



POLICY & PROCEDURE: School Improvement Planning

Approaches to Monitoring and Evaluating School Improvement and Identifying Future Priorities

Chirnside Primary School

Part of the Berwickshire Learning Community

“Enabling all our pupils to achieve their fullest potential”

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Introduction

At Chirnside Primary School we are committed to continued self evaluation and improvement of learning as we work towards our shared vision of 'Enabling every pupil to achieve their full potential'. Self-evaluation is a reflective professional process through which we get to know ourselves well as a school and identify the best way forward for our pupils.

"Self-evaluation is forward looking. It is about change and improvement, whether gradual or transformational, and is based on professional reflection, challenge and support. It involves taking considered decisions about actions which result in clear benefits for young people."

P6 "How Good is Our School? 3" published by HMle 2007

Monitoring and evaluating the work of our school on a planned and regular basis provides essential information allowing us to answer the following questions:

- **How are we doing?**
- **How do we know?**
- **What are we going to do now?**

Excellent schools focus these questions on learning. Learning is at the heart of our school and learning is our core business.

How are we doing?

All our staff reflect on the quality of their work. We do this as professionals who are responsible for the quality of our classroom work and for the achievements and personal and social development of the children we teach.

We take a pride in our own work and naturally reflect on it in relation to our individual responsibilities. Self-evaluation involves groups of teachers reflecting on their work together. We do this in a number of ways by:

- Commenting on each other's work, for example plans and assessments
- Engaging in cooperative teaching and discussion
- Visiting each other's classrooms to:
 - See how particular developments are going
 - To experience different methods of teaching
 - To confirm our views of learners' progress

This process of peer evaluation complements professional discussion with senior colleagues who will teach alongside teachers or observe practice in classrooms.

Collegiate self-evaluation by teachers with school managers works best when a school community has a shared understanding of what it means by quality. This stems from a shared vision of a school community for the school and its pupils (see diagram on next page) and is based on an agreed view of what the school should be like in two or three years time (see *Appendix A – 'Cloud 10'*).

Our Shared Vision, Values and Aims for Chirnside Primary School



Managing Evaluation

We recognise the importance of identifying the reasons for evaluating the chosen aspects of our work. We also recognise the importance of having a clear idea of exactly how, when and with whom we will carry out an evaluation.

We are systematic in planning our evaluations so that important aspects of our school's work do not 'slip through the net'. This time spent on diagnosis is balanced against the time to spend on improvement. We recognise the need to keep focusing on the key work of the school - learning and teaching.

At Chirnside Primary School we build monitoring and evaluation into an annual calendar of activities (see *Appendix B – Annual Monitoring and Evaluating Calendar*). By keeping a record of our discussions and evidence, we build up a body of evidence which we use when arriving at evaluations using the quality indicators outlined in '*How Good is Our School? 3*' - HMIe 2007.

Through our self-evaluation processes, we gather evidence providing us with information to evaluate our performance and quality of service in the following two areas:

1. Successes and achievements of the school:

- *What outcomes have we achieved?*
- *How well do we meet the needs of our school community?*

2. The key factors that influence the successes and achievements of the school:

- *How good is the education we provide?*
- *How good is our management?*
- *How good is our leadership?*
- *What is our capacity for improvement?*

All our self-evaluation activities are built into the work of the school and have a clear focus on children's learning, attainment and wider achievement.

Every year we look closely at aspects of the school's **outcomes and impacts**:

- ◆ Key performance outcomes
- ◆ Impact on learners
- ◆ Impact on staff
- ◆ Impact on the community

We also select aspects of our **delivery of education** to evaluate the quality of learning, teaching and meeting the learning needs of pupils:

- ◆ The curriculum
- ◆ Teaching for effective learning
- ◆ Meeting learning needs
- ◆ Assessment for learning
- ◆ Expectations and promoting achievement
- ◆ Equality and fairness
- ◆ Partnerships with learners and parents
- ◆ Care, welfare and development
- ◆ Improvement through self-evaluation

From this analysis, and from day-to-day professional reflection, we identify issues for further exploration, observation and analysis (Appendix C – Monitoring and Evaluating Learning and Teaching: Agreed Standards and Expectations).

Sometimes, however, a more comprehensive approach is needed. It can be helpful to work through all or most quality indicators (HGIOS3) to gain a clear picture of the quality of the school's work:

“...all schools will benefit when staff look across the breadth of their work every so often to ensure that everything is working well. In this way you will come across issues where you need to ‘take a closer look’.”

P10 “How Good is Our School? 3” published by HMle 2007

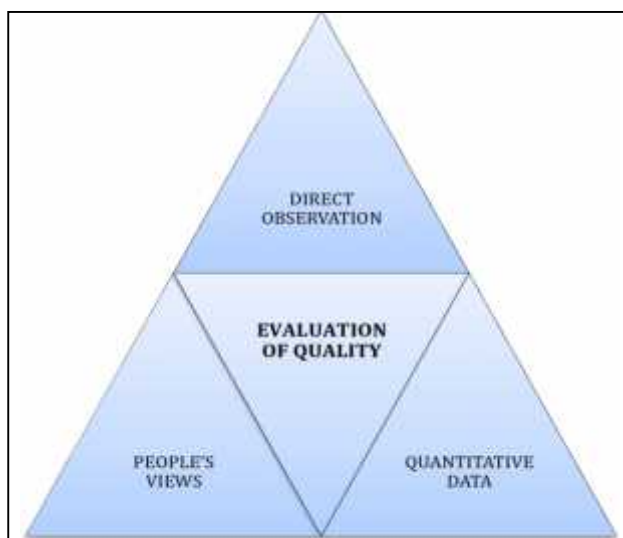
For this purpose, we employ a ‘Broad Audit’ every three years with our staff to encapsulate this ‘clear picture’ of the life and work of the school and pin point areas requiring a closer look (see Appendix D – ‘Broad Audit’).

How do we know?

With selected quality indicators (from **How Good is Our School? 3**) to measure school's **outcomes and impacts** and our **delivery of education**, we use a range of sources of evidence to arrive at a holistic view of quality, looking at it from different angles and checking the consistency of evaluations.

By sampling the selection of evidence on which we base evaluations we keep things manageable. The extent and type of sampling is thought through carefully. It is also used to test out the strength of evidence through ‘triangulation’ (see diagram to right). This involves comparing one source of evidence with a second and a third source.

The key sources of evidence come from what we actually observe, from data of various sorts, and from the views of people who are closely involved with the school, such as children and young people themselves, parents, partner agencies, as well as staff. This evidence provides rich information on what we are doing well, and what our future priorities for improvement might be.



The Evaluation of Quality through the ‘triangulation of evidence’ process.

DIRECT OBSERVATION

We will:

- Engage in direct observation of learning and teaching. For example: Shadow individual pupils; Follow a class; Observe lessons; Video record teaching for self-review; Exchange classes; Observe teaching in pairs; Work alongside other teachers.
- Engage in direct observation of a range of documents. For example: Pupils' work; Reports to parents; Profiling of pupils' responses to tasks; Diaries or records of work; Programmes of study; Teachers' plans; Progress reports on the

development plan; Course materials across the ability range; Policies and guidelines; Minutes of meetings.

PEOPLE'S VIEWS

We will:

- Gather a range of views appropriate to our evaluation focus. For example: Individual interviews with members of staff; Individual interviews with parents; Group discussion; Discussions with members of the pupil forum; Focus groups; Working parties; Questionnaires and surveys to gauge satisfaction and to elicit suggestions for improving effectiveness; Written responses and detailed comments; Team meetings at all levels.

