

Sandwick Junior High School



Standards & Quality Report 2021-22

and

School Improvement Plan 2022-23

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Introduction

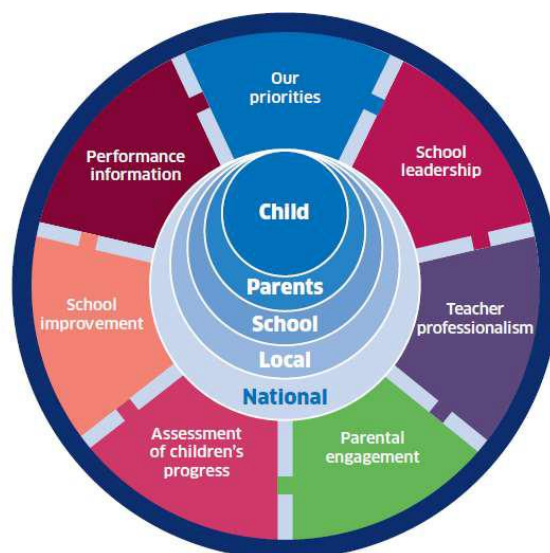
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child (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 2021/22. 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 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; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

The National Improvement Drivers are:



Context of the school

Sandwick Junior High School is a state school located in the South Mainland of Shetland. The school roll is approximately 240 and covers pupils from age 3 to 16 in an early years, nursery, primary and secondary setting. Pupils who wish to continue with their senior phase of education transfer to the Anderson High School in Shetland at the end of Secondary 4 (usually aged 16). The school provides the only secondary provision in the South Mainland of Shetland and has two feeder primary schools. Sandwick Junior High School sits in the middle of a thriving and developing village with excellent amenities, only 15 miles south of Lerwick, the capital of Shetland. We offer early intervention and work closely with parents when specific needs are identified to ensure each child becomes a successful learner, responsible citizen, effective contributor and confident individual. These are the four capacities of our curriculum and underpin everything we do in school.

The school building is in very good condition and has a range of facilities, including areas for drama and a large games hall, which is also used by the community in the evenings and at the weekend. The school grounds are extensive and well used with a community garden, outside learning zone, sports pitches and playgrounds. Next door to the school is the leisure centre which is used by the school for swimming lessons.

We currently have 24 teachers, some of whom are part-time, job share or work across two settings. We are supported by learning support workers and assistants, office staff and janitors. The school canteen and cleaning services are managed through a separate section. The school librarian is managed through the Library Service.

The Senior Leadership of the school consists of the Head Teacher and two Depute Head Teacher's supported by the Extended Leadership Team, which consists of one Principal Teacher Pupil Support, one Principal Teacher ASN and an Manager for Early Learning and Childcare.

The school is well support by the community and with partner agencies, who all feed into making sure that this school operates an ethos of care and respect at the heart of everything we do.

**STRONGER TOGETHER
REACHING HIGH**

RESPECT
Show **RESPECT** and tolerance to each other to enhance our rights and responsibilities within our school, our community and as global citizens.

EQUALITY
Include everyone as an **EQUAL**, accepting our differences so we are understood and celebrated in an ethos of diversity.

ACHIEVEMENT
Provide a wide range of opportunities to develop our knowledge, skills and interests to **ACHIEVE** our full potential and positive destinations.

CREATIVITY
Be **CREATIVE** in how we teach and learn with a spirit of enterprise, innovations and fun, based on a curriculum that moves with the times and celebrates our unique local identity.

