

**Bankton Primary School**



**SCHOOL IMPROVEMENT PLAN**

**2015 - 2016**

***Striving for Excellence in Learning and Teaching***

## **Nurtured**

## **Safe**

## **Active**

## **Healthy**

## **Responsible**

## **Respected**

## **Included**

## **Achieving**

### **Learning**

**and**

**Teaching**

### **Vision**

**and**

**Leadership**

**Partnership**

**People**

### **Culture**

**and**

**Ethos**

**Successful**

**Learner**

**Confident Individual**

**Responsible Citizen**

**Effective Contributor**

The West Lothian Context

West Lothian 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 (CfE) and Getting it Right for Every Child (GIRFEC).

Within Curriculum for Excellence, every child and young person is entitled to experience a curriculum which is coherent from 3-18. Those planning the curriculum have a responsibility to work in partnership with others to enable children and young people to move smoothly between key transition points, building on prior learning and achievement in a manner appropriate to the learning needs of the individual. This should ensure that young people are well placed to move into positive destinations and adult life.

**The Corporate Plan** sets the strategic direction and our priorities for West Lothian Council. There are eight priorities that we, and our community, believe can make a lasting and sustainable impact on the local area and improve the lives of residents in West Lothian.

**Priority 1:** Delivering positive outcomes and early interventions for early years

**Priority 2:** Improving the employment position in West Lothian

**Priority 3:** Improving attainment and positive destinations for school children

**Priority 4:** Improving the quality of life for older people

**Priority 5:** Minimising poverty, the cycle of deprivation and promoting equality

**Priority 6:** Reducing crime and improving community safety

**Priority 7:** Delivering positive outcomes on health

**Priority 8:** Protecting the built and natural environment

The Corporate Plan informs Education Services Management Plan to ensure our work impacts positively on services for children and young people. Education Services focuses particularly on priorities 1, 2 and 3.

**Education Services Management Plan**

Education Services works towards achieving the key strategic aims of the council, in partnership with schools. In particular, Education Services aims to improve opportunities for children and young people by:

* Raising standards of attainment and achievement
* Improving employability and positive destinations for all school leavers
* Improving the learning environment
* Promoting equality of access to education
* Developing values and citizenship
* Promoting learning for life and encouraging a creative, enterprising and ambitious outlook.

Working with a range of partners, the key purpose of our work is to continuously raise attainment and achievement for all children and young people in West Lothian, ensuring that our young people succeed in securing a positive and sustained destination after school.

**Factors Influencing the Improvement Plan**

**School factors**

* Improved mechanisms within the Working Time Agreement to embed Collegiate Working for curriculum development and moderation
* Leadership of Cluster Professional learning Groups from Bankton
* Management of several staff maternity and shared paternity entitlements
* Major refurbishment to school reception and office areas
* Positive distributive leadership – two members of staff enrolled on WLC Coaching and Mentoring course
* Review of Nursery 600 hrs arrangements to continue to improve seamless early education and childcare
* Further development of Professional Update approach to continuous professional development through staff Action Enquiry

**Local authority factors**

* Single Outcome agreement
* Corporate Plan
* Integrated Children’s Services Plan (Life Stages)
* Education Services Management Plan
* *Moving Forward in Learning*
* Raising attainment, including for those at risk of missing out
* Increased entitlement to early years provision
* Continued input to and output from WLC Workstreams within Education

**National factors**

* Introduction of HGIOS 4
* Single Outcome agreement
* Getting it Right for Every child (GIRFEC)
* National Qualifications
* Education Scotland Guidance in relation to increased expectations
* Child Protection Issues / Guidance
* National Legislation: Children and Young People (Scotland) Act 2014
* GTCS revised standards and professional update

**Our School Values, Vision and Aims:**

**Vision Statement**

***Our vision is for Bankton Primary School to be the heartbeat of the Dedridge Community, providing rich and exciting learning experiences for all. To be recognised as a school which values wider achievement and has high expectations and aspirations.***

**School Values**

In Bankton Primary School we live our values of **Respect, Inclusion, Honesty and Integrity** on a daily basis. These values are at the heart of all we do.