QUANTATIVE DATA

We will:

- Sample and examine a range of data, appropriate to our evaluation focus. For example: Curriculum for Excellence levels of attainment; pupils' progress from prior levels of attainment; pupils' progress in meeting targets; overall progress towards set targets data collected nationally or locally; analysis of other key performance data, such as: finance, pupil attendance, pupil exclusion rates, progression rates.

What is important is the impact of all the key activities in the school upon learners themselves and their learning.

This triangulation approach enables professional reflection on practice within our own classes, and within our school as a whole, and helps consideration of the inter-relationships between aspects of our work and our successes and achievements.

Where best practice is identified, it is celebrated and shared with others. And if things are not going well, focusing on some of the quality indicators will help identify the source of the issues.

This kind of approach is called a 'proportionate' approach. It enables us to focus on areas of priority rather than routinely covering all aspects of our school's work in turn. We can then focus on our final question, '*What is our capacity for improvement?*' and decide '*How good can we be?*'

What are we going to do now?

Using Quality Indicators

We use the evidence collected to make judgements on the quality of teaching and learning against focus quality indicators from 'How Good is Our School? 3'. Annually, we use the following quality indicators from HGIOS 3 to identify target areas for improvement in attainment, achievement and well-being:

QUALITY INDICATOR	THEMES
1.1 Improvements in performance	<ul style="list-style-type: none">• <i>Standards of attainment over time</i>• <i>Overall quality of learners' achievement</i>• <i>Impact of the school improvement plan</i>
2.1 Learners' experiences	<ul style="list-style-type: none">• <i>The extent to which learners are motivated and actively involved in their own learning development</i>
5.1 The curriculum	<ul style="list-style-type: none">• <i>The rationale and design of the curriculum</i>• <i>The development of the curriculum</i>• <i>Programmes and courses</i>• <i>Transitions</i>
5.3 Meeting learning needs	<ul style="list-style-type: none">• <i>Tasks, activities and resources</i>• <i>Identification of learning needs</i>• <i>The roles of teachers and specialist staff</i>• <i>Meeting and implementing the requirements of legislation</i>
5.9 Improvement through self-evaluation	<ul style="list-style-type: none">• <i>Commitment to self-evaluation</i>• <i>Management of self-evaluation</i>• <i>School improvement</i>

From year to year, we may select other quality indicators to use in order to evaluate the impact of particular improvement priorities contained in the School Improvement Plan. Senior Management regularly meet to discuss evidence and findings from monitoring and evaluating tasks, and measure these against the relevant quality indicators, building a concise picture of the quality of teaching and learning over time (see Appendix E – Monitoring and Evaluating Session Record). This 'big picture' helps us to identify areas of good practice and areas for further development.

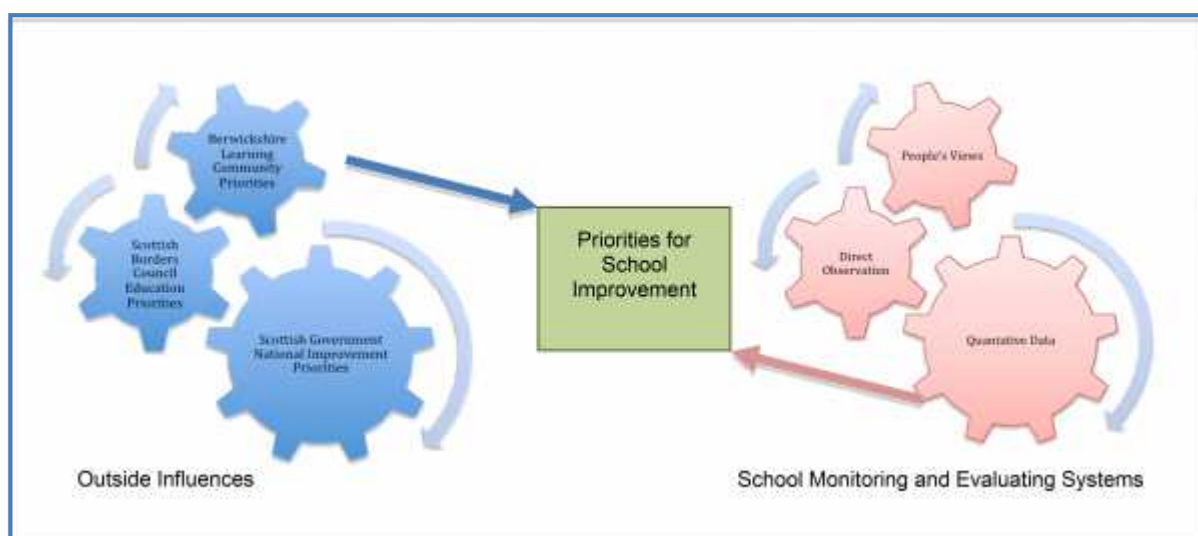
The School Improvement Report

The 'Big Picture' is summarised each school year in the 'School Improvement Report' (SIR) for the school. This public document is shared with all stakeholders and outlines the progress made against school improvement priorities for the session, summarises evidence against focus quality indicators, and identifies priorities for future improvement.

These priorities for improvement are detailed in the 'School Improvement Plan' for the following school session.

The School Improvement Plan

The priorities for school improvement are influenced by guidance from Scottish Government and Education Scotland (National Improvement Priorities), as well as regional priorities identified by Scottish Borders Council (detailed in SBC Education and Life Long Learning Strategic Plan). These are developed at a local level in the Berwickshire Learning Community Strategic Plan, with some elements developed at individual school level. Along with the evidence gained from our established monitoring and evaluating activities, these identify and shape our school's priorities for improvement.



These priorities and subsequent action points are contained in our school improvement plan for each session (see diagram above).

The School Improvement Plan identifies priorities for improvement under the four contexts of the curriculum:

- Ethos and life of school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

Each priority has identified actions for improvement, which outline **what** we are going to do.

We identify tasks against each action to identify **how** we are going to it, as well as identifying required resources, the responsible persons and predicted time scale for each task.

We also identify how we will evidence progress against each task (monitor and evaluate).

The overall progress of identified priorities is evaluated in terms of the impact upon learners, using evidence gathered through the school's evaluation and monitoring systems.

NA Trussler – Head Teacher

January 2013

Appendix A – ‘Cloud 10’: Curriculum for Excellence Strategic Plan

What is our current position 2012-13?