HAPPINESS
Promote a nurturing, healthy, active and safe environment where everybody can thrive, develop resilience and be **HAPPY!**

**SANDWICK
JUNIOR HIGH SCHOOL**

Standards & Quality Report 2021-22

Progress made with the Priorities from our 2021 - 2022 School Improvement Plan

Priority 1: Tracking and Monitoring pupil progress and attainment

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required ?
<p>All teaching staff have an improved knowledge and understanding of tracking and monitoring their learner's journey.</p> <p>In term 3 procedures put in place to support a common approach to tracking and monitoring across the school departments.</p> <p>Almost all learners have an improved knowledge and understanding of where they have come from, where they are and where they are going with their learning journey.</p> <p>Provide robust evidence for all pupils to track their attainment in Literacy and Numeracy.</p> <p>Raise overall attainment in Literacy and Numeracy.</p>	<p>Three members of SLT attended Northern Alliance Workshops on Tracking and Monitoring in the BGE.</p> <p>One member of SLT and 2 teaching attended QAMSO training.</p> <p>Following this all teaching staff attended 3 Staff Development Sessions on Tracking and Monitoring.</p> <p>Introduced termly tracking meetings with all Primary Teaching Staff to monitor and track individual pupil progress and achievement.</p> <p>Introduced termly tracking of Health and Wellbeing within Secondary Pupil Intervention Team meetings.</p> <p>Introduced SLT progress tracking meetings after reporting in Secondary.</p> <p>All pupils in primary assessed in writing and data analysed to support planning.</p> <p>SNSA's completed with P1, P4, P7 and S3 pupils and data collected and analysed by teachers</p>	<p>Through more accurate Achievement of a Level recording and reporting alongside learner conversations, pupils and parents better understand where they are in their learning and what their next steps are.</p> <p>Senior Leadership Team (SLT) can see that staff are more confident in assessing where there pupils are and therefore better equipped to plan to meet individual pupils needs.</p> <p>More timely interventions are put in place to support learners.</p> <p>All Primary pupils are more aware of where they are in their writing and what their next steps are. There is clear progression for all primary pupils in writing and teachers are assessing and targeting teaching where learners require it.</p>	<p>Continue to improve the tracking and monitoring practise by all staff to ensure children and young people are confident in their understanding of their own progress.</p> <p>Use Framework documents to track the progress of individual children across the school in Literacy and Numeracy.</p> <p>Introduce termly tracking meetings with all Secondary Teaching Staff to monitor and track individual pupil progress and achievement.</p> <p>Assess all pupils across BGE, analyse data and plan for learning accordingly.</p>

	<p>to inform next steps in learning.</p> <p>Within Writing and Spelling in the Primary re-assessments have been carried out to measure the impact of interventions.</p> <p>Primary Depute Head Teacher and a Primary teacher took part in an Education Scotland writing pilot to assess, set stretch aims, intervene and measure impact on reassessment. Rich Data collected in Pareto and Run Charts.</p>		
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Priority 2: Curriculum Improvements

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required ?
<p>By April 2022 we will have reviewed, developed and launched an updated curriculum rationale based on the VVA, needs of the learners, our school and our unique community.</p> <p>Updated the Personal, Social and Health Education (PSHE) curriculum plan that meets the needs of our young people.</p> <p>Staff to have an improved knowledge and skill set for supporting all pupils in classes.</p>	<p>Our rationale has been updated through engagement with stakeholders.</p> <p>Principal Teacher of Pupil Support consulted with pupil council and wider secondary school body to reshape the content of the PSHE curriculum.</p> <p>Whole staff training was delivered by Central Services staff which was followed up by further SDT by Principal Teacher of Additional Support Needs on Circle resource.</p>	<p>VVA more consistently referenced by staff across the whole school.</p> <p>PSHE curriculum in Secondary better meets the needs and interests of pupils, including local contexts.</p> <p>Staff are more aware of the environmental impact and needs of pupils in their classes. Some staff have made steps to improve their classroom environment for learners.</p>	<p>Embed VVA further to ensure they are informing the work of the whole school.</p> <p>Primary Health and Wellbeing programme to be updated to better meet the developing needs of pupils.</p> <p>All staff engaging in use of Circle resource to assess and improve the learning environment.</p>

