (for info – not part of target) P1 54.6%/P4 76.9%/P7 70%</p>	<p>What are the next steps and how do you plan to evidence the impact of further actions required?</p> <p>This will continue to form part of our improvement plan for 2024/25.</p> <p>We will make use of the Standard for learning, teaching and assessment and the Assessment and Moderation Self-Evaluation tool kit to identify improvement areas and drive forward.</p>
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<p>Project/intervention: Through a focus on nurture, literacy and numeracy improve health and wellbeing, resilience and positive outcomes of identified pupils through Shetland Vulnerability Criteria and Poverty.</p> <p>What was your gap? Identified children with SEBN finding it hard to access learning at the appropriate level. Children have a negative view of themselves as learners.</p>	
<p>Planned Outcome To improve health and wellbeing all children through understanding emotional literacy and zones of regulation. Develop further understanding of whole school nurture ethos and what that looks like day to day. To improve outcomes in maths and writing for all children and those on register with identified learning difficulties To improve outcomes in writing- tools for writing- spelling, handwriting. Currently achieving Age appropriately.</p>	<p>Measures of impact on learners</p> <ul style="list-style-type: none"> • <i>How do you know your interventions had an impact/improved outcomes?</i> • <i>Data</i> <p>We have seen an improvement in children self-regulating and having an ability to name feelings. ACEL Data for Health and Wellbeing has seen an improvement: P1 – 45.5% P4 – 53.8 % P7 – 70% Staff know pupils well, and are able to support pupils with resilience and positive outcomes. We have increased communication with parents where there have been behavioural issues, this is ensuring that we are working with families to share a common message with the children. Nurture has been refreshed with all pupils, a new leaflet created using the children’s words has been shared with families. By having a 17.5 hour funded Learning Support Worker funded through PEF, we have been able to increase in class support for our teachers, allowing identified pupils to have more focussed support.</p>
<p>Teaching and Learning</p>	<p>✓</p>
<p>Leadership</p>	<p>✓</p>
<p>Family and Community</p>	<p>✓</p>

Please self-evaluate each core quality indicator according to the [Education Scotland six point scale](#).

1: unsatisfactory 2: weak 3: satisfactory 4: good 5: very good 6: excellent

Scores/comments through consultation with staff

HGIOS 4	School Self-Evaluation	HGIOELCC	School Self-Evaluation
1.3 Leadership of change	<p><u>Very Good</u></p> <p>Vision and Values of the school are clear</p> <p>We all clearly have the same vision, value and aims.</p> <p>A happy school and staff</p> <p>The school team are always working together and supporting each other.</p>	1.3 Leadership of change	<p><u>Satisfactory</u></p> <p>Ready, Respected, Safe and Included referenced daily, children use many of these words</p> <p>We need to continue to embed and consider how to include parents.</p>
2.3 Learning, teaching and assessment	<p><u>Good</u></p> <p>We have a high quality of teaching and learning</p> <p>Children have learning activities in a range of different ways to suit the needs of all</p> <p>Assessment improvement has been implemented and a continued work in progress</p>	2.3 Learning, teaching and assessment	<p><u>Very Good</u></p> <p>We now have a clear Tracking and Monitoring Procedure</p> <p>We have had a lot changes in staff and have had to allow time for staff to build confidence in their roles.</p> <p>We are in the strongest position we have been for a very long time and now feel we can really drive things forward.</p>

<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<p><u>Good</u></p> <p>Inclusion can often be seen happening quite naturally by all the children</p> <p>Nurture groups have been a welcome return!</p> <p>Visiting outreach teams are helping with inclusion</p> <p>Work still to be done with Wellbeing and Statutory Duties, IEPs need consistency.</p> <p>Improve access to the building in order to improve!</p> <p>There are lots of needs in all classes, lots of children need a variety of support and approaches to participate in learning.</p>	<p>3.1 Ensuring well-being, equality and inclusion</p>	<p><u>Very Good</u></p> <p>Nurturing approach from all staff and clear codes of practice</p> <p>Staff support high needs pupils very well</p> <p>Look to introduce SHANARRI to pupils and families.</p>
<p>3.2 Raising attainment and achievement</p>	<p><u>Good</u></p> <p>There has been an effort to give meaningful support to those who need it</p> <p>Perhaps more able pupils need more extension</p> <p>CYPIC worked really well and we saw big improvements, something we'd like to work on next year again</p> <p>Assessment tracking for maths has been helpful</p>	<p>3.2 Securing children's progress</p>	<p><u>Good</u></p> <p>Learning Journals, developmental overviews, next steps and personal plans show progress</p> <p>Implementation of SHANARRI plans</p> <p>Work towards further targeted interventions and fine tuning of teacher remit</p>