<p>VALUES</p> <p>Our school is a place where our children and young people feel included, valued, respected and safe. Some children's behaviour has an impact on safety Our children, staff and parents work together to contribute to the ethos and life of the school community. Everyone is encouraged to do their best and to achieve in their learning. We celebrate our achievements and encourage the wider community to celebrate with us and take pride in our school and its pupils - Chirnside Chat, assembly, church visits, prize giving Some parental contribution to clubs Friends of Chirnside – fundraising Our curriculum is inclusive and we aim to provide a relevant curriculum to meet the needs of our learners.</p>	<p>TOTALITY OF THE CURRICULUM</p> <p>Curriculum developed through ES and OS, CfE Permeating language developed through collegiate planning & moderation (Lit & Lang, Numeracy & Maths) Science, social studies and technologies are planned by individual staff members Teachers plan for biannual IDL opportunities for each class PE specialist twice a week - progressive through school Topics are environmental studies base Strong ethos based on four capacities – Children are regularly given the opportunity to responsibility for the planning & execution of a variety of charity & community events which support the development of Enterprise skills & Global citizenship <u>Ops for Personal achievement</u> Children are encouraged to participate & achieve in a variety of ways (e.g. Burns Comp, Cross Country, Euroquiz, Rotary quiz, various festivals etc) and their achievement is recognised and celebrated Children encouraged to be active within school through active participation in School Council & Eco Committee (pupil voice) Children submit copy for publication in Chirnside Chat (links with personal achievement)</p>		<p>LEARNING AND TEACHING</p> <p>Some communication with Support Base with relevant pupils Staff have confidence with active learning, lack resources Time set aside for collegiate planning but not always carried out Active learning being developed across whole school Developing consistent use of AiFL strategies through TLC Current work in TLCs ensures new strategies to encourage pupil engagement are adopted by all staff Active & co-operative techniques & approaches are firmly embedded across school</p>
<p>EXPERIENCES AND OUTCOMES</p> <p>Currently using literacy and numeracy CfE outcomes and experiences. Beginning to use science / tech / social CfE outcomes and experiences. Use of school programmes for levels for other subjects (based on 5-14). Backwards mapping to ensure continuity / progression / coverage each level Staff use CPS knowledge and skills ladders to ensure consistency in progression across the school Staff work collegiately with stage partners to provide challenging learning experiences & outcomes Staff develop numeracy / literacy & HWB ES & OS through planning & delivering IDL opportunities</p>	<p>CONFIDENT INDIVIDUALS</p> <p>Our children live as independently as they can.</p>	<p>EFFECTIVE CONTRIBUTORS</p> <p>Children are able to apply critical thinking in new contexts and transfer skills across learning</p>	<p>ENTITLEMENTS</p> <p><u>Scotland's place:</u> Whole school events promoting and celebrating Scottish culture Within social studies there are a variety of opportunities for children to develop their understanding of Scotland & its place in the world e.g. Burns (P4) SWOI (P6) Clearances (P7) Celts (P3) Romans (P4) WWII (P7) Foods & Farming (P4) Local studies (Chirnside P4 / Eyemouth P5) and Scottish Dance Children experience and teachers plan and deliver a broad, progressive curriculum where connections across learning are clear and relevant Children are offered opportunities to work co-operatively to develop transferable skills. Enterprise opportunities encourage children to develop their skills in real world situations eg RND / Children in Need – upper school bring & buy sales Planned differentiation and support in teaching and learning</p>
	<p>RESPONSIBLE CITIZENS</p> <p>Children have an understanding which helps them developing informed views and attitudes about Scotland as part of the world</p>	<p>SUCCESSFUL LEARNERS</p> <p>Children are motivated and enthusiastic in their learning and are able to use technology to enhance learning</p>	

			ensure a curriculum that allows all children to achieve at their level Full access to and explore curriculum areas appropriate to age and stage
<u>PERSONAL SUPPORT</u> Lunch clubs for P5-7 YPPs, IEPs for some Multi-agency working ANAs Some target setting & next steps including pupils Resources to support learning Self & peer assessment Transition from Nursery to Primary is well supported by a transition programme P7 transition is well supported by planned programme of experiences Advance party led by SfL and HSLW provides support for children identified as needing additional support Lunch clubs & after school activities provide personalisation and choice P1-P7 stages IEPs Children with ASN identified prior to nursery / P1 transition and support in place	<u>PRINCIPLES</u> Personalisation and choice are developed through: Topic questions – What do you want to learn ? Provision of a range of lunch clubs for P5-7 and after school activities for pupils P1-7 Some principles are applied across curriculum areas in 5-14 (depth and progression) Planning for challenge & breadth & depth & progression – backwards mapping The learning experiences provide enjoyment but not always challenge for all learners Some, but not all ,social studies topics provide rich and relevant contexts for learning Some but not all topics provide relevant learning contexts	<u>ARRANGEMENTS FOR ASSESSMENT</u> Beginning to moderate withing stages for planned assessment in writing Staff use Es & Os / KSA / Blooms Taxonomy / LTs & SCs to ensure assessment is valid & reliable NGRT & SWST spelling screenings anually Self & peer assessments National assessments in Spelling / Reading used fromto inform tracking National assessments in Maths are use in, and P6 to inform tracking Staff develop numeracy / literacy & HWB ES & OS through planning & delivering IDL opportunites Beginning to use sliders for assessment – breadth, challenge and application of learning linked to classroom assessments and reporting to parents Headteacher tracks Assessment in Literacy & Numacy / Mathematics across the school Transfer cards / Pupil Profiles used across the cluster to support effective transition to secondary school	

Where do we want to be in the future June 2016?

<p><u>VALUES</u></p> <p>Our curriculum helps all children to develop the qualities skills and attributes required to become successful learners and effective contributors</p> <p>Staff, children ,parents , partner organisations and the school community work together to provide an enriched and highly motivating learning environment.</p> <p>Our curriculum is inclusive and relevant for all learners</p> <p>All children are actively contributing in the planning of their own learning, in terms of their learning journey and next steps. This influences the direction and context of planned learning in topics and interdisciplinary opportunities.</p>	<p><u>TOTALITY OF THE CURRICULUM</u></p> <p>A blend of discrete subject development, topic based learning, and interdisciplinary learning provides rich learning opportunities and highly motivating contexts for children</p> <p>Planned opportunities for developing the life and ethos of the school, responding to local, national and international events and needs, are provided for all children at all stages</p> <p>Outdoors and the wider community are used to provide a rich learning environment. To a practical and affordable point, children practise their learning in real settings and apply skills in relevant contexts.</p> <p>At the appropriate stages, international education, enterprise, creativity and sustainable development are evident themes in learning,</p>		<p><u>LEARNING AND TEACHING</u></p> <p>With appropriate resourcing and curriculum refresh, technology is used more actively to support learning and total communication for all our children (ASN)</p> <p>Staff have a shared understanding of active learning which is embedded in practice at all stages and across all curriculum areas.</p> <p>Staff work together in teams to plan for interdisciplinary learning and permeating themes of literacy, numeracy and health and well being.</p> <p>With guidance, and when appropriate, children and young people are actively involved in agreeing learning intentions, success criteria and personal learning planning informs the learning</p>
<p><u>EXPERIENCES AND OUTCOMES</u></p> <p>Experiences and outcomes are delivered through the four contexts for learning, providing a varied and rich learning environment for all stakeholders.</p> <p>The principles are consistently developed across all curriculum areas and subjects.</p> <p>Progression in learning is tracked and monitored within and across the experiences and outcomes for all curriculum areas.</p> <p>International education, enterprise, sustainable development and creativity are developed using experiences and outcomes and are regular themes evidenced in our learning at all stages</p>	<p><u>CONFIDENT INDIVIDUALS</u></p> <p>Our children live as independently as they can</p>	<p><u>EFFECTIVE CONTRIBUTORS</u></p> <p>Children are able to apply critical thinking in new contexts and transfer skills across learning</p>	<p><u>ENTITLEMENTS</u></p> <p>All children and young people have access to a broad and general education. Through our approaches to ensuring appropriate personalisation and choice in learning for pupils, individual interests and needs are taken into account.</p> <p>When required, inter agency partnerships help devise an effective programme of learning and support tailored around the young person's needs.</p> <p>Tracking and monitoring of pupils, in terms of positive learning experiences and progression in learning, takes place with early intervention and support where difficulties emerge</p> <p>All children and young people have an appropriate understanding their environment and of Scotland's place in the world today.</p>
	<p><u>RESPONSIBLE CITIZENS</u></p> <p>Children have an understanding which helps them developing informed views and attitudes about Scotland as part of the world</p>	<p><u>SUCCESSFUL LEARNERS</u></p> <p>With appropriate and available resourcing in place, children are motivated and enthusiastic in their learning and are able to use technology to enhance learning</p>	