Priority 3: COVID 19 recovery

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required ?
<p>Keep all staff, pupils and visitors to the school as safe as possible from Covid 19</p> <p>100% of Pupils will have the opportunity take part in a HWB survey.</p> <p>All Staff will have opportunities to engage in a range of HWB activities.</p> <p>All staff, 90% pupils and 60% parents can name our vision and values.</p> <p>All Parents have the opportunity to engage in a parental engagement event.</p>	<p>We implemented all local and national guidance and mitigations.</p> <p>All pupils completed the Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included (SHANARRI) wellbeing wheel. All pupils from Primary five upwards were invited to complete a national Health and Wellbeing (HWB) survey.</p> <p>A number of HWB activities were arranged for staff.</p> <p>A baseline survey was carried out with parents and pupils.</p> <p>Due to Covid issues this was unable to proceed.</p>	<p>Staff and pupils were kept as safe as possible throughout.</p> <p>Staff were able to put interventions in place for pupils where required.</p> <p>Learners discussed and became more aware of our VVA and its meaning.</p>	<p>Further work completed on embedding VVA and follow up survey to be completed during this session.</p> <p>Several Parental Engagement events planned for this session.</p>

Priority 4: Early Years

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
<p>All ELC pupils will experience effective Continuous Provision in all areas of their learning.</p> <p>All Learners will have increased ownership of their learning and understanding of their learner journey and next steps.</p> <p>Appoint an Early Learning and Childcare (ELC) manager.</p> <p>Planning in place for wraparound childcare facility for the school community.</p>	<p>All staff have completed various Continued Professional Development (CPD) on continuous provision over the past year. Including numeracy, literacy, block play and outdoors.</p> <p>Peripatetic Teacher for Emerging Literacy has provided support for literacy development in the early years setting.</p> <p>Staff meetings provided a platform for discussion and professional reading.</p> <p>Measures for improvement were identified and implemented.</p> <p>ELC now using SEEMIS to record Pastoral needs.</p> <p>ELC Manager successfully recruited and in post January 2022.</p> <p>Manager recruited has liaised with ELC Central and the CI to ensure Sandwick OOSC meets standard to efficiently provide an essential facility to families. ELC manager is in the process of structuring wrap around care, providing a term time breakfast and after school club which is now in session. The manager is now structuring a holiday club, running throughout part of the October holidays.</p>	<p>Effects of continuous provision are evidenced in our big book and CPD folders.</p> <p>Staff usually meet weekly to discuss the impact of continuous provision using 'skill development sheets' to reflect on how this relates to tracking and child's learning.</p> <p>Key groups are observed each week and recorded on developmental overviews. Numeracy and literacy are tracked on Curriculum outcomes (Started Dec 2021) – both are ongoing throughout the year.</p> <p>Opportunities are developed more aligned to learners needs through Continuous Provision.</p>	<p>Draft processes and procedures for learner's journey, progress and achievement.</p> <p>Staff training on Learner Conversations around progress, achievement and next steps</p>

	<p>Parents and carers consulted on needs for OOSC.</p> <p>Work with the Quality Improvement Officer, ELC, to draft processes and procedures for wrap around childcare and an implementation strategy document.</p>		
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Pupil Equity Fund – Planning and Reporting