# School Aims:

1. **Learning and Teaching**

We aim to provide learning experiences which are challenging, motivating and have high expectations for all

We aim to deliver a broad, balanced range of experiences in a variety of different learning contexts, both in the classroom and in the wider outdoor environment

We aim to help all pupils progress in their skills development and build on their prior knowledge and understanding

1. **Vision and Leadership**

We have a collective vision which takes account of the views of all stakeholders, a vision which puts children and their needs at the heart of all we do

We work within a collegiate and collaborative culture to develop our collective vision and drive the school forward

We are committed to the development of leadership at all levels through pupil and staff roles and responsibilities

1. **Partnership**

We strive to find innovative ways to involve parents as partners in their child’s learning journey

We work in positive partnership with outside agencies to meet the needs of pupils across all stages of school, welcoming their advice and valuing their input

We aim to develop strong links and partnerships with businesses and the wider community to make learning relevant to real life contexts for our pupils

1. **People**

We aim to support each child’s particular skills and talents by providing opportunities for personalisation and choice in learning

We aim to support the potential of each member of staff through quality staff development opportunities and a culture of collaboration

We aim to make every individual within the Bankton Learning Community feel valued through the celebration of wider achievement

1. **Culture and Ethos**

We aim to develop a culture of trust and mutual respect, where everyone feels they have an important role in driving the school forward

We aim to maintain a culture of inclusion and equality by ‘getting it right for every child’ and working in positive partnership with outside agencies to achieve this

We aim through the celebration of positive behaviour to maintain a strong ethos of learning in all of our classrooms

**Strategic Curriculum Plan 2014 – 2017 – YEAR 2**

**Values**

The vision, values and aims of the school have been revised involving all stakeholders. Over the coming strategic plan we aim to focus on:

**Inclusion** – by developing a more robust support for learning strategy to meet the needs of all

**Respect** – by embedding a positive behaviour programme and achieving Rights Respecting Schools level 2 accreditation.

* By developing a collegiate culture for increased professional development of staff and developing positive attitudes to disability and additional needs

we will live our values as a learning community by making everyone feel valued, unique and special.

**Personal Support**

The development of a robust and effective support for learning strategy was identified as an immediate and urgent need by the new HT. The school is committed to the principles of inclusion and aims to fulfil these by:

* The introduction of a pupil profiling process which will track support and challenge across and within each level
* Effective communication with all parents, but in particular with those who have children with ASN
* Developing a professional understanding in all staff of roles & responsibilities within the GIRFEC agenda
* Effective and flexible deployment of Pupil Support Workers to support a wide range of needs

**Experiences and Outcomes**

All staff engage fully with the Experiences and Outcomes within Curriculum for Excellence to provide rich learning experience to stimulate and motivate pupils.

It is now our intention to:

* Focus on the skills progression within experiences and outcomes bundling these together where appropriate

Match signposts for assessment to these skills progressions

Develop child-friendly language around the experiences and outcomes which will help to enhance learner conversations with pupils

* Track experiences and outcomes of Significant Aspects of Learning within pupil profiles

**Totality of the Curriculum**

All curricular areas will be reviewed to ensure appropriate skills progression.

Staff will engage with the West Lothian Council Curricular Frameworks and through effective Collegiate Working Parties will adapt and augment the frameworks to suit the school context and their particular stage. Staff will lead professional action enquiry within Professional learning Groups.

Cross Curricular work will be extended to include more effective opportunities for meaningful vertical grouping and masterclasses.

Health and Wellbeing will be a major focus across the whole learning community to effect positive change in health actions and attitudes.

**Principles**

Staff in Bankton are becoming more familiar with the principles of curriculum design through focused staff development.

Monitoring and tracking has shown that there is now a need to focus more closely on breadth and depth of learning. We plan to make this a greater focus area through development of challenge activities, problem solving and higher order thinking skills. Personalisation and Choice is a strong focus of home learning activities and we aim to develop this further through ICT.

Feedback on teachers’ plans relates directly to the 7principles, ensuring rich learning opportunities are provided for all.

**Learning and Teaching**

Learning and teaching is at the centre of all we do in Bankton. We will continue to reflect, evaluate and improve all aspects of learning and teaching with a strong focus on:

* Collaborative Learning
* Effective differentiation and appropriate challenge
* Personalisation and Choice
* Self/ Peer and teacher Evaluation
* Embedding learner conversations in classroom routines to ensure clarity of next steps

Planning will be further refined and monitored to ensure greater pupil involvement in the planning process and further development of child-centred learning. A wide range of ICT should be firmly embedded in Learning and teaching.

**Assessment**

Signposts for Assessment will be an important part of Collegiate Working, allied to engagement with the West Lothian Council Skills progression Frameworks.

Staff will begin to exemplify learning across a level in all areas of the curriculum, beginning with Literacy and Maths.