<p><u>PERSONAL SUPPORT</u></p> <p>All children and young people are supported in transitions and strong partnerships provide a coherent experience for all learners Ante-pre to Primary 7.</p> <p>When appropriate, additional needs are identified early and appropriate support is in place prior to transition.</p> <p>Appropriate staff are aware and involved in supporting the additional needs of pupils, to ensure the best educational experience possible.</p> <p>Young people have appropriate information, advice and guidance about all learning and wider achievement opportunities available to them, to support them into positive and sustained destinations</p>	<p><u>PRINCIPLES</u></p> <p>There are opportunities for children to exercise personalisation and choice within the curriculum.</p> <p>Breadth, depth and challenge are provided through a blend of discrete subject development and interdisciplinary learning</p> <p>The principles are applied systematically across the totality of the curriculum , including life and ethos of the school .</p> <p>Learning is mapped into the principles across curriculum areas</p>	<p><u>ARRANGEMENTS FOR ASSESSMENT</u></p> <p>As part of an effective PLP system and time management, each child or young person has regular opportunities to discuss progress and plan next steps with an adult who knows him/ her well.</p> <p>A shared understanding amongst teaching staff of assessment, tracking and monitoring are an integral part of planning learning (including transitions)</p> <p>Staff have used National Assessment Resource to support our assessment strategies and promote rigour in assessment procedures in line with national and SBC guidance</p> <p>AifL strategies are firmly embedded across learning at all levels</p> <p>With appropriate resourcing, local moderation and collaboration develops and ensures consistency of standards in attainment and achievement within our learning community.</p>
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How are we going to get there?

Year 1 2013-14

<p><u>VALUES</u> Partnership working with HSLW, CLD on 'Flying Start' project with PS parents. Building in recognition of our values to Pupil of the Week awards at assembly (one value per month). Continued development of partnership working with voluntary sector, parent/community volunteers and sports opportunities in Chirnside and Berwickshire. Pupils plan social subjects topics with class teachers by identifying key knowledge already understood, and by identifying key questions they wish to explore. Behaviour Management policy review to promote rights, responsibilities, respect and relationships. Respectful Relationships policy adoption with all stakeholders. Team Teach refresher for all staff – focus on de-escalation and pupil engagement strategies to promote equality, inclusion and understanding.</p>	<p><u>TOTALITY OF THE CURRICULUM</u> Start backwards mapping of Social Subjects E&Os. Cluster some Social Subjects E&Os to be met through four contexts. Review SS topics and contexts in terms of suitability to address gaps in E&O coverage. Continue to plan IDL opportunities at all stages for a minimum of two occurrences. Audit of Literacy learning outdoors. Introduction of new ICT resource to support literacy development outdoors.</p>		<p><u>LEARNING AND TEACHING</u> Development of active learning approaches in Writing Development of active learning approaches in Number, Money & Measure Continuation of AifL / Tapestry programme Year 2 Audit of Literacy learning outdoors. Introduction of new ICT resource to support literacy development outdoors. Continue to plan IDL opportunities at all stages for a minimum of two occurrences. Social Subjects - In the planning of learning, pupils are actively involved in identifying big questions for exploration, and subsequently broad learning intentions are identified. Through the development of approaches to self and peer evaluation, pupils are actively involved in identifying success criteria and applying these to evaluate their own and the work of others. PLPs – review process helps the learner to identify next steps in literacy learning.</p>
<p><u>EXPERIENCES AND OUTCOMES</u> Continue with backwards mapping of PE, Literacy and Numeracy for third year. Review KSA ladders for Literacy and numeracy to review and agree content, whilst identifying gaps and developing content further. Start backwards mapping of Health and Well Being E&Os. Start backwards mapping of Social Subjects E&Os. Clustering of Social Subjects E&Os to be met through four contexts.</p>	<p><u>CONFIDENT INDIVIDUALS</u> Our children live as independently as they can</p>	<p><u>EFFECTIVE CONTRIBUTORS</u> Children are able to apply critical thinking in new contexts and transfer skills across learning</p>	<p><u>ENTITLEMENTS</u> Through PLP process, the main learning focuses will be shared with pupils and parents by means of a session plan. Skill development in literacy will be shared in terms of 'Knowledge and Skills' taken directly from teacher block plans. Through a PLP discussion process with their class teacher, pupils identify their progress in literacy on a block basis. Through PLP process with class teacher, pupils build an annual profile of themselves as a literacy learner. In developing their understanding of the environment and Scotland's place in the world, pupils plan social subjects topics with class teachers by identifying key knowledge already understood, and by identifying key questions they wish to explore. Continued development of IAF and CSP frameworks, ensures coordinated and effective interagency working, impacting positively on the educational experiences of vulnerable and lowest achieving pupils. IEPs provide guidance to next steps in learning for vulnerable and lowest achieving pupils, and through regular</p>
	<p><u>RESPONSIBLE CITIZENS</u> Children have an understanding which helps them developing informed views and attitudes about Scotland as part of the world</p>	<p><u>SUCCESSFUL LEARNERS</u> With appropriate and available resourcing in place, children are motivated and enthusiastic in their learning and are able to use technology to enhance learning</p>	

			review and evaluation evidence the effectiveness of support in terms of pupils progress.
<p><u>PERSONAL SUPPORT</u></p> <p>Pre-School and Primary 1 – joint project / topic in final block of session to provide transition opportunities for staff and pupils.</p> <p>Continued development of 'Advance Party' P7-S1 Transition project.</p> <p>Continued development of IAF and CSP protocols, engaging fully with other agencies and families to support short and long term targets for vulnerable pupils.</p> <p>Skill development in literacy will be shared with pupils and parents in terms of 'Knowledge and Skills' taken directly from teacher block plans.</p> <p>Through a PLP discussion process with their class teacher, pupils identify their progress in literacy on a block basis.</p>	<p><u>PRINCIPLES</u></p> <p>Review SS topics and contexts in terms of suitability to address gaps in E&O coverage.</p> <p>Audit for breadth / depth / challenge and reference to Principles and Practice papers in : Writing</p> <p>Audit for breadth / depth / challenge and reference to Principles and Practice papers in : Number, Money and Measure</p>	<p><u>ARRANGEMENTS FOR ASSESSMENT</u></p> <p>On a block by block basis, pupils will review progress in literacy against focus E&Os in terms of knowledge / skills development and next steps in literacy learning.</p> <p>With teaching staff, revisit assessment of progress (breadth, challenge, application) and clarify these terms and assessment approaches for these in literacy.</p> <p>Use NAR to support these developments.</p> <p>Reference to Bloom's Taxonomy</p> <p>Continuation of AifL / Tapestry programme Year 2</p> <p>With stage partners moderate approaches to assessment within literacy, focusing on breadth, challenge and application of learning.</p>	

How are we going to get there?