PEF Allocation 2021/22:			Carry forward from 2021: £5,922.67		
Project/intervention: BGE Assessment					
What data/evidence informs this? (what is your gap?) SNSA/Hmie Report/ Teacher Judgement/ Achievement of a level data.					
Interventions for Equity Interventions for Equity Self-evaluation National Improvement Hub (education.gov.scot) (highlight the interventions that apply)					
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact
Planned Outcome We will see improvement in pupils writing across the Primary Department. Primary teachers will have an improved understanding of the learning and teaching process for writing. SIP Priority 1: Tracking and Monitoring pupil progress and attainment. <ul style="list-style-type: none"> • Provide robust evidence for all pupils to track their attainment in Literacy (specifically writing) • Raise overall attainment in Literacy (specifically writing) 			Measures of impact on learners Evaluation of the impact of the PEF Writing support has shown that: <ul style="list-style-type: none"> • Supported class teachers are more confident in planning and delivering developmentally appropriate and engaging writing lessons with a focus on VCOP. • Supported class teachers are gaining confidence in assessing children's writing. • Teaching staff are working collegiately to plan and moderate writing. More collaboration is leading to greater enthusiasm by teachers and pupils. • The pupil's technical skills in writing have improved. • Pupils across the primary are more confident in their abilities as writers • Children are now able to see how little changes make a big impact. • Pupils appreciate the value of writing and of up levelling their work with Star Writer of the month awards. Work is displayed to demonstrate learning. • Pupils progress is tracked through assessment criteria, allowing staff to identify targets and support children to work towards these. • Pupils are more aware of their own targets in writing. 		
Teaching and Learning		X			
Leadership					
Family and Community					

School Improvement Plan 2022-23

Factors Influencing the 2022/23 School Improvement Plan

<p>Local authority factors</p> <ul style="list-style-type: none"> • Shetland Islands Council National Improvement Framework Plan • 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 2018 	<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"> • Pupil Equity Funding • Education Scotland Return Visit, June 2022 and findings • Changes to Senior Leadership Team 	<p>Local factors</p> <p>South Mainland Cluster transition work</p>
<p>UNCRC</p> <ul style="list-style-type: none"> • Pupil Council • Curriculum Rationale • PSHE classes • Assemblies • Staff Training 22/23 	<p>Tacking Inequalities, Poverty Proofing and Cost of the School Day</p> <ul style="list-style-type: none"> • Support provided to all families that require financial assistance • Engage with partner agencies such as Early Years Team and Anchor Project • Reduction on costs for school materials, trips, uniforms and wider achievement programme.

Priority 1: To develop clear, focused strategic leadership to support continuous improvement in the school and early learning and childcare setting

<p>NIF PRIORITIES -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>	<p>NIF DRIVERS School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information</p>	<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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Continuation from 2021/22? Y Link to COVID-19 recovery? Y

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>HM inspectors highlighted in June 2022 the need to implement a planned approach to quality assurance.</p>	<p>By September 2022, a robust quality assurance and monitoring system will be in place that provides clear and measurable evidence to demonstrate the impact of change and improvement on outcomes for learners. This system will be fully implemented over the session 2022/23.</p>	<ul style="list-style-type: none"> • ELT to review 2019 monitoring calendar – June 2022 • HT produce draft including timescales which links to the moderation cycle - August 2022 • Share and discuss with staff and seek feedback – August 2022 • Review feedback and produce final version for implementation – September 2022 • Agree staff WTA and calendar to enable effective implementation – September 2022 	<p>HT- Lead person ELT 2019 QA Calendar SIP WTA School Calendar Staff Calendar</p>	<p>Refer to QA and Monitoring Processes and calendar:</p> <ul style="list-style-type: none"> • School Improvement Plan Monitoring – monthly • Stakeholder focus groups linked to school improvement planning / self-evaluation – ongoing as required

