

<b>Priority 1:</b> <b>Embedding the procedures for continuous improvement, the Vision, Values and Aims and the promotion Leadership at all levels.</b>		National Improvement Priorities: Improvement in attainment National Improvement Framework Drivers: School leadership and school improvement Quality Indicators (HGIOS? 4):			
<b>What do we want to achieve for learners?</b> 95% of our learners can name the schools Vision and Values and articulate what these mean within the school setting.  100% of staff can name and the schools Vision and Values and explain how they promote these through their work.  We have raised awareness with all our parents/carers and partners about the schools Vision and Values so that there is a consistent message in the community.  Parents/carers and staff have an increased awareness of our improvement journey- the need for the identified changes and the progress being made.	<b>How exactly are we going to do it?</b> <ul style="list-style-type: none"> <li>• <b>Re-establish VVA School Improvement Group (SIG)</b> to embed VVA as follows;           <ul style="list-style-type: none"> <li>○ Visual representation of VVA's, i.e. signage and front entrance</li> <li>○ Visitor/ partners questionnaires and promotion of Values within the community</li> <li>○ Surveying pupils understanding of VVAs.</li> <li>○ VVA assemblies</li> <li>○ Pupil/ staff focus groups around what the VVA's stand for at SJHS.</li> <li>○ Block of work in PSHE (secondary) and primary classes to reinforce understanding of VVA's.</li> </ul> </li> <li>• <b>Review and implement quality assurance procedures to,</b> <ul style="list-style-type: none"> <li>○ Ensure regular communication with stakeholders around progress of our strategic planning.</li> <li>○ Reflect new management structure.</li> <li>○ Include pupil voice</li> </ul> </li> <li>• Review leadership remits based on new structure.</li> </ul>	<b>Personnel</b>  HT          SLT          SLT	<b>Time Scale</b>  9/10/2020          30/10/20          6/11/2  9/10/20	<b>Resources</b>  <i>Children's Services' Recovery and Renewal Plan</i>  <b>Strand 7:</b> Financial Implications, Community and Sustainability  <b>Strand 8:</b> Improvement Planning, Internal, and External Quality Assurance	<b>Monitoring and evidence</b>  Discussion with learners, staff, parents. Minutes of meetings Completed survey results Assembly presentations          Feedback from Stakeholders Parent Council calendar          SLT Minutes Updated Remits  Parent/ Pupil friendly summary of SIP. Feedback from parents/ pupils regarding summary of SIP. Faculty plans

	<ul style="list-style-type: none"> <li>• Produce a Parent/ Pupil friendly summary of SIP.</li> <li>• Develop faculty plan, which reflect SIP priorities and identify SMART targets</li> <li>• Establish Pupil Council to input in to school improvement priorities</li> <li>• Provide opportunities to support staff wellbeing</li> </ul>	<p>All teaching staff</p> <p>LB, SLT</p> <p>SLT</p>	<p>27/10/20</p> <p>Termly</p> <p>6/1/21 19/5/21</p>		<p>Pupil Council minutes</p> <p>Feedback from staff</p>
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<p><b>Priority 2:</b> Improve our approach to checking progress of children across the school.</p>		<p>National Improvement Priorities: <b>Improvement in attainment, particularly literacy and numeracy</b> National Improvement Framework Drivers: <b>Performance Information and Assessment of Children's Progress</b> Quality Indicators (HGIOS? 4):</p>			
<p><b>What do we want to achieve for learners?</b></p> <p>All teaching staff have an increased knowledge of their learners journey through assessment, gathering of evidence, professional dialogue and tracking and monitoring</p> <p>Almost all learners have an increased knowledge of where they have come from, where they are and where they are going with their learning.</p>	<p><b>How exactly are we going to do it?</b></p> <ul style="list-style-type: none"> <li>• Work with cluster colleagues to develop Folios of evidence</li> <li>• Collegiate development held with cluster schools around evidence for Folios and ways to engage learners in the process and develop the language of learning</li> <li>• Provide training on 'what makes good LI and SC'. Staff work collaboratively with each other and learners to construct LI and SC and try these out in class.</li> <li>• Continue with tracking on SEEMIS across Primary and Secondary <ul style="list-style-type: none"> <li>○ Tracking meetings/ conversations used to identify learners requiring interventions.</li> <li>○ Staff to use pathways to inform teacher judgements.</li> <li>○ Interventions implemented by most relevant member of staff, i.e. class teachers, pupil intervention team(PIT) meetings and/ or management.</li> </ul> </li> </ul>	<p><b>Personnel</b></p> <p>Cluster senior managers</p> <p>All teaching staff</p> <p>All teaching staff</p> <p>All teaching staff</p>	<p><b>Time Scale</b></p> <p>Sept- Dec 20</p> <p>6/1/21</p> <p>9/11, 18/1</p> <p>Throughout school session</p>	<p><b>Resources</b></p> <p>LA strategy for tracking and monitoring</p> <p>Moderation Hub</p> <p>Education Scotland personnel</p> <p>Moderation Hub</p> <p>Inside the Black Box</p> <p>SEEMIS Pathways</p>	<p><b>Monitoring and evidence</b></p> <p>Folios of evidence</p> <p>Learners' discussions</p> <p>Discussions with learners and staff</p> <p>Classroom observations</p> <p>Completed tracking documentation</p> <p>PIT minutes</p> <p>Pupil data</p> <p>Feedback from staff</p> <p>Targeted Intervention Request</p>