Adaptive test results will be analysed to determine year on year progress with appropriate interventions for those who need them.

Learner Conversations will be integrated into Pupil Profiles to ensure all learners are actively involved in setting appropriate next steps in learning.

Staff will continue to moderate across the Cluster to ensure appropriate standards are shared and met.

**Entitlements**

The totality of the curriculum is under review to ensure that all children are learning within a relevant, coherent programme. Social Studies programmes will be further developed to ensure that all pupils’ entitlement to deep learning about Scotland is met.

Pupils will develop a Skills for Life, Learning and Work profile as an integral part of the profiling process

There will be a stronger commitment to positive and enhanced transition, not only from Nursery – P.1 and P.7 – S1 but also from stage to stage through higher quality information sharing .

Enterprise and Business Links will continue to provide rich learning experiences at all stages.

**Learner**

**Responsible Citizen**

**Confident Individual**

**Effective Contributor**

**Successful Learner**

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**Children develop curiosity and creativity**

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| **Session** | **Area for Development** | **Desired Outcomes** |
| **2014-2015** | **To further develop the breadth and depth of the curriculum through staff engagement with the West Lothian Council curricular frameworks** | * Develop staff understanding of skills progression across all curricular areas to create greater breadth and depth of learning * Develop more robust responsive planning to ensure greater child-centred learning * Involve pupils more consistently in the planning process through profiling, learner conversations and active engagement with child-friendly targets * Match assessment signposts to WLC Curricular frameworks * Exemplify learning across each level in Maths, Literacy, Health and Well being and Technology |
| **To effectively promote Health and Wellbeing across the learning community** | * Create a shared vision for health and wellbeing which involves all stakeholders * Further develop a shared understanding of health and wellbeing:responsibility of all * Develop more positive attitudes and actions for good health * Support all stakeholders to contribute to the positive health agenda |
| **2015-2016** | **To further develop the totality of the curriculum** | * Review all curricular programmes and frameworks for breadth, depth, coherence and relevance * Review all aspects of Support for Learning for impact on pupils attainment and achievement * Further develop all aspects of technologies * Review whole school arrangements for exemplification of learning within each level * Review child-friendly targets for all curricular areas to ensure pupil voice in the development of curriculum * Review all Care and Welfare policies to ensure all pupils’ needs are met * Extend opportunities for vertical groups and masterclass arrangements across the school |
| **To further develop assessment procedures and practices** | * Further review assessment procedures and practices to reflect the broad features of assessment within Principles and Practice papers * Further refine reporting through high level use of evaluative language * Align the profiling process to reporting for greater pupil and parental involvement in the reporting process. |
| **2016-2017** | **To review and self evaluate the totality of the curriculum to include Learning for Sustainability, Enterprise (using Education Scotland self evaluation tool-kit for Enterprise) and Global Citizenship.** | * Further review social subjects and science programmes for sustainability education * Utilise the Enterprise Self Evaluation toolkit toevaluate current attitudes, actions and practices in Enterprise Education * Build a directory of Business Links across all stages to improve Enterprise Partnerships and further develop skills for Life * Further embed the Ready Steady Go! Programme of Skills for Life Work and Learning * Join the Connecting the Classrooms project for Global Citizenship |
| **To further develop assessment procedures and practices to embed moderation and tracking and monitoring practices and extend exemplification of learning** | * Review, evaluate and improve moderation practices in Literacy and Numeracy * Extend exemplification of learning to other curricular areas * Review and evaluate Tracking and Monitoring of Pupil progress, in line with Cluster practices * Further develop profiling to recognise roles and responsibilities, in school and in the community |