School Improvement Plan 2024-25



Factors Influencing the 2024/25 School Improvement Plan

<p>Local authority factors</p> <ul style="list-style-type: none"> • Excellence and Equity for Shetlands' learners • Children's Services, Recovery and Renewal Plan • Children's Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting • SIC Strategy for Parental Involvement 2022 	<p>National factors and drivers</p> <ul style="list-style-type: none"> • Curriculum for Excellence • Realising the Ambition • National Improvement Framework • The Scottish Attainment Challenge • Education Reform and Empowerment • Getting It Right for Every Child • Developing Young Workforce • Digital Learning and Teaching Strategy • The Equity Audit • "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021
<p>School factors</p> <ul style="list-style-type: none"> • Newly appointed Head Teacher • Significant changes to the school building • Significant changes to the staffing within school • Large composite classes • Review of previous School Improvement Plan • Time • Resources 	<p>Local factors</p> <ul style="list-style-type: none"> • Re-establishing connections within the cluster. Head Teachers working together to find opportunities to come together with all staff.
<p>UNCRC</p> <ul style="list-style-type: none"> • Children will contribute to school improvement through the creation of a CHIP (Children's Improvement Plan) • Progress will be monitored through Focus Fridays where children will work in their house teams to drive improvement forward. • Continued re-refresh and familiarisation with our Behaviour Blueprint and Nurture policy with all stakeholders, through consultation at family events, Focus Fridays and staff development time. 	<p>Tacking Inequalities, Poverty Proofing and Cost of the School Day</p> <ul style="list-style-type: none"> • Support to access grants and free school meals offered to all families • With any interventions, we will be mindful of all families and offer support where needed.

Pupil Equity Fund – Planning and Reporting

PEF Allocation 2024/25

Project/intervention:

Provide targeted support for pupils who meet one or more indicators on the Shetland Vulnerability Criteria

What data/evidence informs this? (What is your gap?)

When considering the Shetland Vulnerability Criteria, a large percentage of children who meet one or more of the indicators are not on track with their learning.

Planned Outcome

Impact on Pupils:

- Reduce the attainment gap in literacy, numeracy and health and wellbeing for our disadvantaged pupils, identified through the Shetland Vulnerability Criteria
- Supporting pupils through targeted nurture groups

Impact on Staff:

- Clear interventions to support learners
- Early intervention

Impact on families:

Reassurance school is meeting the needs of all learners.

Teaching and Learning

✓

Leadership

Family and Community

Details of project/intervention:

- Maths recovery
- Toe By Toe
- Speech and Language
- Emerging Literacy
- Phonic reinforcement work
- Targeted nurture groups

Resources and Lead Person

- ASN Team
- PEF employed staff member delivering specific interventions
- Class Teachers

Measures of impact on learners

- Maths recovery assessment at the start of the year and at the end, to measure progress (use of GLOSS assessments for this)
- Toe by Toe reading age assessment at the start of the year and at the end to measure progress
- Emerging Literacy Scores recorded in Sept, Jan and Jun
- Phonics progress recorded regularly by P1 teacher
- Professional conversations
- Wellbeing wheel used to track progress of those in nurture groups
- Boxall Profile used to measure progress of those in nurture groups

Improvement Priorities for 2024-25

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. <i>(highlight as appropriate)</i> 	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 1: Improvement to the school learning environment