Year 2 2014-15

<p><u>VALUES</u> Partnership working with HSLW, CLD on 'Flying Start' project with APS and PS parents. Linking our values to assembly topics delivered with assembly partners. Ongoing from previous session. Pupils plan science/tech and social subjects topics with class teachers by identifying key knowledge already understood, and by identifying key questions they wish to explore.</p>	<p><u>TOTALITY OF THE CURRICULUM</u> Identification of gaps in Social Subjects E&O coverage from last session and make changes to address these. Start backwards mapping of Science / Tech E&Os. Clustering of Science / Tech E&Os to be met through four contexts. Review S/T topics and contexts in terms of suitability to address gaps in E&O coverage. Identify and map links with Social Studies based IDL plans from previous session to audit opportunities for:</p> <ul style="list-style-type: none"> • International education • Enterprise • Sustainable development • Creativity <p>Identify opportunities for improvement and build into IDL plans for next session. Audit of Numeracy learning outdoors. Introduction of new ICT resource to support numeracy development outdoors.</p>		<p><u>LEARNING AND TEACHING</u> Development of active learning approaches in Reading Development of active learning approaches in Shape, Position and Movement Peer observations to support continued development of AifL Audit of Numeracy learning outdoors. Introduction of new ICT resource to support numeracy development outdoors. Identify and map links with Social Studies based IDL plans from previous session to audit opportunities for:</p> <ul style="list-style-type: none"> • International education • Enterprise • Sustainable development • Creativity <p>Identify opportunities for improvement and build into IDL plans for next session. Social Subjects / Science / Tech - In the planning of learning, pupils are actively involved in identifying big questions for exploration, and subsequently broad learning intentions are identified. Through the development of approaches to self and peer evaluation, pupils are actively involved in identifying success criteria and applying these to evaluate their own and the work of others. PLPs – review process helps the learner to identify next steps in literacy and numeracy learning.</p>
<p><u>EXPERIENCES AND OUTCOMES</u> Use three years evidence to audit PE, literacy and numeracy areas against seven design principles. Identify potential improvements and solutions (clusters of E&Os delivered through four contexts?). Continue backwards mapping of Health and Well Being E&Os. Identification of gaps in E&O coverage from last session. Identify clustering of Health and Wellbeing E&Os to be met through four contexts. Identify what we measure to determine progress in Health and Well being; how we record this; how we report this. Identification of gaps in Social Subjects E&O coverage from last session and make changes to address these.</p>	<p><u>CONFIDENT INDIVIDUALS</u> Our children live as independently as they can</p>	<p><u>EFFECTIVE CONTRIBUTORS</u> Children are able to apply critical thinking in new contexts and transfer skills across learning</p>	<p><u>ENTITLEMENTS</u> Skill development in numeracy will be shared in terms of 'Knowledge and Skills' taken directly from teacher block plans. Through a PLP discussion process with their class teacher, pupils identify their progress in literacy and numeracy on a block basis. Through PLP process with class teacher, pupils build an annual profile of themselves as a literacy and numeracy learner. In developing their understanding of the environment and Scotland's place in the world, pupils plan science/tech and social subjects topics with class teachers by identifying key knowledge already understood, and by identifying key</p>
	<p><u>RESPONSIBLE CITIZENS</u> Children have an</p>	<p><u>SUCCESSFUL LEARNERS</u> With appropriate and</p>	

<p>Start backwards mapping of Science / Tech E&Os. Clustering of Science / Tech E&Os to be met through four contexts.</p> <p>Using backwards mapping of Social Subjects E&Os to identify opportunities for:</p> <ul style="list-style-type: none">• International education• Enterprise• Sustainable development• Creativity <p>How regular are these themes evidenced in our learning at all stages?</p>	<p>understanding which helps them developing informed views and attitudes about Scotland as part of the world</p>	<p>available resourcing in place, children are motivated and enthusiastic in their learning and are able to use technology to enhance learning</p>	<p>questions they wish to explore.</p> <p>As previous session.</p> <p>Tracking and monitoring of pupils learning evidences pupil progress in literacy and numeracy, and highlights pupils who require short and long term additional support.</p>
<p>PERSONAL SUPPORT</p> <p>Each CfE Level to plan and deliver IDL project (for one week) on shared theme.</p> <p>As part of this, teaching staff to engage with other classes on 'skills swaps', to provide opportunities to work with other classes (transition for next session).</p> <p>Ongoing from previous session.</p> <p>Skill development in numeracy will be shared with pupils and parents in terms of 'Knowledge and Skills' taken directly from teacher block plans.</p> <p>Through a PLP discussion process with their class teacher, pupils identify their progress in literacy and numeracy on a block basis.</p>	<p>PRINCIPLES</p> <p>Audit for breadth / depth / challenge and reference to Principles and Practice papers in :</p> <p>Identification of gaps in Social Subjects E&O coverage from last session and make changes to address these.</p> <p>Review Science / Tech topics and contexts in terms of suitability to address gaps in E&O coverage.</p> <p>Audit for breadth / depth / challenge and reference to Principles and Practice papers in :</p> <p>Identify and map links with Social Studies based IDL plans from previous session to audit opportunities for:</p> <ul style="list-style-type: none">• International education• Enterprise• Sustainable development• Creativity <p>Identify opportunities for improvement and build into IDL plans for next session.</p> <p>Audit for breadth / depth / challenge and reference to Principles and Practice papers in : Reading</p> <p>Audit for breadth / depth / challenge and reference to Principles and Practice papers in : Shape, Position and Movement</p>		<p>ARRANGEMENTS FOR ASSESSMENT</p> <p>On a block by block basis, pupils will review progress in numeracy against focus E&Os in terms of knowledge / skills development and next steps in numeracy learning.</p> <p>With teaching staff, revisit assessment of progress (breadth, challenge, application) and clarify these terms and assessment approaches for these in numeracy.</p> <p>Use NAR to support these developments.</p> <p>Reference to Bloom's Taxonomy</p> <p>Peer observations to support continued development of AifL</p> <p>With stage partners moderate approaches to assessment within numeracy, focusing on breadth, challenge and application of learning.</p>

How are we going to get there?

