



# Dunvegan Primary School

## ESTABLISHMENT IMPROVEMENT PLAN

SESSION 2022/23

Kindness Hard work Sharing Honesty Friendship Happiness Respect



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Overview of Establishment 3 Year Cycle of Improvement Plan Priorities - Optional				2022 - 2025
<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people's health and wellbeing</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> </ul>				
National Improvement Framework Key Drivers	HGIOS/HGIOELC	HGIOURS	Highland Council Education Priorities	GME Priorities
<ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Parent/carer engagement and involvement</li> <li>Curriculum and assessment</li> <li>School and ELC improvement</li> <li>Performance information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children's progress</li> <li>3.3 Increasing creativity and employability/Developing creativity and skills for life and learning</li> </ul>	<p>Theme 1 Our relationships</p> <p>Theme 2 Our learning and teaching</p> <p>Theme 3 Our school and community</p> <p>Theme 4 Our health and wellbeing</p> <p>Theme 5 Our successes &amp; achievements</p>	<ul style="list-style-type: none"> <li>We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation.</li> <li>We will maximise health and wellbeing for all children and young people to give them the best possible start in life.</li> <li>We will ensure the highest quality of learning and teaching for each and every learner.</li> <li>We will develop leadership skills at all levels of the system for now and the future.</li> </ul>	<ul style="list-style-type: none"> <li>Education Scotland Advice on Gaelic Education focus: <ul style="list-style-type: none"> <li>high quality immersion experiences</li> <li>improving fluency</li> <li>Gaelic ethos</li> </ul> </li> <li>Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase</li> <li>Initiatives that promote and support the use of Gaelic in the home, in communities and extra-curricular experiences</li> <li>Activities to support Gaelic language and culture (arts, media, creative industries, workplace)</li> <li>Local Authority Gaelic Language Plan priority</li> </ul>

Strategic Priorities 3 Year Cycle		
2022/23	2023/24	2024/25
<p>The overall objective for the year is to increase capacity for improvement. We will do this by:</p> <ul style="list-style-type: none"> <li>➤ Developing a culture of collaborative self-evaluation and shared leadership at all levels.</li> <li>➤ Whole school approaches to protecting and promoting positive health and well-being.</li> <li>➤ Creating safe, secure and inspiring learning environments for all pupils.</li> <li>➤ Ensure equity for all learners and improve processes and practices for meeting needs of ASL pupils.</li> <li>➤ Improving immersion opportunities for Gaelic medium learners in ELC and primary.</li> </ul>	<p>The overall objective for the year is to develop practices that will raise attainment and facilitate sustainable growth. We will do this by:</p> <ul style="list-style-type: none"> <li>➤ Developing robust systems for assessment of and for learning.</li> <li>➤ Create learner pathways.</li> <li>➤ Develop child centred approaches to planning and learning.</li> <li>➤ Devising an effective tracking system.</li> <li>➤ Improving processes for the analysis of data.</li> <li>➤ Develop and improve the curriculum.</li> <li>➤ Raise attainment in literacy in both Gaelic and English.</li> </ul>	<p>The overall objective for the year is to further develop practices that will raise attainment and facilitate sustainable growth. We will do this by:</p> <ul style="list-style-type: none"> <li>➤ Establishing good quality family engagement and partnerships.</li> <li>➤ Improving processes for transition.</li> <li>➤ Increase creativity, entrepreneurial and life-long learning skills for all learners.</li> <li>➤ Providing opportunities for Gaelic medium learners to connect with the wider Gaelic community.</li> <li>➤ Raise attainment in maths, numeracy and science.</li> </ul>