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<b>Priority 3:</b> Improve approaches to Learning, Teaching and Assessment across the school		National Improvement Priorities: <b>Improvement in attainment, particularly literacy and numeracy</b> National Improvement Framework Drivers: <b>Performance Information and Assessment of Children's Progress</b> Quality Indicators (HGIOS? 4)			
<b>What do we want to achieve for learners?</b>  Improve the attainment of learners in literacy and numeracy to ensure the majority of learners are achieving their desired Cfe levels. All learners will experience improved pace and challenge in the majority of classes. All teachers have increased their knowledge and ability to provide pace and challenge.  Almost all learners have the increased skills and knowledge to access learning digitally through Glow	<b>How exactly are we going to do it?</b>  <ul style="list-style-type: none"> <li>Engage with pupil councils to capture learner voice around Learning and Teaching using hgiOs part 2</li> <li>Provide staff with time to further develop their skills in using Glow and Teams in order to provide high quality learning and teaching and provide quality feedback</li> <li>Continue to engage learners in the use of Glow through their homework</li> <li>Define what pace and challenge means and its place in contributing to high quality L and T. Identify steps to improve this in all classes.</li> <li>Establish what is meant by Ready, Respectful and Safe in classrooms, corridors and in the community by consulting Pupil Councils and representatives from School Improvement Group.</li> <li>Share findings with staff and develop a consistent, shared understanding within the school</li> </ul>	<b>Personnel</b>  LB/SLT  All teaching staff  All teaching staff  Learners Staff Parents	<b>Time Scale</b>  Term 2  25/11/20  Whole year  18/2/21  Nov 20  30/11/20	<b>Resources</b>  <i>Children's Services' Recovery and Renewal Plan</i>  <b>Strand 3</b> Learning experiences, tracking and monitoring, and attainment and achievement on returning to school and Early Learning and Childcare settings  <b>Strand 6:</b> Remote learning and the use of technology  <i>How good is OUR school part 2; theme 2</i>  <i>Microsoft Educator Centre</i>	<b>Monitoring and evidence</b>  Learning and Teaching poster Observations of learning Pupil feedback Staff feedback Attainment of learners Teacher's planning   Praise Postcards

