

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>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: Cohort 4 – National Improvement Writing Programme POSTPONED TO SESSION 2025-2026 as HT leaves post at the end of Term 1 and no permanent teacher in place for Term 2 (covered by supply).

Continuation from 2023/24? Y/N

Data/evidence that informs this priority:	Planned Outcomes	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>Progress and Achievement Data: 75% of P1-6 learners 25% of P1-6 learners are not on track with writing (ASN)</p> <p>Local priorities – final cohort to complete NIWP to ensure all schools across Shetland participate and benefit from the positive impact of NIWP on pupil attainment in writing and teacher skillset</p>	<p>By June 2025: 100% of pupils will be on track with writing.</p> <p>100% of pupils will feel more confident in writing.</p> <p>T/CT will feel more confident in implementing effective approaches to teaching writing</p>	<ul style="list-style-type: none"> May 2024 HT/CT will join Cohort 4 of the National Improving Writing Programme. June 2024 HT/CT to complete preparatory tasks 12 August 2024 – HT to attend In-service Training Day August 2024 - Use data to inform stretch aims and teaching aims. Trained teachers will fully implement the quality improvement writing bundle and associated quality improvement tools within the classroom. HT attendance/collaborative learning at Twilights: <ul style="list-style-type: none"> Wednesday 21st August Wednesday 4th September Wednesday 18th September Wednesday 2nd October Wednesday 30th October Wednesday 27th November Gather pupil voice throughout (qualitative feedback). Use a run chart to gather data over time. Share practice. Visit other schools to observe how others implement the writing bundle. Regular tracking and monitoring meetings between staff. Writing moderation with other schools with a small roll Create quality improvement poster. 	<p>HT/CT (single teacher school)</p> <p>Local Leads of the National Improving Writing Programme</p> <p>School Travel Budget – off-isle travel to attend courses and visit schools in person.</p>	<p>Ongoing:</p> <ul style="list-style-type: none"> -Professional dialogue between children, staff, parents - Observations/evaluations/ reflections of lessons and learning activities - Observation feedback <p>November, March and June Progress and achievement tracking and monitoring data</p> <p>August, January, May Through repeated focus groups (qualitative) and questionnaires (quantitative), capture</p> <ul style="list-style-type: none"> – Pupil voice – Teaching staff voice – Support staff (LSW) voice

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Priority 2: To enhance our practice within QI 2.3 - Learning, Teaching and Assessment (Pupil Participation and Moderation)

Continuation from 2023/24? Y/N

Data/evidence that informs this priority:	Planned Outcomes	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>HGIOS4 – QI 2.3 self-evaluation</p> <p>School RAG-rating evaluation against L,T and A Standard*</p> <p>Pupil feedback questionnaires – 2 out of 5 can confidently articulate where they are in their learning and next steps</p>	<p>Learning and Engagement By March 2025, 100% of pupils will have participated and influenced decisions relating to L, T and A (leading learning)</p> <p>Quality of Teaching 100% of pupils are clear about the purpose of their learning and how they will achieve success through regular, clearly articulated intentions and criteria</p> <p>Effective Use of Assessment By January 2025 100% of pupils will participate on regular self and peer assessment and have completed one high-quality assessment per term By June 2025, 100% of teachers will have engaged in at least 2 moderation exercises with teachers from other schools</p>	<p>August to September 2024 -HT/CT to incorporate clear learning intentions and success criteria in most literacy and maths activities - Consistent self and peer assessment will be incorporated into most learning activities -HT/CT to speak to colleagues in other school re practice - HT/CT to facilitate greater opportunities for pupils to lead their own learning, IDL opportunities and develop profiles of work to demonstrate their progress, exploring digital profiling</p> <p>From October 2024 - New HT to continue developing approaches to increase pupil participation in L,T and A</p> <p>Dates tbc – opportunities for moderation exercises with other single teacher schools. QIOs are potentially going to incorporate this into HTDDs</p> <p>April 2025 – Annual pupil questionnaires</p>	<p>Current HT/CT</p> <p>New HT/CT</p> <p>School Travel Budget - to attend Moderation activities with other schools</p> <p>Supply staff to cover</p>	<p>Ongoing Daily evaluations notes and reflections on lessons (e.g. learning intentions, success criteria, plenaries, Pupil dialogue/feedback/views</p> <p>By April 2025, do 100% of pupils indicate they know where they are in their learning and their next steps in the annual questionnaire</p> <p>(dates tbc) - QI Visit feedback indicates that pupils know where they are in their learning. - 100% teaching staff have found moderation activities helpful in making more confident professional judgements about children's learning through</p>