Year 3 2015-16

<p><u>VALUES</u> CLD project helping to support literacy and numeracy skills with parents (focus on APS, PS, P1 and P2) Linking our values to assembly topics delivered with assembly partners. Ongoing from previous session. Pupils plan RME, science / tech and social subjects topics with class teachers by identifying key knowledge already understood, and by identifying key questions they wish to explore. Review and update Vision Values and Aims with all stakeholders. Team Teach refresher for all staff promote equality, inclusion and understanding. .</p>	<p><u>TOTALITY OF THE CURRICULUM</u> Evaluate changes made to Social Subjects curriculum using seven design principles as success criteria Identification of gaps in Science / Tech E&O coverage from last session and make changes to address these. Start backwards mapping of RME E&Os. Clustering of RME E&Os to be met through four contexts. Review RME topics and contexts in terms of suitability to address gaps in E&O coverage. Identify and map links with Science / Technology based IDL plans from previous session to audit opportunities for:</p> <ul style="list-style-type: none"> • International education • Enterprise • Sustainable development • Creativity <p>Identify opportunities for improvement and build into IDL plans for next session. Audit of H&WB learning outdoors. Introduction of new ICT resource to support H&WB development outdoors.</p>		<p><u>LEARNING AND TEACHING</u> Development of active learning approaches in Talking and Listening Development of active learning approaches in Information Handling Peer observations to support continued development of AifL Audit of H&WB learning outdoors. Introduction of new ICT resource to support H&WB development outdoors. Identify and map links with Science / Technology based IDL plans from previous session to audit opportunities for:</p> <ul style="list-style-type: none"> • International education • Enterprise • Sustainable development • Creativity <p>Identify opportunities for improvement and build into IDL plans for next session. Social Subjects / Science / Tech / RME - In the planning of learning, pupils are actively involved in identifying big questions for exploration, and subsequently broad learning intentions are identified. Through the development of approaches to self and peer evaluation, pupils are actively involved in identifying success criteria and applying these to evaluate their own and the work of others. PLPs – review process helps the learner to identify next steps in literacy, numeracy and HWB learning.</p>
<p><u>EXPERIENCES AND OUTCOMES</u> Adopt changes into PE, literacy and numeracy programmes at each CfE level to ensure seven design principles are strongly evident. Continue backwards mapping of Health and Well Being E&Os. Audit impact of improvements upon H&WB curriculum using seven design principles as success criteria. Improvement of Health and Wellbeing programmes to identify how missing E&Os can be addressed. How we track progress in H&WB and how this can be used to inform next steps in learning. Evaluate changes made to Social Subjects curriculum using</p>	<p><u>CONFIDENT INDIVIDUALS</u></p> <p>Our children live as independently as they can</p>	<p><u>EFFECTIVE CONTRIBUTORS</u></p> <p>Children are able to apply critical thinking in new contexts and transfer skills across learning</p>	<p><u>ENTITLEMENTS</u> Skill development in H&WB will be shared in terms of 'Knowledge and Skills' taken directly from teacher block plans. Through a PLP discussion process with their class teacher, pupils identify their progress in health and well being, literacy and numeracy on a block basis. Through PLP process with class teacher, pupils build an annual profile of themselves as a health and well being, literacy and numeracy learner. In developing their understanding of the environment and Scotland's place in the world, pupils plan RME, science / tech and social subjects topics with class teachers by identifying</p>
	<p><u>RESPONSIBLE CITIZENS</u></p>	<p><u>SUCCESSFUL LEARNERS</u></p>	

seven design principles as success criteria Identification of gaps in Science / Tech E&O coverage from last session and make changes to address these. Start backwards mapping of RME E&Os. Clustering of RME E&Os to be met through four contexts. Using backwards mapping of Science / Tech E&Os to identify opportunities for: <ul style="list-style-type: none">• International education• Enterprise• Sustainable development• Creativity How regular are these themes evidenced in our learning at all stages?	Children have an understanding which helps them developing informed views and attitudes about Scotland as part of the world	With appropriate and available resourcing in place, children are motivated and enthusiastic in their learning and are able to use technology to enhance learning	key knowledge already understood, and by identifying key questions they wish to explore. As previous session. Tracking an monitoring ASN ensures appropriate levels and types of support are in place to address and adapt to changes in pupil need.
<u>PERSONAL SUPPORT</u> Each CfE Level to plan and deliver IDL project (for one week) on shared theme. As part of this, teaching staff to engage with other classes on 'skills swaps', to provide opportunities to work with other classes (transition for next session). Ongoing from previous session. Skill development in H&WB will be shared with pupils and parents in terms of 'Knowledge and Skills' taken directly from teacher block plans. Through a PLP discussion process with their class teacher, pupils identify their progress in health and well being , literacy and numeracy on a block basis.	<u>PRINCIPLES</u> Audit for breadth / depth / challenge and reference to Principles and Practice papers in : Identification of gaps in Science / Tech E&O coverage from last session and make changes to address these. Audit for breadth / depth / challenge and reference to Principles and Practice papers in : Identify and map links with Science / Tech based IDL plans from previous session to audit opportunities for: <ul style="list-style-type: none">• International education• Enterprise• Sustainable development• Creativity Identify opportunities for improvement and build into IDL plans for next session. Audit for breadth / depth / challenge and reference to Principles and Practice papers in : Listening and Talking Audit for breadth / depth / challenge and reference to Principles and Practice papers in : Information Handling	<u>ARRANGEMENTS FOR ASSESSMENT</u> On a block by block basis, pupils will review progress in health and well being against focus E&Os in terms of knowledge / skills development and next steps in health and wellbeing learning. With teaching staff, revisit assessment of progress (breadth, challenge, application) and clarify these terms and assessment approaches for these in health and well being. Use NAR to support these developments. Reference to Bloom's Taxonomy Peer observations to support continued development of AifL With stage partners moderate approaches to assessment within health and well being, focusing on breadth, challenge and application of learning.	

Appendix B – Annual Monitoring and Evaluating Calendar

Area	Approach	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Numeracy and Mental Calculations Literacy – Reading (R) and Writing (W)	QD – Tracking of progress from teacher assessments	X – from previous session's final block		X – from Block 1		X - from Block 2		X - from Block 3		X - from Block 4	
	DO – Teacher Plans and Pupil Progress		X – Blocks 1 and 2				X – Blocks 3 and 4			X – Blocks 5	
	PV – Individual learning discussions with pupils DO – Pupil work samples			X – L (W)			X – L ®				X - N
	PV – Individual learning discussions with teachers	SfL Consultations with CTS / ANAs	SfL Spelling Screens	X – L (W)	SfL Consultations with CTS / ANAs	SfL Reading Screens	X – L ®	SfL Consultations with CTS / ANAs		SfL Numeracy Screens	X - N
	PV – Collegiate Moderation of Assessment Approaches and Pupil Work Samples			X – L (W) Inset			X – L ® Inset			X – N Inset	
	DO – Shadow individual pupils and observe lessons		X - L			X - N			X – Other curricular area		

Appendix B – Annual Monitoring and Evaluating Calendar (Cont.)

Area	Approach	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Delivery of Education	Reports to parents / Parents Appointments			X				X and reports			
	Programmes of study: Reading				X						
	Programmes of study: Writing	X									
	Programmes of study: Numeracy							X			
	Programmes of study: Mental Maths							X			
	Course materials across the ability range	X – L N			X – L W			X - R			
	Progress reports on the development plan			X - inset			X - inset			X – SQR - inset	
	Policies and guidelines	X				X			X		

Appendix C – Monitoring and Evaluating Learning and Teaching: Agreed Standards and Expectations

SMT – Moderation of Learning Visits - Establishing shared standards

**What are the standards and expectations in learning we would expect to see in classrooms as a result of school improvement actions and CPD?
What will our work around the pupil learning focus actually look like?**

What will we see -

On displays?

- Displays indicate a sense of achievement and respond well to opportunities to exercise responsibility.
- Pupils' work is displayed in classrooms, in public areas and, where possible, in the community.
- Displays document the learning journey experienced by pupils.
- Displays support learning and next steps by providing information for reference.
- Displays are interactive nature to promote enquiry and investigation amongst learners and visitors.

In classroom organisation?

- Building on our shared values, we create a stimulating learning climate using skilful and well-paced teaching and learning approaches.
- We develop learners' abilities to be curious and creative and to think critically.

In books, work and activities?

- Tasks and activities in our classes and home-learning activities are well planned and involve learners as effective contributors, working independently and with others cooperatively in solving problems.
- We use written feedback effectively to promote learning. Our teaching fully involves learners and encourages them to express views and ask questions.
- We make full and effective use of ICT during teaching and learning.
- Learners enjoy their experiences and make progress in their skills as learners. They are engaged in learning and aware of themselves as learners.
- We match learning activities to the needs of individual learners and groups with differing abilities or aptitudes.
- We enable learners to be successful. Our learners' high aspirations show in their positive approach to coursework, attainment and improvement.