Strategic 3 Year Overview (hyperlink to content - optional)		2022 - 2025
Performance Information	Key Priorities	School Leadership
<ul style="list-style-type: none"> <li>➤ Revised tracking and monitoring systems.</li> <li>➤ Seesaw as a tracking and profiling tool.</li> <li>➤ Termly evaluation of data – children on track.</li> <li>➤ Tracking progress over time.</li> <li>➤ Increase the range and quality of assessment data.</li> <li>➤ Develop collaborative approaches to analysing data.</li> <li>➤ Improved processes for sharing information.</li> <li>➤ Evaluations of interventions and IEP/CP targets.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To develop a school with a strong identity and culture of improvement.</li> <li>➤ To become a safe, secure and stimulating learning environment for all.</li> <li>➤ To provide equity and empowerment for all learners.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Collaborative approaches to regular self-evaluation.</li> <li>➤ Development of school policy and enactment of authority and national policy.</li> <li>➤ Strong focus on the nurturing of relationships at all levels.</li> <li>➤ Empowerment for all and a shared vision for improvement.</li> </ul>
School and ELC Improvement		Teacher and Practitioner Professionalism
<ul style="list-style-type: none"> <li>➤ ELC to provide all children aged 3 years with 1140 hours.</li> <li>➤ ELC to extend provision to 2 year olds.</li> <li>➤ Improved provisions for Gaelic medium learners in ELC and primary.</li> <li>➤ Pupil Voice and empowerment.</li> <li>➤ New school building.</li> <li>➤ Safeguarding and strong focus on well-being.</li> <li>➤ A nurturing school and ELC.</li> <li>➤ An inclusive school.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Quality Professional Development Review that is relevant to the needs of the school.</li> <li>➤ Participation in professional learning programmes that will strengthen practitioners approaches to planning, assessing and monitoring learning.</li> <li>➤ Shared accountability and responsibilities across the school/cluster/learning community.</li> <li>➤ Engagement with whole school approaches to promoting and protecting positive health and well-being.</li> <li>➤ Embracing opportunities to bolster school/home links and strengthen relationships with parents and community partners.</li> </ul>
Curriculum and Assessment	ASG Priority	Parent/Carer Engagement and Involvement
<ul style="list-style-type: none"> <li>➤ Innovative approaches to curriculum development – Ocean School, Forest Schools, Life Skills, John Muir Award, Junior Awards.</li> <li>➤ Interventions and targeted support for individuals.</li> <li>➤ Improved Gaelic medium curriculum.</li> <li>➤ Play-based approaches to learning.</li> <li>➤ Improved Assessment FOR and OF learning.</li> <li>➤ High quality assessment and evidence gathering.</li> <li>➤ Moderation of assessment approaches.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Parental engagement with learning through Seesaw and Safer Schools apps.</li> <li>➤ Improved safeguarding and child protection procedures and strategies.</li> <li>➤ Open afternoons and more frequent parent/teacher reporting appointments.</li> </ul>

# Improvement Project 1: A reflective culture for improvement

**Purpose:** The purpose of this project is to increase capacity for improvement and develop a collegiate approach to self-evaluation, resulting in shared accountability and increased practitioner agency.