<p>HM inspectors highlighted in June 2022 the need for the remits of senior leaders to reflect that it is an all through school.</p>	<p>By November 2022, clear senior leader remits, reflecting the uniqueness of the school, will be in place. These will ensure a strategic overview which supports clear lines of communication and planning for improved outcomes for all staff, children and young people.</p>	<ul style="list-style-type: none"> • ELT to identify clear strategic remits across the school 3-16 and share across school community – November 2022 	<p>HT- Lead person</p> <p>ELT Staff Welfare Education Scotland Resources</p>	
<p>Whilst the school vision, values and aims now reflect the uniqueness of the school, HM inspectors highlighted in June 2022 that they are not yet informing the work of the school.</p>	<p>By December 2022, our vision, values and aims will fully inform the work within the school, leading to improved outcomes for learners.</p>	<ul style="list-style-type: none"> • Effective communication processes planned and implemented including; <ul style="list-style-type: none"> ➤ Calendar of key dates for the session for parents and carers – August 2022 ➤ Staff calendar for the session – August 2022 ➤ Termly newsletter ➤ Regular head teacher email updates ➤ New school Facebook page linked to school blog and Twitter – August 2022 ➤ Staff meetings / briefing meetings • Regular opportunities for stakeholder engagement are well planned and facilitated, to develop relationships within the setting, including; <ul style="list-style-type: none"> ➤ Stakeholder focus groups ➤ Staff meetings and collegiate time – as per staff calendar ➤ Pupil Council ➤ Parent and Carer Council 	<p>HT – Lead Person</p> <p>ELT / SLT Newsletter Facebook Email Blog and Website Staff and Parent Calendar Events</p>	

		<ul style="list-style-type: none"> • SLT to develop the leadership culture across the school which reflects the vision, values and aims of the school – December 2022 • ELT to create a pastoral support and wellbeing plan for staff – October 2022 		
In June 2022, HM inspectors highlighted the need for more effective direction, guidance and leadership in taking forward improvement priorities.	By October 2022, our school improvement plan is in place which will support structure, consistency and collaboration in taking forward our improvement priorities.	<ul style="list-style-type: none"> • Staff development time session – August 2022 – SIF feedback and SIP • HT to share a draft with all staff for consultation and feedback • Leadership opportunities for staff identified to support the school improvement priorities • Monitor and review in line with the school's quality assurance and monitoring calendar 	HT – Lead Person QA and Monitoring Calendar SIP WTA School Calendar	

Priority 2: Improve the structure of the curriculum in the Broad General Education

NIF PRIORITIES -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	NIF DRIVERS School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	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	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	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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Continuation from 2021/22? Y Link to COVID-19 recovery? Y

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
HM inspectors highlighted the need to develop a broad and progressive curriculum at the primary stages.	By December 2022, all primary staff will have adopted a universal common approach to using progression frameworks to support the planning of high quality, differentiated learning experiences for all children within and across Curriculum for Excellence experiences and outcomes and levels.	<ul style="list-style-type: none"> Review different Literacy progression frameworks that exist and adapt to suit SJHS context – July 2022 Develop a system to ensure a common approach for the use of progression frameworks can be achieved across all primary teaching staff – July 2022 Introduce new progression frameworks for Literacy and Numeracy and new planning guidance – August In-Service 2022 and Primary Staff Meeting August 2022 Establish regular collegiate planning time for primary staff, in line with WTA – September 2022 Establish a working group to review all 	HT – Lead Person DHT Primary and PT PS - Leads for HWB Highland Literacy and Moray Progressions Northern Alliance Numeracy and Mathematics Trackers HWB working group	Refer to QA and Monitoring Processes and calendar: <ul style="list-style-type: none"> Review of pupil profiles / individual progression trackers – on-going cycle Evaluation of planning discussions and review of forward planning and feedback – September, January, April Evaluation of classroom visits, professional dialogue and feedback – September, February and May Moderation and professional

		aspects of Health and Wellbeing currently being used and identify the most suitable progression framework(s) to adopt – December 2022		dialogue including review of planning, assessment and moderation of professional judgements against benchmarks – monthly
HM inspectors highlighted the need to improve the structure of the curriculum in the Broad General Education.	By June 2023, BGE courses and programmes in secondary departments will build on prior learning by sufficiently planning for progression for all children and young people.	<ul style="list-style-type: none"> Building on the work in the primary department, develop the use of progression frameworks the secondary department, with a focus on Literacy and English and Numeracy and Mathematics – November 2022 Establish a working group to review each of the courses and programmes within the BGE and consider how departments plan for progression – April 2023 Review will include curricular transition to ensure prior learning is sufficiently built upon. A review of double periods in secondary will be completed to evaluate the impact of double periods in relation to planning, learning, teaching and assessment in ways which improve outcomes for learners – October 2022 	<p>HT – Lead Person</p> <p>DHT Sec – Lead Person BGE review working group</p> <p>PT PS – Lead Person</p> <p>DHT Secondary – Lead Person</p> <p>Secondary Teachers</p>	<ul style="list-style-type: none"> Tracking and attainment meetings – November, March, June Progress and attainment analysis – November, March, June Stakeholder focus groups linked to school improvement planning / self-evaluation – ongoing as required

