

Our School Priorities <i>Please link the improvement priorities from your Standards and Quality Report.</i>	<b>OUR IMPROVEMENT PROJECTS</b> I = Implemented C = continued E=evaluated			What difference will we make?
	2016-17	2017-18	2018-19	
<b>How well do young people learn and achieve?</b> (Authority Priorities)(Improve the quality of assessment for learning/Improve the quality of assessment of learning 2014)  Ensuring effective systems are in place for assessment, monitoring and tracking Raising attainment for all youngsters and closing the attainment gap linked to deprivation				
<b>1.1 (Imp in performance) and 2.1 (Learners' experiences)</b>  <b>Improve the quality of assessment for learning (Numeracy)</b>	Use Maths Assessments, AfE and SPPs –to calculate baseline attainment from Session 2016-17.  Compare with evidence from 2013-14.  Monitor children’s attainment through AfE data, SPP and key assessment tasks to ensure improvement.  Agree and implement timetabled key assessment tasks for evidence and transitions.  Ensure assessment information is passed to next teacher.	Review success of the programme.  Review the progress made by pupils including evaluating the results of AfE, SPPs and classwork.  Continue to see a rise in measurable performance in AfE and SPPs.		Pupils will experience coherent and progressive approaches in the Numeracy and Maths curriculum which will improve attainment.  Classroom observation and sampling of work will show that teaching of Maths is consistent across the school.  Children will enjoy quality learning experiences and will be more engaged.  Staff will feel more confident at supporting children in numeracy.  Children’s assessments will be used to inform planning.

<p><b>Improve the quality of assessment <i>for</i> learning</b> (Literacy)</p>	<p>Embed the use of strategies, targets and resources of Big Writing.</p> <p>Monitor setting of targets for pupils in all classes.</p> <p>Class visits and school moderation to focus on Big Writing.</p>	<p>Review the success of implementing Big Writing.</p> <p>Review and evaluate the progress made by pupils including evaluating the SPPs and classwork.</p> <p>Continue to seek improvement in performance.</p>		<p>Pupils' attainment in literacy will have improved as they achieve their set targets.</p> <p>Classroom observation and sampling of work will show that teaching of writing is consistent across the school.</p> <p>Children will enjoy quality learning experiences.</p> <p>Staff will feel more confident at supporting children in writing.</p> <p>Children are more engaged.</p> <p>Children's assessments will be used to inform planning.</p>
<p><b>Improve the quality of assessment <i>of</i> learning</b> (Learning Logs/Profiling)</p>	<p>Review the use of Learning Logs to ensure consistency and progression.</p> <p>Develop guidelines for what they should contain.</p> <p>Monitor their use through sampling.</p>	<p>Continue to implement Learning Logs using the school guidelines.</p> <p>Continue to monitor their success.</p>		<p>Learning Logs will be consistent feature across the school and will be used to encourage positive, high quality dialogue about pupils' learning.</p> <p>Parents will be more engaged in their child's learning and will have a greater understanding of A Curriculum for Excellence.</p>

<p><b>Improve the quality of assessment of learning</b> (Tracking Es and Os)</p>	<p>Trial the use of our Curriculum Rationale and our new progressions to track coverage of the Es and Os.</p> <p>Evaluate this at the end of session.</p>			<p>Pupils' coverage of the Es and Os will be clearly tracked to ensure coherence and progression through the curriculum.</p> <p>Pupils' learning experiences will be valuable and challenging.</p>
<p><b>Improve the quality of assessment of learning</b> (AfE data)</p>	<p>Continue to share the data with school staff to highlight trends and impacts of previous Improvement projects.</p>			<p>Staff will gain in confidence in their professional judgements about pupils' standard.</p> <p>The tracking process will be clearer as it takes into account all the assessment data that is available.</p> <p>The tracking process will become embedded.</p>

**How well does the school support young people to develop and learn?**

**(Authority Priorities)**(Ensure pupils receive a coherent and progressive curriculum from 3-18. Support the development of new Qualifications and ensure learner pathways lead to positive destinations. Supporting schools to meet the needs of all learners through universal and targeted support. 2014)

**Ensure pupils receive a coherent and progressive curriculum from 3-18**

**Ensure learner pathways lead to positive destinations**

**Supporting schools to meet the needs of all learners through universal and targeted support**

<p><b>5.1 (Curriculum) and 5.3 (Meeting Learners needs)</b></p> <p><b>Ensure pupils receive a coherent and progressive curriculum from 3-18</b> (Curriculum Rationale)</p>	<p>Staff to share this with pupils.</p> <p>Curriculum Rationale shared with parents and wider school stakeholders through a variety of ways.</p>	<p>Review and update the Curriculum Rationale</p> <p>Continue to share with all stakeholders</p>	<p>.</p>	<p>The school will have a detailed plan of what the school does in teaching and learning. This will show how all the components of the curriculum, both formal and informal, fit together.</p>
<p><b>Ensure pupils receive a coherent and progressive curriculum from 3-18</b> (Working Groups)</p>	<p>Create and allocate time for working groups for Health and Wellbeing and Expressive Arts.</p> <p>Groups to explore current practice, planning and resources</p>	<p>Staff to discuss and decide on next curricular areas to focus on.</p> <p>Create and allocate time for working groups.</p>		<p>The curriculum is broad and balanced and meets the needs of all learners.</p> <p>Programmes provide continuity and progression for all learners.</p> <p>Pupils will enjoy a range of learning experiences which are appropriately supportive and challenging.</p> <p>Learners will make appropriate progress through the levels of the CfE.</p>