**Priorities**

<p><b>NIF Priority:</b> Improvement in children and young people's health and wellbeing</p> <p><b>NIF Driver:</b> School and ELC Leadership</p>	<p><b>HGIOS/HGIOELC Quality Indicator:</b> 1.1 Self-evaluation for self-improvement</p> <p><b>HGIOURS Theme:</b> Our relationships</p>	<p><b>Highland Council Priority:</b> We will develop leadership skills at all levels of the system for now and the future</p>	<p><b>GME Priority (for GME and Secondary):</b> ES key message: Ethos</p>
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RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
<p>Time: staff time, parent time, pupil time, WTA collegiate time, in-service time and PDR time.</p> <p>HC Self Evaluation Tools</p>	<p>Engage with the SIP and HGIOS in regular self-evaluation sessions scheduled as CAT sessions and included in WTA Calendar.</p> <p>Develop school behaviour and homework policy with staff, pupils and parents as partners.</p> <p>Provide leadership roles at all levels – Literacy Leader, Numeracy Leader, School Electives Leaders (Pupil Council, Eco Committee and RRS), Squad (house) Leaders, Young Leaders and Ocean School Leader.</p> <p>Work with the Parent Council in decision making and school evaluation.</p>	<p>WTA calendar of CAT sessions and minutes of self-evaluation meetings displayed in staffroom.</p> <p>Gform surveys and policies accessible on school website. Enactment of policy.</p> <p>Weekly electives – each with a notice board displaying updates. Weekly updates at Assembly.</p> <p>Planning and development time scheduled for Ocean School leader – plans in shared drive.</p> <p>Young leaders plans and evaluations in shared drive.</p>	<p>Increased understanding of school needs.</p> <p>Increased motivation for improvement.</p> <p>Learners will be motivated and empowered by roles and responsibilities.</p> <p>Pupils will feel valued.</p> <p>Clear frameworks and parameters for staff and pupils to work within. Pupils will be aware of the expectations and boundaries in school.</p> <p>Opinions will be respected and heard at all levels.</p> <p>Able to identify areas for improvement and gaps in learning, pupils not on track and individual needs.</p>	<p>Attitude toward learning will improve with increased sense of pride.</p> <p>Pupil behaviour will improve.</p> <p>Staff will have increased accountability for all learners within the school.</p> <p>Learners will feel valued.</p> <p>Decision making will happen at all levels.</p> <p>Confidence in decision making will increase for all participants.</p> <p>Staff will be able to plan interventions for pupils not on track.</p>	<p>A culture of shared leadership will be evident in the school community.</p> <p>Evaluation will be an integral part of the school ethos for improvement.</p> <p>Staff will be able to track and monitor progress.</p>

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	<p>Embed the gathering of a range of data into practice with records and platforms to record evidence.</p> <p>Collegiately interpret qualitative and quantitative data to create a story about the whole school and individual learners.</p>	<p>Parent Council meeting minutes and updated section on school website.</p> <p>Tracking records and termly data evaluations/stories.</p>			
<b>CONTEXT/CONDITIONS OF YOUR WORK</b>					
<p>Staff share values in that they seek better outcomes from the children in their care. Following two extended school closures and change of school leadership, it is essential to start at the beginning and build on good reflective and collegiate practices.</p>					

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In-Depth Action Plan 1: A reflective culture for improvement				
Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
<b>Collegiate evaluations.</b> Evaluation CAT sessions to be scheduled throughout the school year. A display area created in the staffroom for the WTA calendar, meeting minutes, sip, and HGIOS focus points.	HT	14 <sup>th</sup> Sep 2022		All staff aware of the scheduled meetings.
<b>Collegiate evaluations</b> Regular self-evaluation for improvement meetings scheduled every three weeks using HGIOELC framework and Realising the Ambition to reflect and plan.	HT ELC staff	14 <sup>th</sup> Sep 2022 Then ongoing	HGIOELC RTB record of professional dialogue	
<b>Devise school behaviour and homework policies.</b> Issue surveys to parents, pupils and staff. Write up policies. Share with pupils, staff and parents. Display in school. Add to website.	HT	30 <sup>th</sup> Nov 2022		Staff, pupils and parents are able to discuss content of policies.
<b>Re-visit and revitalise the school values and aims – link to a whole school reward system with Squads and Squad Leaders.</b> Values based assemblies. School display. Link the whole school reward system to the school values. Embed the language of the values across the school.	HT to conduct assemblies and implement reward system.  All school staff should engage with the reward system and use language.	7 <sup>th</sup> Oct 2022		Staff monitor behaviour in class and around the school, including the playground. Pupils self-evaluate impact on behaviour and report at assembly.  Staff and pupils monitor engagement with learning and report at staff meeting.
<b>Establish School Electives</b> Pupil choice of elective Pupil Council, Eco Committee or rights respecting Schools. Weekly meetings timetabled for whole school. Pupils across all stages and mediums in each elective. CT's take responsibility for electives. Monthly action days. Termly assembly presentations.	CTs Pupils	7 <sup>th</sup> Oct 2022	Register with relevant organisations	Decision making within the school. Projects, events and improvements are planned for in the school. Elective leaders post material and updates on notice boards.  Accreditation from Rights Respecting Schools – Bronze Award.  Eco School flag award re-instated.