Priority 3: Approaches to learning, teaching and assessment are improved across the school.

<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>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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Continuation from 2021/22? Y **Link to COVID-19 recovery? Y**

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>Feedback from HMIE identified approaches to learning, teaching and assessment need to be improved across the school. This should enable all children and young people to experience and benefit from learning, teaching and assessment which is of a higher quality.</p>	<p>By June 2023, children and young people will experience high quality and consistent approaches in learning, teaching and assessment that ensures</p> <ul style="list-style-type: none"> • most children and young people are sufficiently aware of their strengths and next steps in learning • all teachers will use a wide range of approaches to check and assess progress constantly as part of learning and teaching which will inform planning next steps 	<ul style="list-style-type: none"> • Using Staff Development Time sessions over the course of the session, deliver high quality professional learning for staff, in line with school calendar. Seek support from out with the school for delivery. Planned focus for sessions: <ul style="list-style-type: none"> ➤ BtC5 and Formative Assessment ➤ On-going assessment strategies ➤ Assessment – Education Scotland tbc ➤ Differentiation ➤ Pace and Challenge ➤ Progression Frameworks and Benchmarks ➤ Learner Conversations ➤ Sharing good practice • Use planning discussions, review of forward planning and classroom visits, as outlined in the school's monitoring and 	<p>HT – Lead Person</p> <p>ELT</p> <p>SDT sessions.</p> <p>Seek support from Education Scotland for inputs.</p> <p>English and Mathematics teaching staff.</p> <p>All class teachers.</p>	<p>Refer to QA and Monitoring Processes and calendar:</p> <ul style="list-style-type: none"> • Review of pupil profiles / individual progression trackers – on-going cycle • Evaluation of planning discussions and review of forward planning and feedback – September, January, April • Evaluation of classroom visits, professional dialogue and feedback – September , February and May • Moderation and professional dialogue including review of

	<ul style="list-style-type: none"> all children and young people's progress and attainment is aligned with national benchmarks almost all children and young people undertake learning activities that are effectively differentiated to meet their needs most children and young people are appropriately challenged and undertake learning at a pace that ensures they make the progress they are capable of 	<p>quality assurance calendar, as an opportunity to engage in professional dialogue and to provide individual feedback to class teachers – as calendar</p> <ul style="list-style-type: none"> Develop and implement a school moderation plan – December 2022 <p><i>* Actions linked with priority 4.</i></p>		<p>planning, assessment and moderation of professional judgements against national benchmarks – monthly</p> <ul style="list-style-type: none"> Stakeholder focus groups linked to school improvement planning / self-evaluation – ongoing as required
<p>While there are some examples of independent learning, feedback suggests learning across the school remains too teacher led.</p>	<p>By April 2023, most learners will have more ownership and increased opportunities to maximise and lead their own learning.</p>	<ul style="list-style-type: none"> Consult with teaching staff to evaluate their needs in relation to active learning and being outdoors. Establish a working group to consider how to develop a renewed focus on active learning and being outdoors across primary and secondary. Identify and share examples of good practice from within and out with the school 	<p>Lead person(s) to be identified – leadership opportunity</p> <p>Learners Leading Learning Working Group</p>	