<p><b>Improve BGE assessment, planning and moderation through Teacher, Learning Communities.</b> (TLCS)</p>	<p>Introduce Tapestry Partnership - Teaching, learning communities - Summative Assessment and Improving teacher judgement - programme to staff, discussing curriculum focus and identify leaders.</p> <p>TLCs will support a “Curriculum focus” yet to be agreed with staff and ASG.</p> <p>Leaders attend Dylan Wiliam Launch master class</p> <p>Each workshops meeting 6 times with follow-up tasks and reading around the above content</p> <p>Moderation – Use Education Scotland support resources and Highland Council support pack with all staff. This will provide whole school engagement around moderation and planning with all staff from outset and provide a ground work prior to the TLC workshops starting in Feb.</p>	<p>Continue to use TLCs to moderate across the ASG.</p>		<p>Pupils, staff and parents are clearer about what is to be learned and what success looks like</p> <p>Pupils are given more timely and clearer feedback about the quality of their work and how to make it better</p> <p>Pupils are more fully involved in deciding next steps in their learning and identifying who can help</p> <p>Assessment for learning practice involves better quality interactions, based on thoughtful questions, careful listening and reflective responses.</p> <p>Families valued as important contributors and work as equal partners to ensure positive outcomes</p>
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**How well does the school improve the quality of its work?**

**(Authority Priorities)**(Continue to develop, and ensure impact of self-evaluation systems. Develop leadership capacity and provide a strategy for supporting Headteachers. 2014)

Continue to develop, and ensure impact of self-evaluation systems  
Develop leadership capacity and provide a strategy for supporting Headteachers

<p><b>5.9 (Self Evaluation)</b> <b>Continue to develop, and ensure impact of self-evaluation systems</b> (Gathering feedback)</p>	<p>Enhance parental involvement in dialogue about CfE developments through a robust system of questionnaires, parent information meetings and focus groups.</p>	<p>Continue to use a variety of strategies to gather views.</p>		<p>There are effective arrangements in place for gathering the views of staff, learners and parents and ensuring that these contribute to the improvement priorities for the school.</p> <p>Learners, staff, parents and the wider community share and contribute to a sense of common purpose and belonging.</p>
<p><b>Develop leadership capacity and provide a strategy for supporting Headteachers (CPLL)</b></p>	<p>Ensure all teaching staff play their part in leading aspects of development through distributed leadership roles and development of key working groups.</p> <p>Continue to provide opportunities for leading aspects of the School Improvement Plan.</p>	<p>Evaluate success of leadership roles on improvement within the school.</p>		<p>Staff will be more reflective on their own learning.</p> <p>Staff will have more awareness of the way their professional learning can impact on their teaching.</p> <p>Staff will maintain records of evidence of their professional learning and have a portfolio of evidence.</p> <p>Continuing Professional Lifelong Learning for staff will have a positive impact on learners' progress and achievement.</p>

**Additional Priorities**

(Government initiatives: 1+2 languages, PE target Early, Years Collaborative

Using systems and processes: GLOW and MIS training. 2014)

**Government initiatives: 1+2 languages, PE target, DYW, Early Years Collaborative**

**Using systems and processes: GLOW and MIS training**

<p>SEEMIS training for staff to ensure confidence in tracking and recording systems</p> <p>Diversity and Equality</p> <p><b>1+2 Languages</b> 5.1 ( CURRICULUM )</p> <p>All children learn an additional language (L2) from P1 at the latest.</p> <p>All children learn a second additional language (L3) from P5 at the latest.</p> <p>Effective transitions.</p>	<p>Explore the different functionalities available in SEEMIS</p> <p>SEEMIS training for staff to ensure confidence in tracking and recording systems.</p> <p>Policy to be produced by 2016/17 on Diversity and Equality</p> <p><b>PRIORITY</b> P4-7 training</p> <p>PLL training in French and Gaelic.</p> <p>Use of planned progression and IDL projects.</p> <p>Use of 1+2 Glow resources.</p> <p>Progression and planning documents.</p>			<p>Communicative competence.</p> <p>Active citizenship.</p> <p>Connections made with different people and their cultures.</p> <p>Pupils better equipped with the skills needed in Europe and in the global marketplace.</p> <p>Develop high level of skills in listening, talking, reading and writing which are essential for learning, working and life.</p> <p>Develop a secure understanding of how language works, and use language well to communicate ideas and information in</p>
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Language profiling within ASGs	Develop profiling within ASGs.			<b>English and other languages.</b>
Moderation within ASGs	Expected standards at end of Primary 1, Level 1 and Level 2.			<b>Continuity of learning.</b>
Weekly Glow Meets	Support and advise staff.			<b>Informing and improving future learning.</b>
Teaching methodology	Approaches to language delivery.			<b>Common standard within Primary Language Learning.</b>
				<b>Support staff with topic/vocabulary/pronunciation.</b>
				<b>Confident teachers in Primary Language Learning.</b>