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Evaluation:		Evidence:		
<p>Does everyone in the school have a clear understanding of our collective strengths and areas for development? Are conclusions about these drawn from a wide range of data and evidence?</p> <p>Do the strategies we employ to translate our vision, values and aims transfer into daily practice within our school? How effective are these?</p>		<p>Collegiate Tasks                      Consultation Feedback during reflective CAT sessions                      Minutes of Meetings                      PRDs                      Jamboards/Google Forms surveys                      Year 1 evaluation against Challenge Questions HGIOS/HGIOELC and HGIOURS                      Year 2 plan                      Year 3 plan</p>		
Key				
Establishment/Cluster wide action	ELC based action	Primary based action	Secondary based action	School specific action (if cluster)

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## Improvement Project 2: Equity, positive mental health and well-being for all learners.

**Purpose:** The purpose of this project is to ensure all learners feel safe, secure and happy in their learning environment. Increased neurodiversity in schools since the Covid-19 pandemic has profound impact on pupil's capacity to engage and progress in learning.

**Priorities**

<p><b>NIF Priority:</b> Improvement in children and young people's health and wellbeing</p> <p><b>NIF Driver:</b> School and ELC improvement</p>	<p><b>HGIOS/HGIOELC Quality Indicator:</b> 3.1 Ensuring wellbeing, equality and inclusion</p> <p><b>HGIOURS Theme:</b> Our health and wellbeing</p>	<p><b>Highland Council Priority:</b> We will maximise health and wellbeing for all children and young people to give them the best possible start in life</p>	<p><b>GME Priority (for GME and Secondary):</b> ES key message: Ethos</p>
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RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
<p>All staff Time allocated in weekly Support timetables PEF Funding</p> <p>Sensory Swing Kitchen equipment Weekly food shop Home comforts – sofa/rug/lamps etc</p> <p>ZoR Curriculum and teacher book</p> <p>Wide range of sensory tools and play equipment</p>	<p>Implement the Zones of Regulation as a whole school approach to protecting and promoting positive mental health.</p> <p>Create a Life Skills Room for ASL children to work on specific targets in a nurturing environment.</p> <p>Develop ASL spaces to meet the needs of more learners.</p> <p>Devise a creative curriculum for those who cannot access the full core curriculum.</p> <p>Breakfast club</p> <p>Staff training</p>	<p>Pupils engaging with the Zones of Regulation interactive displays in class and around the school.</p> <p>G Form H&amp;WB surveys.</p> <p>Learners and adults using the language – and checking in.</p> <p>ASL learners timetabled for the Life Skills Room – meeting individual targets.</p> <p>Pupils will be calm in the morning and have increased capacity to learn.</p> <p>Highland Lifestyle Survey</p> <p>John Muir Award for conservation and</p>	<p>ASL learners will be able to access learning environments and activities that meet specific needs.</p> <p>All learners will have increased knowledge of neurodiversity.</p> <p>All learners will exercise their right to learn in a calm, safe and stimulating environment.</p> <p>Increased respect and responsibility for self and the environment. Empowerment for pupils.</p>	<p>Positive impact on behaviour.</p> <p>Calm and safe environment for all learners.</p> <p>Increased ability to recognise and regulate emotions.</p> <p>Achievement for all and a measurable positive impact on the environment.</p>	<p>Culture of acceptance and tolerance.</p> <p>Inclusive learning for equity and diversity.</p> <p>Responsible citizens and protectors of the planet.</p>

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	Ocean School/John Muir Award	development of local shoreline for P5-7 pupils.			
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### CONTEXT/CONDITIONS OF YOUR WORK

With increased neurodiversity within our school, it is imperative for the learning and well-being of the whole school community that measures are taken to safeguard, protect and promote good mental health for all. Staff in the school are passionate and dedicated to the welfare of the children and Dunvegan Primary has a skilled team of Pupil Support Assistants. However, careful consideration of staff, pupil and parent capacities and capabilities must be continually regarded following a challenging and highly unstable two years.