In classroom management and behaviour?

- Our written explanations and instructions are clear and build on previous learning and real-life experiences.
- We share the purposes of lessons with learners. Learners know what they need to do to improve and to become successful.
- We ensure that learners have opportunities to take responsibility for aspects of their own learning and their relationships with others through cooperative learning, peer coaching and self / peer assessment.
- We value, encourage and build upon learners' responses through informative guidance and feedback.
- In lessons, we make sound judgements and respond quickly to pupils through direct engagement with groups or individuals. This ensures that our teaching meets the needs of individuals and provides appropriate support and challenge.
- We identify and address weaknesses in learners' knowledge and skills.

- The pace of learning is appropriate for individuals and is evidenced in ongoing evaluations in planning and pupil work showing justification on pace made.
- Relationships across the school community are positive and founded on a climate of mutual-respect and self-respect. Across stages and through partnerships with groups and individuals, there exists a strong sense of community and shared values.
- Children and young people are well behaved and show consideration for others.
- We observe learners closely ensuring pupils' engagement in learning.
- Learners value well-earned praise and are motivated by it.

What will we hear -

When we talk to children?

- We provide high-quality verbal feedback to learners and help them to understand next steps in learning.
- Our learners can assess their own progress and feedback next steps to peers (based on success criteria).
- Learners are fully involved in discussions on what to learn and how to improve.
- Learners' achievements in the community are valued and celebrated in our school.
- We know that everyone can learn and make progress. We demonstrate this in our attitudes and work.
- Our learners' high aspirations show in their positive approach to coursework, attainment and achievement.

When we talk to teachers?

- Our assessment involves planned and high-quality interactions with learners and is based on thoughtful and probing questions related to learning outcomes.
- We use a range of approaches to engage pupils in discussions about understanding and progress.
- We make adjustments during lessons to our teaching and to the support we provide to take account of learners' responses.
- We plan high-quality learning experiences using our understanding of children's learning and development and of the learning outcomes.
- We use assessment information well to evaluate learning and teaching and improve our practice.
- We discuss and share our assessments with colleagues to agree consistent standards, track progress and use the information to plan future learning. This occurs at regular times through moderation and transition activities.
- We have manageable arrangements for record keeping which help us to track and report on learners' progress. This is evidenced in assessment grids, backwards mapping and year plans.

When we are present in a class?

- Our verbal explanations and instructions are clear and build on previous learning and real-life experiences.
- Our use of praise is well judged and discriminating. It targets the personal achievements of individual learners and groups of learners.
- We use skilled questioning and discussion to stimulate learners' interest, make them think and build their confidence.
- We ensure that learners have opportunities to take responsibility for aspects of their own learning and their relationships with others through cooperative learning, peer coaching and self / peer assessment.

LEARNING VISIT RECORD

Session: Date:
Class: Teacher: Observer:

Curricular Area:
Pupil Learning Focus -
Learning Intentions:
Success Criteria:

The Learning Environment, Atmosphere and Ethos - (Use phrases such as: I noticed... I saw... I heard...)

How do classroom displays support learning in this curricular area?

How is help given to individual pupils?

Use of praise: What did you see and hear?

What questions (teacher and pupil) did you hear which promoted or demonstrated higher order thinking and learning?

How well did resources support pupils in their intended learning?

Learning Discussions with Pupils

What are you learning? Why are you learning about this?

How do you feel about this work? What can you do now, that you couldn't do before this lesson?

What aspects of this learning are you good at? How do you know this?

What aspects of this learning are a challenge or difficult for you? What help do you need or get?

Discussion with Teacher

What was the intended learning for pupils in this lesson?

How did today's learning link with pupil's previous learning?

Where will you take pupil's learning next?

How are pupils supported in becoming successful learners?

Appendix D – ‘Monitoring and Evaluating Learning:

Collegiate Discussions around Assessment Approaches and Assessment Activities

Class Teacher Led –

Round 1: The Learning Process

What was the intended learning in this block (Knowledge and Understanding / Skills *linked to* CfE Outcome and Experience)?

What kinds of progressive learning activities supported this learning focus from starting point to end point?

Class Teacher Led –

Round 2: Opportunities for Assessment

Activity Design: Why were the assessment activities a valid approach in assessing the intended learning?

Success Criteria: Why were the identified success criteria reliable in measuring achievement and progress in intended learning?

Collegiate Led –

Round 3: Individual Pupil Assessment

Using the pupil sample evidence discuss:

What evidence (linked to success criteria) from the pupil sample demonstrates pupil progress in the intended learning for this block?

Collegiate Led –

Round 4: Thoughts for the future

What advice does the group give your colleague on future improvements in:

Activity Design?:

Success Criteria?:

Using pupil Evidence?:

Appendix E – ‘Broad Audit’

Broad view audit for Chirnside Primary School

A broad view audit using all quality indicators is carried out every three years, or where there has been a significant change in the school. This audit helps us to select to identify priorities for the School Improvement Plan.

Quality indicators from ‘How Good is Our School? 3’								
Key Area	Quality Indicator	Themes	School’s self evaluation					
			6	5	4	3	2	1
Key performance outcomes	1.1 Improvements in performance	<ul style="list-style-type: none"> Standards of attainment over time Overall quality of learners’ achievement Impact of the school improvement plan 						
Impact on learners	2.1 Learners’ experiences	<ul style="list-style-type: none"> The extent to which learners are motivated and actively involved in their own learning development 						
Delivery of education	5.1 The curriculum	<ul style="list-style-type: none"> The rationale and design of the curriculum The development of the curriculum Programmes and courses Transitions 						
	5.3 Meeting learning needs	<ul style="list-style-type: none"> Tasks, activities and resources Identification of learning needs The roles of teachers and specialist staff Meeting and implementing the requirements of legislation 						
	5.9 Improvement through self-evaluation	<ul style="list-style-type: none"> Commitment to self evaluation Management of self- evaluation School improvement 						

Appendix F – Monitoring and Evaluating Session Record

SUCCESSSES AND ACHIEVEMENTS						
Key Area	Quality Indicator	Themes	Sources of Evidence			What does the evidence show?
			Quant. Data	People's Views	Direct Obs.	
Key performance	1.1 Improvements in performance	<ul style="list-style-type: none"> • Standards of attainment over time • Overall quality of learners' achievement • Impact of the school improvement plan 				
Self – Evaluation Summary	What outcomes have we achieved?					
	Priorities for continued improvement?					

SUCCESSES AND ACHIEVEMENTS

Key Area	Quality Indicator	Themes	Sources of Evidence			What does the evidence show?
			Quant. Data	People's Views	Direct Obs.	
Impact on learners	2.1 Learners' experiences	☛The extent to which learners are motivated and actively involved in their own learning and development				
Self – Evaluation Summary	How well do we meet the needs of our school community?					
	Priorities for continued improvement?					

WORK AND LIFE OF THE SCHOOL

Key Area	Quality Indicator	Themes	Sources of Evidence			What does the evidence show?
			Quant. Data	People's Views	Direct Obs.	
Delivery of education	5.1 The curriculum	<ul style="list-style-type: none"> ✿ The rationale and design of the curriculum ✿ The development of the curriculum ✿ Programmes and courses ✿ Transitions 				
Self – Evaluation Summary	How good is the education we provide?					
	Priorities for continued improvement?					