Continuation from 2023/24? N

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>Our school building is having to undergo a huge reshuffle.</p>	<p>By June 2025 all classes and resources will be clearly organised and all spaces in the school will meet with the CIRCLE Inclusive Classroom Scales for; physical environment, social environment and structures and routines, with target scores of 3 or 4 in the CIRCLE Rating scale.</p> <p>We will use this opportunity to ensure our resources are high quality and that our environments are designed to meet the needs of all learners</p> <p>Our outdoor spaces are stimulating, varied and can enhance learning</p>	<p>-All teachers will relocate to a new classroom before August, this will be the main classroom move. As we progress through the year, we will fine tune classroom set ups</p> <p>-Over the course of the year, we will sort through and reduce resources to leave us with the most meaningful items. Time will be allocated to this in the Working Time Agreement</p> <p>-Collectively fill in the CIRCLE inclusive classroom scales for each new room, looking at improvements together. 3 meetings over the year, where we visit each classroom: August/January/May)</p> <p>-Midyear classroom observations carried out by HT to see how the environment is impacting learning.</p>	<p>Head Teacher to Lead</p> <p>Support from central services to implement moving</p> <p>Time allocated to this in Working Time Agreement</p> <p>Resources may be needed as we move through the year and identify need.</p>	<p>Use of CIRCLE resource at 3 points in the year.</p> <p>Pupil voice through Focus Friday and Children's Improvement plan – 3 times over the year</p> <p>-Creation of a pupil friendly CIRCLE document to allow children to score improvements to learning environment.</p>

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. <i>(highlight as appropriate)</i> 	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
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<p>Priority 2: Raising attainment in literacy and numeracy Continuation from 2023/24 Y</p>				
<p>Data/evidence that informs this priority: ACEL data shows that there has been improvement over the last school year, however our figures can still improve.</p>	<p>Planned Outcome Increase across all ACEL data: Numeracy – Statistics showing 65%+ Reading - Statistics showing 65%+ Writing – Statistics showing 65%+ L& T – Statistics showing 75%+ Pupils aware of where they are in learning and what their next steps are.</p>	<p>How exactly are we going to do it? -Staff meetings looking at the Standard for learning, teaching and assessment (see appendix 1) – focus on a few points each meeting and use of Assessment and Moderation Self-Evaluation toolkit – starting at stage 1 we will score ourselves as a staff. From there, we will identify one or two areas of improvement to work on. Following each staff meeting, we will have a timescale of a few weeks to implement change, before feeding back at the next meeting looking at Learning Teaching and Assessment and continuing in the same manner. - Midyear classroom observation to look at whichever priority each teacher has identified as an area to work on. -Class teachers to discuss where children are in their learning and their next steps. -Responding to pupil voice – this will need to be reactive following on from our Focus Friday sessions. -Continue with CYPIC -Continue with Emerging Literacy -Use of Maths Progression Document to inform planning -Shared planning and moderation of high quality assessments -Possible cluster development work to support this too. -Interventions implemented quickly (Maths Recovery/Toe By Toe etc.) Where needed.</p>	<p>Resources and Lead Person -Head Teacher to lead -All Teachers to lead change in own classrooms -Time will be identified as we develop the school improvement calendar and Working Time Agreement.</p>	<p>Monitoring the impact of the priority on learners -Tracking and monitoring meetings with all class teachers 3 times over the school year -Pupil consultation and voice recorded through Wellbeing Webs 3 times over the year through Focus Fridays. -Children's Improvement Plan to record progress. -Consultation with families at face to face events. These to be made digital to capture thoughts easily. -SNSA data monitoring -Emerging Literacy Data monitoring</p>

Improvement Priorities for 2024-25

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
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Priority 3: Increasing number of observations carried out in ELC and ensuring that they are high quality.

Continuation from 2023/24? N

<p>Data/evidence that informs this priority: Discussions with staff has highlighted this as a priority area. Looking through rate of observations demonstrates that not all children and families are receiving observations regularly.</p>	<p>Planned Outcome Increase in observations for each child. Next steps identified for all ELC children. Staff feel confident in carrying out observations.</p>	<p>How exactly are we going to do it? Share good practice Examples from other settings Dedicated staff development times to focus on high quality observations Staff access time in the office regularly to complete observations.</p>	<p>Resources and Lead Person Head teacher to lead Staff to model good practice https://education.gov.scot/resources/effective-observation-leading-to-effective-assessment/ https://blogs.glowscotland.org.uk/sb/earlylevelportal/observations/ Offer of a 'buddy' system to moderate observations.</p>	<p>Monitoring the impact of the priority on learners Self-evaluation throughout the year Head teacher and Senior Practitioner to Quality Assure observations Will seek feedback from parents towards the end of the year</p>
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Working Time agreement for:

Dunrossness Primary School

School Session:

2024-25

The purpose of this template is to provide a clear structure for schools to construct a working time agreement. It is offered as an option for schools to use should they consider it useful. The template should be used flexibly, e.g. Each item may not be appropriate for all settings, other items may need to be added.