In-Depth Action Plan 2				
Implementation Process	By whom	Time scale and Progress	Resources	Monitoring
In-set day Zone of Regulation. Share the priority and principles of the ZoR with staff. Look at the lesson formats and devise a plan for getting started. Share impact and experiences from implementation at Carbst.	HT	13 <sup>th</sup> Sep 2022		
All 17 ZoR lessons complete for every class.	CTs	27 <sup>th</sup> March 2023	ZoR Framework	Displays in class and around school. Monitor lesson input and evaluate at staff meetings regularly.
ZoR tool stations around school and playground.	PSAs	Jan 2023	Tool boxes with a range of sensory tools.	
Develop the ASL Learning environments – Rainbow Room. The RR should be a play-based learning space with lots of sensory equipment and tools for calming.	PSAs	7 <sup>th</sup> Oct 2022	Sensory materials, tools and resources for play-based experiences.  Sensory Swing  Safe space  Music and soft lighting	Evaluation meetings with PSAs. Daily records of activity and learning.
Meet with CTs to identify pupils who could benefit from specific targeted support. Share CPs and IEPs and devise a timetable of planned activities. Develop the Life Skills Room to reflect a nurturing space where pupils can acquire life skills and focus on individual targets.	PSA (Marie)	7 <sup>th</sup> Oct 2022	Sofa, rugs, lamps, cooker, microwave, fridge, cooking utensils. Food products.	Evaluation records against specific targets.
Approach the Dunvegan Community trust for funding for a breakfast club and source equipment to be able to operate.	HT	9 <sup>th</sup> Sep		
CALM training for staff and HT	HT, support staff, CT	7 <sup>th</sup> Oct		Monthly practise. Records of CALM interventions. Track Pupil Incident and Pupil/Staff Incident records.

Staff training – Building Positive Relationships and Adversity in Childhood & Trauma Informed Practice.	HT, all teaching, ELC and support staff	30 <sup>th</sup> Nov 2022		Staff training records and CPD manager evaluations. Increased staff confidence in managing complex behaviours.
Develop learning spaces and play experiences for ELC children.	HT, ELC staff	30 <sup>th</sup> Nov		EYSO to approve  Children more engaged in wider range of play experiences – Observations and records.
Develop tracking and monitoring systems and pupil profiles.	HT, ELC staff	20 <sup>th</sup> Dec		3 Weekly evaluations of practice. Each child with trackers. Increased opportunities to identify gaps/needs.
<b>Evaluation:</b>			<b>Evidence:</b>	
<p>How well do we ensure that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included?</p> <p>How well do children and young people show consideration for others and demonstrate positive behaviour and relationships?</p> <p>How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future?</p> <p>How well do we ensure that all staff undertake regular professional learning around legislation, statutory requirements and codes of practice?</p> <p>Have we successfully established an inclusive learning environment? How do we know?</p> <p>How well are we removing barriers to learning and ensuring equity for all?</p>			<p>Highland Lifestyle Survey.</p> <p>Pupil Well-being survey.</p> <p>Records of Pupil Incident and Pupil/staff Incident Forms</p> <p>IEP and Child Plan Target Tracking</p> <p>Increased SNSA and INCAS for core learners.</p> <p>In-house attainment tracking – Oct/Feb/May using a range of qualitative and quantitative data</p>	
<b>Key</b>				
Establishment/Cluster wide action	ELC based action	Primary based action	Secondary based action	School specific action (if cluster)

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# Improvement Project 2: Assessment, tracking and monitoring of pupil progress.