WORK AND LIFE OF THE SCHOOL

Key Area	Quality Indicator	Themes	Sources of Evidence			What does the evidence show?
			Quant. Data	People's Views	Direct Obs.	
Delivery of education	5.3 Meeting learning needs	<ul style="list-style-type: none"> ☛Tasks, activities and resources Identification of learning needs ☛The roles of teachers and specialist staff ☛Meeting and implementing the requirements of legislation 				
Self – Evaluation Summary	How good is the education we provide?					
	Priorities for continued improvement?					

WORK AND LIFE OF THE SCHOOL

Key Area	Quality Indicator	Themes	Sources of Evidence			What does the evidence show?
			Quant. Data	People's Views	Direct Obs.	
Delivery of education	5.9 Improvement through self-evaluation	<ul style="list-style-type: none"> Commitment to self-evaluation Management of self-evaluation School improvement 				
Self – Evaluation Summary	How good is the education we provide?					
	Priorities for continued improvement?					

Appendix F –

Monitoring and Self Evaluation

Teachers' Plans and Pupil Progress Discussions

with Senior Management Team

Teacher/s:		SMT:	
Class:		Date:	

Agenda

1. Planned Learning Summary

BLOCK:

Planned Subject Focus (From Year Plan)			
Subject Areas	Through a topic or context	Discrete subject	Interdisciplinary Learning
Literacy and Language			
Numeracy and Mathematics			
Health and Well Being			
Social Subjects			
Sciences			
Technologies			
Expressive Arts			
Religious and Moral Education			

Discussion Points:

Are these focuses the same as indicated on your year plan, or have they changed?

Please explain thoughts:

SMT Notes:

2. Block Plans

Literacy and Language

Discussion Points:

With reference to your key learning activities, how have you planned for progression in pupils' learning in terms of knowledge and skills?

What opportunities are there for developing literacy across learning?

SMT Notes:

Which pupils' rate of progress is causing you concern and why?

What steps have / are you intending to take to address this?

SMT Notes:

Overall Comments on Planning:

Numeracy and Mathematics

Discussion Points:

With reference to your key learning activities, how have you planned for progression in pupils' learning in terms of knowledge and skills?

What opportunities are there for developing numeracy across learning?

SMT Notes:

Which pupils' rate of progress is causing you concern and why?

What steps have / are you intending to take to address this?

SMT Notes:

Overall Comments on Planning:

Topics / Contexts for Learning (including Interdisciplinary Learning)

Topics and contexts to be studied during these blocks:	Focus E&Os			
	Sciences	Social Subjects	Technologies	Interdisciplinary Learning

Explain how your selected Experiences and Outcomes link to the class' previous learning.

SMT Notes:

How have / will pupils be involved in identifying aspects and/or direction of learning through these topics and contexts?

SMT Notes:

If planning an IDL experience for these blocks, what learning opportunities are planned to challenge pupils and encourage them to apply their knowledge and skills?

SMT Notes:

3. Pupils' Physical, Social, Emotional and Mental Well Being

Discussion Points:

- a. Which pupils are causing you concern with regards to their physical, social, emotional or mental well being?
How do you feel this impacts upon their learning?
What steps have been taken to address these concerns within your own classroom?
What would you like to see happen to support these pupils in the future?

SMT Notes:

[illegible]

[illegible]

Appendix G – Quality Assurance and Moderation

Teachers' Assessment Approaches and Pupil Progress in

READING

Discussions with Senior Management Team

Teacher/s:		SMT:	
Class:		Date:	

Agenda

1. Assessment Approaches and Pupil Progress

Discussion Points:

- a. How well do you feel the assessment activities and success criteria fit the intended focus for assessing learning? Why do you think this?
What changes might you make in future?

SMT Notes:

- b. Which pupils' progress is causing you concern? (refer to CT Block Assessment Grids and SMT Progress Tracking for Stage)

What steps have you taken to address these concerns during these learning blocks?

What do you feel needs to happen next for these pupils?

SMT Notes:

Any Other Business

SMT Notes:

CRITERIA FOR SUCCESS

- Our assessment involves planned and high-quality interactions with learners and is based on thoughtful and probing questions related to learning outcomes.
- We use a range of approaches to engage pupils in discussions about understanding and progress.
- We make adjustments during lessons to our teaching and to the support we provide to take account of learners' responses.
- We plan high-quality learning experiences using our understanding of children's learning and development and of the learning outcomes.
- We use assessment information well to evaluate learning and teaching and improve our practice.
- We discuss and share our assessments with colleagues to agree consistent standards, track progress and use the information to plan future learning. This occurs at regular times through moderation and transition activities.

We have manageable arrangements for record keeping which help us to track and report on learners' progress.

**Quality Assurance and Moderation
Teachers' Assessment Approaches and Pupil
Progress in WRITING
Discussions with Senior Management Team**

Teacher/s:		SMT:	
Class:		Date:	

Agenda

1. Assessment Approaches and Pupil Progress

Discussion Points:

- c. How well do you feel the assessment activities and success criteria fit the intended focus for assessing learning? Why do you think this?
What changes might you make in future?

SMT Notes:

- d. Which pupils' progress is causing you concern? (refer to CT Block Assessment Grids and SMT Progress Tracking for Stage)

What steps have you taken to address these concerns during these learning blocks?

What do you feel needs to happen next for these pupils?

SMT Notes:

Any Other Business

SMT Notes:

CRITERIA FOR SUCCESS

- Our assessment involves planned and high-quality interactions with learners and is based on thoughtful and probing questions related to learning outcomes.
- We use a range of approaches to engage pupils in discussions about understanding and progress.
- We make adjustments during lessons to our teaching and to the support we provide to take account of learners' responses.
- We plan high-quality learning experiences using our understanding of children's learning and development and of the learning outcomes.
- We use assessment information well to evaluate learning and teaching and improve our practice.
- We discuss and share our assessments with colleagues to agree consistent standards, track progress and use the information to plan future learning. This occurs at regular times through moderation and transition activities.

We have manageable arrangements for record keeping which help us to track and report on learners' progress. This i

**Quality Assurance and Moderation
Teachers' Assessment Approaches and Pupil
Progress in NUMERACY & MATHEMATICS
Discussions with Senior Management Team**

Teacher/s:		SMT:	
Class:		Date:	

Agenda

1. Assessment Approaches and Pupil Progress

Discussion Points:

- e. How well do you feel the assessment activities and success criteria fit the intended focus for assessing learning? Why do you think this?
What changes might you make in future?

SMT Notes:

- f. Which pupils' progress is causing you concern? (refer to CT Block Assessment Grids and SMT Progress Tracking for Stage)
What steps have you taken to address these concerns during these learning blocks?
What do you feel needs to happen next for these pupils?

SMT Notes:

Any Other Business

SMT Notes:

CRITERIA FOR SUCCESS

- Our assessment involves planned and high-quality interactions with learners and is based on thoughtful and probing questions related to learning outcomes.
- We use a range of approaches to engage pupils in discussions about understanding and progress.
- We make adjustments during lessons to our teaching and to the support we provide to take account of learners' responses.
- We plan high-quality learning experiences using our understanding of children's learning and development and of the learning outcomes.
- We use assessment information well to evaluate learning and teaching and improve our practice.
- We discuss and share our assessments with colleagues to agree consistent standards, track progress and use the information to plan future learning. This occurs at regular times through moderation and transition activities.

We have manageable arrangements for record keeping which help us to track and report on learners' progress.