Priority 4: Improving approaches to tracking and monitoring pupil progress

<p>NIF PRIORITIES</p> <p>-Improvements in attainment, particularly in Literacy and Numeracy</p> <p>-Closing the attainment gap between the most and least disadvantaged children</p> <p>-Improvement in children and young people's health and wellbeing</p> <p>-Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS</p> <p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family Learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/Securing children's progress</p> <p>3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
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Continuation from 2022/23? Y Link to COVID-19 recovery? Y

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>It is recognised that the school has begun to improve approaches to recording progress of children and young people. There is now a need to ensure that approaches to assessment and recording are sufficiently robust and reliable.</p>	<p>By June 2023, consistent approaches for tracking, monitoring, assessment and recording will be in place.</p> <p>Sufficiently robust and reliable processes will lead to raised attainment through teacher's improved understanding of learner progress, strengths and next steps.</p> <p>Teachers are checking the progress that children and young people are making in their class on a daily basis.</p>	<ul style="list-style-type: none"> In line with local authority guidance, develop a policy for tracking, monitoring, assessment and recording to ensure that there is a developmentally appropriate and consistent approach across the school, from 3 -16 – December 2022 In primary, by December 2022, all children will have an individual tracker for recording their progress against benchmarks within and across Curriculum for Excellence levels in literacy and numeracy. This tracker will be shared with secondary colleagues at the point of transition. Individual pupil profiles will be developed which will collate evidence to demonstrate breadth, challenge and application of learning. 	<p>HT – Lead Person</p> <p>ELT</p> <p>Class Teachers</p> <p>Local Authority Guidance</p>	<p>Refer to QA and Monitoring Processes and calendar:</p> <ul style="list-style-type: none"> Review of pupil profiles / individual progression trackers – on-going cycle Evaluation of planning discussions and review of forward planning and feedback – September, January, April Moderation and professional dialogue including review of planning, assessment and moderation of professional judgements against benchmarks – monthly Tracking and attainment

		<ul style="list-style-type: none"> Develop and implement a school moderation plan – December 2022 <p><i>*Actions detailed in priority 3 relating to professional learning will also support this outcome.</i></p>		<p>meetings – November, March, June</p> <ul style="list-style-type: none"> Progress and attainment analysis – November, March, June
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Priority 5: Early Years				
<p>NIF PRIORITIES</p> <p>-Improvements in attainment, particularly in Literacy and Numeracy</p> <p>-Closing the attainment gap between the most and least disadvantaged children</p> <p>-Improvement in children and young people's health and wellbeing</p> <p>-Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>	<p>NIF DRIVERS</p> <p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family Learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/Securing children's progress</p> <p>3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>

Continuation from 2021/22? Y **Link to COVID-19 recovery? Y**

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
Staff report that there is a need to develop their confidence and skills around early level numeracy.	By June 2023, all children in early years will have improved opportunities to develop their early numeracy skills	<ul style="list-style-type: none"> Undertake a self-evaluation within the setting to identify what is working well and what needs improved – December 2022 ELC practitioners will engage in high quality professional learning relating to early numeracy – October in-service Seek support from ELC Central team to consider and implement high quality spaces, interactions and experiences. 	<p>ELC Manager</p> <p>Northern Alliance Numeracy and Mathematics progression framework</p>	<p>Refer to QA and Monitoring Processes and calendar:</p> <ul style="list-style-type: none"> Review of pupil profiles / individual progression trackers – on-going cycle Evaluation of planning discussions and review of forward planning and feedback – September,

<p>Observations in the setting suggest that staff need to develop their skills in identifying next steps for children in the setting so that all staff are able support children's progress.</p>	<p>By June 2023, all children in early years will benefit from improved practitioner understanding of learner progress, strengths and next steps linked to progression frameworks and benchmarks.</p>	<ul style="list-style-type: none"> • Staff will spend time familiarising themselves with the school's Literacy and Numeracy progression frameworks including benchmarks – December 2022 • Staff will review monitoring and tracking processes to ensure there are opportunities for on-going professional dialogue to support a shared understanding of progress, strengths and next steps – April 2022 	<p>ELC Manager ELC Practitioners Progression Trackers</p>	<p>January, April</p> <ul style="list-style-type: none"> • Evaluation of classroom visits, professional dialogue and feedback – September , February and May • Moderation and professional dialogue including review of planning, assessment and moderation of professional judgements against national benchmarks – monthly
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Pupil Equity Fund – Planning and Reporting