**Purpose:**

**Priorities**

<p><b>NIF Priority:</b> Improvement in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver:</b> Curriculum and assessment</p>	<p><b>HGIOS/HGIOELC Quality Indicator:</b> 2.3 Learning, teaching and assessment</p> <p><b>HGIOURS Theme:</b> Our successes and achievements</p>	<p><b>Highland Council Priority:</b> We will ensure the highest quality of learning and teaching for each and every learner</p>	<p><b>GME Priority (for GME and Secondary):</b> Choose an item.</p>
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RESOURCES	ACTIVITIES	EVIDENCE	SHORT TERM IMPACT (weeks/months)	MEDIUM TERM IMPACT (months/years)	LONG TERM IMPACT (years/decades)
<p>Time: staff time, parent time, pupil time, WTA collegiate time, in-service time and PDR time.</p> <p>INCAS Assessments for P2,3,5,6 SNSA for P1,4,7</p> <p>Carbost and Dunvegan Dashboard</p> <p>Education Scotland QAMSO training programme</p> <p>Seesaw for schools subscription</p> <p>Tracking templates</p>	<p>Seesaw as a profiling and tracking tool.</p> <p>Use of continuums to track progress.</p> <p>Effective tracking systems to track progress - Tracking and Monitoring Record TMR</p> <p>High Quality Assessment Tasks</p> <p>HC Moderation of assessment training</p> <p>Learning walks – sharing of practice.</p> <p>Provide training Dashboard analysis for all teaching staff.</p> <p>Baseline assessments for all P2-7 children in literacy and numeracy.</p>	<p>High Quality Assessments in pupil Seesaw journals – linked to E's and O's – track Benchmarking and achievement of a level.</p> <p>Tracking and Monitoring templates – overview of whole school.</p> <p>Gaps in learning and pupils not on track identified and interventions put in place – 3 Wave Approach to Intervention and Challenge – recording in support plans, Child Plans and IEPs.</p> <p>Benchmarks used to guide assessment and moderation discussions across the cluster schools.</p> <p>Evaluation against HGIOS4 Challenge Questions.</p>	<p>Increased understanding of data analysis.</p> <p>High quality evidence of learning and achievement.</p> <p>At a glance snapshot of learner progress,.</p> <p>Impact on Pedagogy and use of High Quality Assessments.</p> <p>Able to identify in a clear plan - where we are now, where we want to get to and how we are going to do it.</p>	<p>Increased number of pupils on track.</p> <p>Increased knowledge of Assessment and Moderation strategies.</p> <p>Staff will have increased confidence in submitting ACEL judgements.</p> <p>Moderation processes will be consistent across the school, cluster ASG and LA.</p>	<p>Consistent judgements will be given based on an increased understanding of data.</p> <p>ACEL will be clearly linked to both ongoing and standardised assessments.</p> <p>Attainment in both Literacy and Numeracy will increase.</p>

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	<p>Collegiate sessions in Autumn term to build confidence in analysing data gathered.</p> <p>Collegiate analysis of INCAS and SNSA data in Feb and May</p> <p>Inset: session on assessment and moderation facilitated by QAMSOs.</p> <p>Regular collegiate evaluation of progress of project.</p>	<p>Pupil evaluation against HGIOURS</p>			
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### CONTEXT/CONDITIONS OF YOUR WORK

This project has been developed to achieve better practices in terms of assessment, tracking and moderation of literacy, numeracy and health & wellbeing. Using a tracking platform for gathering data and dashboard for analysis, teachers will identify areas of good practice and areas for development, moderate planning and assessment within classes and measure impact of changes.

The school has two other 'meaty' projects to focus on this session but engagement with this cluster project will align the cluster schools for further collegiate and collaborative work next session.