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| **Priority: Raising Attainment** | | | 2015 – 2016 | | | |
| **Area for Development 1:**  **To further develop the totality of the curriculum in line with national expectations** | | | | | | |
| **School’s current position:**  **Through effective collegiate working and staff engagement with WLC Curriculum Frameworks, Bankton Primary school has developed clear curricular strategy including skills progression and an understanding of significant aspects of learning in a number of curricular areas including Numeracy and Maths, Literacy, Health and Wellbeing, Science, Social Subjects and Modern Languages. Strategy papers for these curricular areas reflect classroom practice and current local and national guidelines. This has led to more coherent, relevant learning with increasing depth and improved progression. Further work is necessary this session to improve the breadth of experiences for learners across the wider curriculum. Listening and Talking and social skills development were identified during the review of the Curriculum Rationale as areas for whole school focus.** | | | | | | |
| **Desired Outcomes**  **Learners will engage with and develop progressive skills within a stimulating and motivating curriculum with greater breadth and depth** | **Implementation Process (Actions)**   * Cluster Primary HTs to develop a clear Rationale for Cluster Professional Learning Groups and create a Glow Share point for staff to share process and product * Rationale to be launched on September In-Set Day at joint Information Session. All staff to sign up for one of the development groups: Nursery and Early Years, SFL, 1+2, Science, RME, Outdoor Learning, Art and Design and Technologies * All groups will create an Action Plan to develop their curricular area, including an element of Action Enquiry * Professional Learning Groups will audit current practice in each school and develop next steps in each curricular area using a floorbook planning approach to chart their progress and Possible Lines of Development (PLODS) * Each professional Learning group will involve learners in Action Plans / progress and development through questionnaires / video interviews / surveys to include pupil and parent voice in the curricular development * Each group to display their Action Plans in staffrooms as part of whole school development displays * Cluster HTs to develop Cluster Self-Evaluation Strategy and present to staff as part of the PLG rationale * Each group to present both process and product (to include clear Strategy Paper and results of Action Enquiry) at a celebration event * Nursery and Early Level Professional Learning Group to incorporate staff development in Building the Ambition, Role of Adults, Experiences and Environment | **By whom**  **Cluster HTs**  **Cluster HTs**  **All Staff**  **Laura Clark, Ed Psych Research Assistant**  **All staff**  **Staff / focus groups of pupils at all stages**  **All staff**  **October In-Set Day**  **All staff**  **DHT /Nursery and Early Years PLG** | | **Time Scale**  **April 2015**  **Sept 2015**  **Sept 2015**  **Sept – Jan**  **Jan – June**  **Sept – Jan**  **Jan – June**  **Sept – Jan**  **June**  **Sept – Jan**  **Jan – June** | **Resources**  **Glow Share point**  .  **Powerpoint – Shared presentation**  **Presentation, guidance notes and model to support Action Enquiry**  **Floorbooks /**  **GLOW Sharepoint**  **Survey Monkey to be purchased by all schools.**  **ipads**  **Action Plans**  **Self-evaluation Strategy Paper**  **Education Scotland Professional Learning Resources** | **Monitoring**  **Cluster HTs will each have responsibility for monitoring the progress in process and product of two groups**  **Cluster HTs will ensure that all staff have a clear understanding of the rationale before embarking on development work**  **All groups to share Action Enquiry Questions through the Share point**  **All groups will develop through 3 CAT sessions. Progress will be shared on the Jan In-Set day. 3 further CAT sessions to follow before a celebration of dev. in June.**  **Focus group of pupils to include representation from each school to be involved in the final sharing session**  **Professional Learning Group feedback to become a standing item on Staff Meeting Agenda**  **PLG to use Self-valuation Strategy throughout the process of development**  **All staff will evaluate the progress made within the Professional Learning Groups and set clear next steps according to Cluster Self-evaluation strategy**  **Cluster HTs to monitor the impact of PLG on Nursery environment, adult roles and practices** |