PEF Allocation 2022/23:		Carry forward from 2021/22:			
Project/intervention: BGE Assessment					
What data/evidence informs this? (what is your gap?) Teacher Judgement/ Achievement of a level data.					
Interventions for Equity Interventions for Equity Self-evaluation National Improvement Hub (education.gov.scot) (highlight the interventions that apply)					
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact
Planned Outcome	Details of project/intervention: Ongoing engagement with Education Scotland Attainment Advisor around identifying our gap and planning for PEF spend and underspend. Specific outcomes will be developed in January 2023. <i>Agreed with Attainment Advisor on 30/09/2022.</i>		Resources and Lead Person	Measures of impact on learners	
Teaching and Learning					
Leadership					
Family and Community					

Working Time Agreement 2022-23 (Primary)

Working Time agreement for:	Sandwick Junior High School (Primary)	
School Session:	2022-2023	
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.	195
Essential School Activities		
Reporting to Parents	Interim and full reports as per calendar. Regular updates to parents. Blog/ newsletter updates.	35
Moderation Activities		27
Tracking and Monitoring	Analysis and tracking Meetings 1 x 1h per block	5
Planning Meetings	1 x 1hr per block	3
Parents evenings	Number of meeting x agreed time for meeting plus associated Preparation time.	10
Whole Staff Meetings	3 x 1hr	3
Union Meeting	3 x 1hr	3
Staff Development & Review Cycle	PRD Meeting plus associated preparation.	3
Primary briefing meetings	4 x 15 minutes	1
Primary operations meetings	12 x 30 minutes meetings*	6
Primary staff meetings	11 x 1.5 hrs meetings	16.5
ASN consultations	2 per block	6
Learner Led Event	1 x after school	1
School Show	2 x evening	4
Christmas Fair	1 x Friday 2.10-4.10	3
Staff Development Time	12 x 1.5 hours	18
Observation Feedback	Following on from classroom observations	3
Total	Time for essential school operational activities	147.5
Collegiate time remaining for development tasks		
Staff Leadership Activities	Individual staff leadership opportunities	5
Working groups		5
School Improvement Plan Tasks	Time allocated for tasks to address priorities	20
Staff Welfare		5
Flexibility		12.5
Total	Time allocated to development tasks	47.5
Total	Total collegiate time allocated	195

Working Time Agreement 2022-23 (Secondary)

Working Time agreement for:	Sandwick Junior High School (Secondary)	
School Session:	2022-2023	
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.	195
Essential School Activities		
Reporting to Parents	Interim and full reports. Regular updates to parents. Blog/ newsletter updates.	35
Moderation Activities	Agreed Time Allocation	20
Tracking and Monitoring Discussions	Agreed Time Allocation	5
Parents evenings	4 x 3 hours plus 1 hour prep per night	16
Whole Staff Meetings	3 x 1 hour	3
Staff Development & Review Cycle	PRD Meeting plus associated preparation.	5
Secondary Staff Meetings	9 x 1 hour	9
SQA Activities		10
Staff Development Time	12 x 1.5 hours	18
Parent's Engagement Evening	1 x 3 hours	3
Planning Review Meetings	3 x 1 hour	3
Observation Feedback		2
Trade Union Meetings		3
Total	Time for essential school operational activities	132
Collegiate time remaining for development tasks		
Staff Leadership		8
Working Groups		8
School Improvement Priorities		15
Staff Welfare		5
Subject Curriculum Development		8
Flexibility		19
Total	Time allocated to development tasks	63
Total		
Total	Total collegiate time allocated	195