<b>In-Depth Action Plan 2: Assessment, tracking and monitoring of pupil progress.</b>				
<b>Implementation Process</b>	<b>By whom</b>	<b>Time scale and Progress</b>	<b>Resources</b>	<b>Monitoring</b>
Provide training on TMR and Dashboard analysis for staff across cluster.	HT	15 <sup>th</sup> Aug 2022	Dashboard Tracking system	
Working time agreement discussed with time set aside for Moderation across cluster.	HT All teaching staff	15 <sup>th</sup> Aug 2022	Calendar	WTA to reflect time for the project
Seesaw training – getting started	HT for all teaching staff	15 <sup>th</sup> Aug 2022	Seesaw presentation and example profile	Weekly follow-up workshops. Time frames for implementation in classes. Monitor through Admin access.
Literacy and numeracy assessments carried out for P2-7 children and baseline data recorded in Tracking document	CTs	9 <sup>th</sup> Sep 2022		
Twilight - moderation of assessment - led by Education Scotland and QAMSOs	All teaching staff	30 <sup>th</sup> Aug 2022		Moderation task set – complete before session 2.
Collegiate sessions in each school to build confidence in analysing data gathered. Looking at a range of qualitative and quantitative data Oct/Feb/May Look at Seesaw profiles and tracking of skills in each session.	HT All teaching staff	4 <sup>th</sup> Oct 2022 5 <sup>th</sup> Oct 2022	Dashboard, TMRs, Seesaw Profiles	Evaluation of discussions. Needs identified. TMR input and evaluated – meeting minutes. Interventions and learning planned accordingly.
Moderation of Assessment Twilight – session 2 – collaborative evaluation of High Quality Assessment tasks.	All teaching staff	1 <sup>st</sup> Nov 2022	Moderation templates	HQATs planned for classes and evidenced in Seesaw journals.
QAMSO networking event	HT, All teaching staff	NBC Jan 2023		
Authority moderation event looking at a range of evidence for ACEL judgements and predictions.	All teaching staff, HT	22 <sup>nd</sup> Feb InSet		Collaborative evaluations.
ACEL predictions	CTs	6 <sup>th</sup> Feb 2023	Indv Trackers and range of assessment info – Seesaw evidence	Input TMR
Final collegiate session across whole cluster to evaluate impact of project and plan year 2.	Ht, all teaching staff	5 <sup>th</sup> June 2023		Meeting minutes. TMR for each school evaluated and 'story' for each school/cluster concluded. SQR, HGIOS 4 challenge questions and Pupil evaluations against HGIOURS



Evaluation:	Evidence:
<ul style="list-style-type: none"> <li>To what extent do we have a shared understanding of what effective Assessment and Moderation is?</li> <li>Do we ensure that a quality body of evidence is used to support assessment judgements and decisions about next steps?</li> <li>Have we embedded Tracking and monitoring tools to ensure that they are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after?</li> <li>Have we ensured that our processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching?</li> </ul>	<p>TMR                      ACEL data                      Baseline Assessments Aug 2022                      Collegiate QAMSO Tasks                      Minutes of Meetings                      PRDs                      Jamboards/Google Docs surveys                      INCAS/SNSA results                      Wide range of evidence on Seesaw profiles and skills trackers.                      ASL pupils achieving individual targets and making progress.                      Year 1 evaluation against Challenge Questions HGIOS/HGIOELC and HGIOURS                      SQR                      Year 2 plan                      Year 3 plan</p>

Key				
Establishment/Cluster wide action	ELC based action	Primary based action	Secondary based action	School specific action (if cluster)

		Session 22.23
<b>Additional Tasks</b>		<b>Responsibilities</b>
Continue to develop Play-Based Approaches to learning in ELC and lower primary.		Staff training/ coaching Learning walks CTs devise personal action plans for implementation and monitoring