| **Through a concentrated focus on skills progression in Listening and Talking pupils will engage more effectively in learner conversations and group work across the school** | * Listening and Talking skills framework to be embedded in the planning process * Skills in talking to be aligned with reading plans * Advanced Group Skills Programme to be re-introduced at first and second levels and adapted for early level * All staff but particularly Nursery staff to explore the use of Comic Life to record and evidence Learner Conversation * All staff to further explore innovative ways to record and evidence learner conversations in pupil profiles * Talking Newsletters to be built in to the Assembly Calendar for all classes to share Learning in an engaging way at the end of each term * Explore ‘Radio Bankton’ as a vehicle to celebrate positive opportunities for Listening and Talking, Interviewing, Debating, Performing, Oral Drama * All staff to engage in focussed staff development in questioning techniques to improve development of pupils’ thinking skills and oral response | **All staff**  **All staff**  **Chartered Teachers / All staff**  **Nursery and Early Level Staff**  **All staff**  **DHT / All staff**  **PT / Music Teacher**  **SMT / all staff** | | **Aug – Oct**  **Aug – Dec**  **Dec - June**  **Aug – Dec**  **Aug – Dec**  **Aug – June**  **Oct – June**  **Sept** | **Pathways / Staff shared**  **Advanced Group Skills Presentation – Staff Shared**  **ipads**  **Innovative use of technologies including podcasts**  **Recording equipment / Tannoy system**  **In-house** | **All staff able to identify the skills to be taught in L&T**  **Greater focus on quality of discussion during group reading activities – Focus for Classroom Observation**  **All staff to evaluate the impact of advanced group skills on pupils’ engagement in group activities across the curriculum**  **SMT to monitor the quality of learner conversation across the school**  **Monitoring of profiles and sharing of innovative practice**  **Parents are engaged in their child’s learning in a new and engaging way.**  **All pupils involved in potential opportunities for the development of L&T**  **Staff develop improved questioning techniques resulting in more confident and pertinent pupil response** |
| **Through a concentrated focus on skills progression and development of effective Mental Maths Strategies, pupils will become more confident and accurate in mental numeracy calculations** | * Staff to work in collegiate working groups at each level to develop a greater understanding of skills progression in Numeracy and Maths * All staff to engage with the WLC Maths and Numeracy Framework during collegiate groups – with a focus on the Mental Maths framework * Staff at Early Level to work together to embed SEAL strategies for all pupils in P.1 and to include in play situations in Nursery * SEAL strategies to be shared with parents on Meet the Teacher evening * Parents’ Guide to improving mental agility prepared in Collegiate Groups | **All staff**  **All staff**  **Early level staff**  **Early level staff**  **All staff** | | **Aug – June – termly rolling prog**  **Sept**  **Jan - June** | **Education Scotland Milestone Resources – SSLN**  **WL Maths / Numeracy Framework**  **SEAL resources** | **Mental Maths to be a focus area during Classroom Observations and Learning Walks**  **SMT to monitor professional dialogue in relation to the dev of mental maths strategies**  **DHT to monitor development of SEAL across Early Level**  **Parents surveyed on the impact of the guide** |
| **Evaluation:**   * Have staff Professional Learning Groups improved staff understanding of skills development across the curriculum, resulting in increased breadth and depth of learning for pupils? * Have staff developed an understanding of the Action Enquiry Process? * Is Action Enquiry having a positive impact in learning in the classroom? * Have all Professional Learning Groups taken account of Pupil Voice and Parents’ Views when planning their development? * What has been the impact of staff development through the PLG on Nursery and Early Level Staff? * Does the school now have clear strategy for all curricular areas? * Has whole school development in transferrable skills in L&T and Social Skills improved pupils’ self-confidence and engagement in group tasks across the curriculum? * Do improved staff questioning techniques have a measurable impact on the development of thinking skills and pertinent oral response? * Do staff have an improved deeper understanding of progression through engagement with Educ Scotland Resources? * Do summative assessments evidence improved mental agility across all stages through a concentrated focus on the teaching of mental maths strategies? | | | | **Evidence (How do we know?)**   * All pupils are engaged, stimulated and motivated in the breadth and depth of their curricular programmes * Staff action enquiry focuses on the ‘big questions’ with measurable impact on learning * Pupils and parents are able to talk confidently about school developments and surveys report that they feel included in the process * Nursery staff are more confident in their engagement with Building the Ambition and the environment shows purposeful play with appropriate skills development for pupils. * Strategy for all curricular areas reflects classroom practice * All pupils are more confident and able to discuss their learning, participating effectively as individuals and in group work * Staff use of thinking questions develops HOTS and helps to validate secure learning * Planning and staff dialogue about learning shows clearer understanding of progression in Numeracy and Maths * Improved mental agility is evidenced through CEM results and pupils’ daily classroom performance | | |