<p>All Learners and staff are developing the skills to resolve disputes, develop and maintain positive relationships with others.</p>	<ul style="list-style-type: none"> <li>• <b>Implement Praise Postcard system as part of Behaviour Policy</b></li> </ul>	<p>All teaching staff</p>	<p>21/9/21</p>	<p><i>Moderation Hub</i> <i>Higher Order Thinking skills</i></p>	<p>Feedback from learners, staff and parents/carers</p>
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<p><b>Priority 4:</b> Improve structure of the curriculum</p>		<p>National Improvement Priorities: <b>Improvement in attainment, particularly literacy and numeracy</b> National Improvement Framework Drivers: <b>Performance Information and Assessment of Children's Progress</b> Quality Indicators (HGIOS? 4):</p>			
<p><b>What do we want to achieve for learners?</b></p> <p>A relevant, progressive and challenging curriculum is provided, which engages learners and ensures they have increased their knowledge of the local community and developed skills for life and work and the ability to cope and adapt to the fragility of 21<sup>st</sup> century life.</p>	<p><b>How exactly are we going to do it?</b></p> <ul style="list-style-type: none"> <li>• <b>Seek feedback from parents/carers, learners and staff on their experiences during Lockdown and on priorities to take forward</b></li> <li>• Review Curriculum Rationale in light of feedback received and COVID-19 (skill development, outdoor learning, IT skills..). Share with staff</li> <li>• Develop staff understanding of IDL</li> <li>• Staff to look at their current coverage and amend accordingly to reflect revised Curriculum Rationale</li> </ul>	<p><b>Personnel</b></p> <p>SLT</p> <p>SLT</p> <p>Teaching staff Attainment Advisor</p> <p>A Ritch</p>	<p><b>Time Scale</b></p> <p>Sept 20 Term 2</p> <p>10/2/21 21/4/21</p> <p>Term 3</p>	<p><b>Resources</b></p> <p>Education Scotland IDL: ambitious learning for an increasingly complex world</p>	<p><b>Monitoring and evidence</b></p> <p>Feedback from staff, learners and pupils Revised Curriculum Rationale</p> <p>IDL plans</p> <p>Completed curriculum map</p>

Increase the knowledge of teaching staff around what constitutes high quality IDL	<ul style="list-style-type: none"><li>• Develop a curriculum map for science within the BGE</li></ul>	N Finlayson G Irvine		Sample curriculum map	
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<p><b>Priority 5:</b></p> <p>To expand high quality provision in our ELCC setting</p>	<p>National Improvement Priorities:  <b>Improvement in attainment, particularly literacy and numeracy</b>  National Improvement Framework Drivers:  <b>Performance Information and Assessment of Children's Progress</b>  Quality Indicators (HGIOS? 4):</p>				
<p><b>What do we want to achieve for learners?</b></p> <p>All staff will have an increased understanding of how children learn through play.  Improved engagement for all learners through providing a play based approach.</p> <p>All learners will have increased opportunities to talk about their learning and an increased understanding of the progress they are making</p> <p>All ELCC staff have an increased knowledge of each learners' journey through assessment, gathering of evidence, professional dialogue and tracking and monitoring.</p> <p>This knowledge will lead to all learners have increased opportunities for their needs to be met fully.</p>	<p><b>How exactly are we going to do it?</b></p> <ul style="list-style-type: none"> <li>• Attend staff development on the key changes required for ensuring effective learning for young children. Following this: <ul style="list-style-type: none"> <li>• Reflect and examine current practice</li> <li>• Manage direction and pace of learning</li> <li>• Revisit current policy documents to support key changes</li> <li>• Consider the design of the learning environment and quality of learning for young children and identify priorities</li> </ul> </li> <li>• Discuss what is 'quality' within the early years</li> <li>• ELCC staff to attending training on Realising the Ambition: Being Me . Identify 3 key action points to work on back in their setting following the principles of the Being Me Guidance</li> <li>• Support the expansion of the ELCC setting</li> </ul>	<p><b>Personnel</b></p> <p>HT/DHT  ELCC staff</p> <p>ELCC staff/SLT  C Kerr</p> <p>SLT</p>	<p><b>Time Scale</b></p> <p>Oct 20</p> <p>Term 2</p> <p>Throughout the year</p>	<p><b>Resources</b></p> <p>Children's Services' Recovery and Renewal Plan Strand 1: Planning for the return to school and Early Learning and Childcare settings and Strand 3 Learning experiences, tracking and monitoring, and attainment and achievement on returning to school and Early Learning and Childcare settings</p> <p>Realising the ambition</p>	<p><b>Monitoring and evidence</b></p> <p>Feedback from staff  Observations  ELCC environment</p>