Item	Detail	Hours
Teaching and Learning		
Class Teaching	Based on 1.0 FTE	22.5
Personal preparation and correction	One third of class contact time	7.5
Collegiate Time		
Collegiate time (Annual)	5 hours x 39 weeks. This does not include time within the In-Service days.	195
Essential School Activities		
Reporting to Parents	2 hours per pupil (based on 24 pupils)	48
Parent Meetings	2 formal evenings over 2 nights (8 hours) plus prep (0.5 hours per child @24 pupils). Learner Led Event (2 hours)	22
Staff Development & Review Cycle	PRD Meeting plus associated preparation.	2
ASN Consultations	1 hour per term	4
GIRFEC Review Meetings	As and when required	5
Christmas Performance	Evening Concert plus planning time	3
Staff Business Meetings and extra school development	6 meetings at 1.5 hours each	15
Tracking and Monitoring	3 x meetings with HT plus associated SEEMiS input	20
Parent Updates	Blog entries, correspondence	15
Passing on Information	2 x 2 hr meetings plus prep.	6
Professional development relevant to SIP	Personal development relating to SIP (environment and Learning, Teaching and Assessment) including related reading	8
Flexibility	Emails, corporate demands not planned for, corporate reading, ICT	19.5
Total	Time required for essential school operational activities	167.5
Collegiate time remaining for development tasks		
Cluster development work	Time allocated to cluster development work and collegiate working	5
SIP1 - Environment	8 x 1.5 hour sessions	12
SIP2 - Learning Teaching and Assessment	7 x 1.5 hour staff development sessions	10.5
Total	Time allocated to development tasks	27.5
Total	Total collegiate time allocated	195

Union Signature

Heidi A. Hilder

Date 9.9.24

Head Teacher Signature

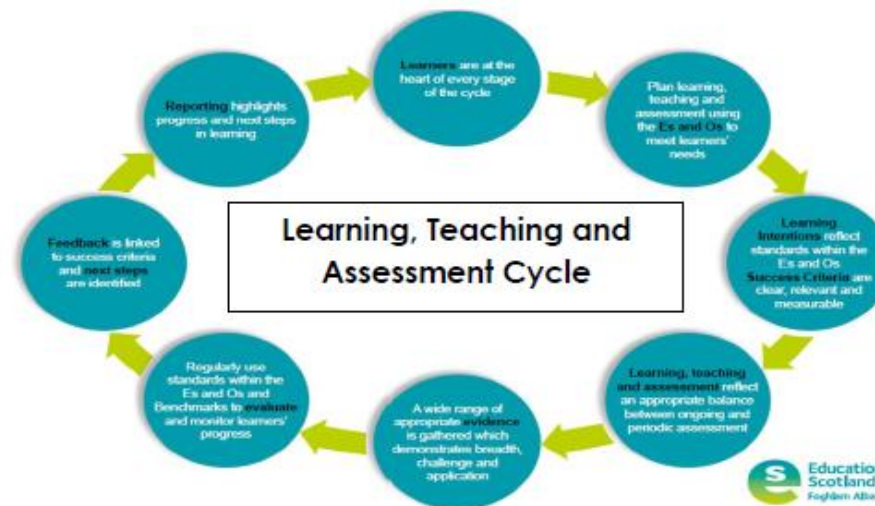
Ueslie

Date 9.9.

Excellence and Equity for Shetland's Learners Standard for learning, teaching and assessment

Our Vision

'All learners in Shetland will achieve their full potential'



Rationale

As professionals, we strive towards ensuring excellence and equity for all children and young people. In order to support all children and young people to achieve their full potential, high-quality learning, teaching and assessment is at the core. The purpose of this standard is to create a shared language and understanding of the key features that constitute high-quality. It is designed to support professional dialogue, inform self-evaluation and most importantly, to identify areas for improvement that will result in better outcomes for our children and young people.

Our standard for learning, teaching and assessment is informed by national policy drivers, GTCS professional standards and knowledge of our local context. This standard will be reinforced by an ongoing programme of professional learning, which is crucial in supporting our workforce during this time of educational change.