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| **Priority: Raising Attainment** | | | 2015 – 2016 | | | |
| **Area for Development 2:**  **To further develop assessment procedures and practices** | | | | | | |
| **School’s current position:**  **Staff across the school have had opportunities to share standards and examine outcomes for learners through moderation in writing. The moderation process was extended to Cluster schools to include opportunities for moderation of technology. These moderation practices using the NAR flow chart of moderation activities now need to be embedded in literacy and numeracy practices, both in school and within the Cluster. Through development work on Significant Aspects of Learning, overviews were produced to track and monitor pupil progress in these SALs. These will be implemented with pupils, staff and parents this session to improve understanding of what is meant by secure learning.** | | | | | | |
| **Desired Outcomes**  **Staff across the Cluster will be more confident in sharing standards through professional judgement.**  .  **Pupils at all stages will be more confident in discussing their learning, at home and at school. They will be able to identify next steps in their own skills development for continuous improvement** | **Implementation Process (Actions)**   * Cluster HTs will collaborate to develop a robust tracking and monitoring process focussing on Significant Aspects of Learning * Cluster HTs to collaborate on ireflect Toolkit of reflective questions for pupils, staff and parents to enhance learner conversations and increase confidence in validating secure learning * WTA to take account of increased opportunities for staff dialogue at each level and for moderation * Focused cross-sector moderation plan for literacy embedded in collegiate working arrangements * In school moderation embedded for numeracy * All staff to engage with school developed tracking overviews based on significant aspects of learning * Child-friendly overviews to be used to involve pupils in the tracking process from Nursery to second level * iReflect toolkit questions shared with parents at Meet theTeacher evening * Pupils at all stages will be involved in exemplifying their learning across a level through the profiling process * All staff will develop innovative ways to record learner conversations | **By whom**  **Cluster HTs**  **Cluster HTs**  **HT & Staff – Collegiate Agreement**  **All Cluster staff**  **All staff**  **All staff**  **All staff and pupils**  **All staff / parents**  **All pupils**  **All staff** | | **Time Scale**  **Aug - June**  **Aug - June**  **Aug**  **4 x CAT**  **Sessions**  **Aug - June**  **Aug - June**  **Aug – June**  **Oct / March**  **Oct / March**  **Aug – June**  **Aug - June** | **Resources**  **Electronic resources developed for whole Cluster use**  **WTA**  **NAR Flow chart /**  **Moderation Reflective questions**  **Overviews / Staff shared**  **Overviews / Staff Shared**  **iReflect – shared with parents**  **Pupil Profiles** | **Monitoring**  **All Cluster HTs to monitor the impact of this process on staff confidence in validating secure learning**  **Regular review through staff meetings of effectiveness of rolling prog of moderation / dialogue sessions**  **School staff to feed back in relation to school standards and expectations through attainment meetings**  **Overviews to be used to stimulate discussion at attainment meetings**  **Overviews included in Pupil Profiles as evidence of learner conversations**  **Parent evaluations will evidence the increased understanding of what secure learning looks like**  **Pupils will be more aware of the breadth of learning within each level. They will begin to annotate their work (first & second level)**  **Profiles will have a range of evidence of learner conversations** |
| **Evaluation:**     * Has the implementation of a robust Tracking and Monitoring process across the Cluster improved seamless transition for pupils? * Do staff across the Cluster have a better understanding of what secure learning looks like? * Have mechanisms and systems created through a more flexible WTA ensured moderation and sharing of standards is embedded at all levels? * Do the overviews, based on Significant Aspects of learning give staff a clearer understanding of breadth and depth of learning across the class? * Do pupils have a clear understanding of where they are on their learning journey and what they need to do next for continuous improvement? * Do learner conversations concentrate on skills and learning strategies as well as knowledge and understanding? | | | | **Evidence (How do we know?)**   * Cluster HTs evaluate the effectiveness of T&M process through school attainment meetings * Use of iReflect toolkit ensures staff are aware of breadth and depth of skills, knowledge and learning strategies to validate secure learning * Evidence of moderation sessions shows the extent of staff understanding * Staff dialogue with SMT becomes more focused during attainment meetings * Pupil profiles evidence pupils’ involvement in the tracking process * Profiles show a range of evidence of learner conversations around skills and learning strategies | | |

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| **Additional Tasks 2015 -2016** | **Responsibilities** |
| Review and extension of whole school Support for Learning Strategy | SMT / SFL teacher |
| Development of Media project to raise self-esteem in vulnerable pupils in P.7 | SMT / SFL teacher |
| Introduction of Ready, Steady, Go Programme of Skills for Learning | SMT / SFL teacher |
| Evaluation and review of whole school Science programme to include topical science | PT / Science Co-ordinators |
| Exemplification of learning in Literacy | JY English Staff / Second Level Staff |
| Development of French as L1 across all stages to include staff development to support L2 | Mod Lang Co-ordinator / All staff |
| Rights Respecting Schools – Stage 2 Accreditation | DHT / RRS Co-ordinator |
| ECO – Audit and continue to develop the ECO agenda towards 4th Green Flag | ECO Co-ordinators |
| Extend and develop opportunities for Pupil Voice Groups to include all pupils in roles and responsibilities across the school | SMT / Staff / Pupils |
| Refresh PSW training in Restorative Practices | DHT |
| Develop a school Values programme to complement current RME plans | PT / Cluster RME group |
| Explore ‘Radio Bankton’ as a vehicle to celebrate progress in Listening and Talking | PT / Music Specialist |