*L, T & Assessment Standard – RAG Rating – May 2024

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

The intended progress towards **School Improvement Plan Priority 2** in Term 1 has not been achieved in as much depth as planned. The Current HT finishes at the end of this term and there is no permanent replacement teacher in post to handover to in Term 2. Three different supply teachers will be covering the teaching and learning in Term 2, therefore, this priority is more likely to progress with greater momentum when a new permanent teacher is in post. Another key focus this term has been preparing 2 of our pupils (with ASN) due to transition to a new school in Term 2, and preparing our current pupils and staff for the changes in dynamic ahead – **G.Maxwell 01/10/2024**

Priority 2	Progress towards outcome Term 1	Progress towards outcome Term 2	Progress towards outcome Term 3	Progress towards outcome Term 4
Improvements within the Learning, Teaching & Assessment Standard – QI 2.3	<ul style="list-style-type: none"> ▪ Spelling - daily sentence/writing work in place with different success criteria displayed for different year groups ▪ Peer-assessment - sharing and providing feedback about others' writing 	<ul style="list-style-type: none"> ▪ 		
Impact on Children	<ul style="list-style-type: none"> ▪ Pupils are responding positively to, and engaging with, the success criteria displayed ▪ Increased confidence and motivation for writing sentences ▪ Children are becoming more confident at grammar concepts e.g. adjectives, nouns, conjunctions, etc. ▪ Some pupils find it uncomfortable giving and receiving feedback 			
Evidence of Impact	<ul style="list-style-type: none"> ▪ Children's work – notable improvements in writing skills are evident in pupil jotters ▪ Observations and staff discussions – pupils e.g. Pupils with ASN tackling writing with greater confidence, capable pupils pushing themselves further in response to success criteria, increased motivation for writing overall 			

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Priority 3: ELC Improvements (ELC has been inactive since June 2023 - one 3-year-old child enrolled from February 2025) Continuation from 2023/24? Y/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>HT/EYP staff discussion & reflections</p> <p>QI Visit from June 2023 – need to develop learning journals was highlighted</p>	<ul style="list-style-type: none"> By June 2025 100% of ELC staff have refreshed key knowledge, skills and understanding of Early learning and feel confident in delivering high-quality ELC provision By June 2025 100% of ELC pupils will have participated in regular opportunities for interaction with others e.g. online play sessions with Foulra Primary, online book bug sessions, etc. By June 2025, 100% ELC staff will feel confident in observing, recording and planning for next steps in systematic, individualised and meaningful way to reflect pupil learning and progress By June 2025, 100% ELC pupils will have engaged in regular, impactful outdoor learning experiences. 	<p>January 2025</p> <ul style="list-style-type: none"> HT rejoin ELC managers' and teachers' networks/meetings EYP to rejoin EYP network/meetings EYP to engage in professional reading e.g. RtA, play pedagogy ... HT and EYP to plan resources/spaces for re-opening ELC HT and EYP to develop new format for P.Plans and Learning Journeys, and refresh purpose/approach to floor book evidence EYP to engage in collegiate discussion with the other outer isle <p>EYP to plan for regular online interactions between both 3 yr olds</p> <p>February 2025 – HT and EYP self-evaluation – National Standards</p> <p>April 2025 -HT and EYP to reflect on and review formats and systems for PCP, learning journeys, floor books and amend</p> <p>April – June 2025 – HT and EYP self-evaluation against HGIOELC, RtA challenge questions, C.I. New Quality Framework</p> <p>TBC – Quality Improvement Visit</p> <p>Ongoing: Observations, evaluations, discussions, reflections</p>	<p>Lead by HT/ELC Manager in collaboration with EYP</p> <p>CLPL – network meetings, professional reading, sharing practice.</p> <p>School Travel Budget – EYP to attend CLPL in person where necessary</p>	<p>Ongoing:</p> <ul style="list-style-type: none"> Collegiate discussions & reflections Observations and feedback Review of floor books, learning journeys, activities <p>April 2024</p> <ul style="list-style-type: none"> EYP – PDP with HT <p>June:</p> <ul style="list-style-type: none"> Parent feedback Self-evaluation data

Priority 3	Progress towards outcome Term 3	Progress towards outcome Term 4
<p data-bbox="145 229 405 256">Improvements in ELC</p> <p data-bbox="114 312 436 379">ELC re-opens for a pupil in Term 3</p>	<ul data-bbox="501 193 517 204" style="list-style-type: none">▪	
<p data-bbox="159 563 392 590">Impact on Children</p>	<ul data-bbox="501 486 517 497" style="list-style-type: none">▪	
<p data-bbox="159 770 392 798">Evidence of Impact</p>	<ul data-bbox="501 694 517 705" style="list-style-type: none">▪	<ul data-bbox="1406 694 1422 705" style="list-style-type: none">▪