Version 1 – November 2023

Learning and Engagement	Quality of Teaching	Effective Use of Assessment	Planning, Tracking and Monitoring
<p>Our ethos and culture reflects our commitment to:</p> <ul style="list-style-type: none"> children's rights positive relationships inclusive practice equity and excellence nurture trauma informed practice children and young people at the centre <p>Our climate for learning promotes:</p> <ul style="list-style-type: none"> belonging responsiveness to the needs of each child and young person high expectations resilience and trust responsibility, independence and choice curiosity and creativity the acceptance of learning from mistakes solution focused strategies for developing skills in thinking and problem solving an appreciation wider achievements <p>Children and young people fully participate and influence decisions relating to learning, teaching and assessment including:</p> <ul style="list-style-type: none"> approaches taken topics and content sequences and structure how and where they learn, are taught and assessed resources and equipment <p>Children and young people are highly motivated and fully engaged through well planned tasks, activities and resources that:</p> <ul style="list-style-type: none"> are well matched to learning intentions are enjoyable and linked to interests are developmentally appropriate recognise and responds to prior learning enables children to make connections between and within their learning personalises learning and enables children and young people to be leaders of their own learning are purposeful, meaningful and relevant and link to real life 	<p>We have a well-developed, shared vision and values which underpins our high quality teaching.</p> <p>Children and young people are clear about the purpose of their learning and how they will achieve success through:</p> <ul style="list-style-type: none"> carefully developed learning intentions that clearly set out what will be learned as opposed to the completion of a task co-constructed measures of success the use of plenaries for reflection and consolidation of learning <p>Children and young people experience high quality learning environments and a range of suitable teaching approaches appropriate to individual needs, including:</p> <ul style="list-style-type: none"> learning outdoors play-based learning active learning collaborative learning inter-disciplinary learning the use of digital technology links to the community <p>Our dialogue and interactions are respectful and purposeful, including:</p> <ul style="list-style-type: none"> clear explanations and instructions effective use of modelling skilled use of questioning and commenting which challenges thinking regular feedback which supports progress in learning learner conversations varied methods of communication which is suited to each child <p>We provide appropriate challenge through a variety of ways including:</p> <ul style="list-style-type: none"> increasing independence opportunities to lead within learning reducing support increasing length and complexity of task increasing length, complexity and accuracy of the response differentiation deepening and extending learning through comments and questions applying learning in different contexts 	<p>A range of approaches are carefully planned to ensure:</p> <ul style="list-style-type: none"> assessment evidence is valid and reliable assessment is proportionate and manageable they are well matched to the holistic needs of the child or young person each child and young person is part of the process and is able to clearly demonstrate where they are in their learning assessment of breadth, challenge and application <p>Day to day, we gather evidence from a variety of ongoing assessment approaches including:</p> <ul style="list-style-type: none"> observational assessment learner conversations scanning and marking work higher order questioning self / peer assessment exit passes <p>From time to time, we use periodic assessment approaches including:</p> <ul style="list-style-type: none"> high-quality assessments end of unit assessments national assessments <p>We use information from assessment formatively to</p> <ul style="list-style-type: none"> support responsive teaching inform future planning for next steps in teaching and learning support progression <p>We use information from summative assessment to identify progress towards and achievement of national standards including:</p> <ul style="list-style-type: none"> national benchmarks national qualifications <p>We use learner conversation to provide high quality feedback to help children and young people know themselves as learners, to understand their progress, achievements and what they need to do to improve.</p> <p>We use our assessment evidence to report formally and informally on children and young people's progress and achievements.</p> <p>We work with colleagues to develop our understanding about shared standards and build confidence in making professional judgements through</p> <ul style="list-style-type: none"> professional dialogue and learning well-planned moderation activities 	<p>Planning to meet the needs of all children and young people is informed and supported by:</p> <ul style="list-style-type: none"> views of children and young people prior learning and progress experiences and outcomes progression pathways aligned to national benchmarks professional dialogue and opportunities for moderation and understanding progression data and evaluations <p>Dialogue at all levels ensures information is gathered and used to monitor and track progress which:</p> <ul style="list-style-type: none"> supports children and young people to improve helps children and young people to understand and articulate their learning and future learning needs provides an overview of progress and achievement over time identifies strengths and next steps in learning informs transitions supports parents/carers understand their child's learning <p>Systems are in place that support:</p> <ul style="list-style-type: none"> evaluation of learning, teaching and assessment identification of trends and patterns identification of gaps in learning an overview of data over time identification of next steps – at school, department, class, group and individual levels <p>We have a range of processes in place to gather data to improve outcomes including:</p> <ul style="list-style-type: none"> regular conversations with children and young people to identify strengths and set/review next steps informing transition identification of trends to target areas for improvement measuring impact of specific approaches and interventions sharing success – with staff, parents and carers and children and young people quality professional dialogue that informs planning and next steps quality assurance activities