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| **National Improvement Framework Priority: Improvement in children and young people’s health and wellbeing** | | | | | | | |
| **Focused Priority: Learning in Health and Wellbeing ensures the children, staff and parents further develop knowledge and understanding, skills and capabilities which they need for mental, emotional, social and physical wellbeing now and in the future** | | | | | | | |
| **HGIOS4 Quality Indicators Learning, Teaching and Assessment QI2.3**  **Theme: Learning and Engagement** | | | **HGIOELC Quality Indicators QI3.1 Ensuring Wellbeing Equality and Inclusion** | | | | |
| **QI3.1 Ensuring Wellbeing Equality and Inclusion** | | | **Care Inspectorate: 1.1**  **National Care Standard: Criteria 2** | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | | **Timescales** | |
| **Increase emotional learning and literacy to support self- regulation which will increase learning time.**  **A school wide learning progression plan where all children will engage in universal learning.**  **Personalised and small group learning and planning for children who require an additional or intensive intervention to meet the needs**  **More learning time in class for those children with additional support needs = individual targets of % increases**  **Children to be able to interact with wellbeing indicators through progressive learning** | **Emotion Works programme universally all children with an increased level of emotional literacy. Team teaching and follow throughs.**  **tool to support the teaching of emotions children will be supported to recognise and manage their emotions, behaviours leading to a higher level of engagement in learning.**  **HNIOS - evaluations to support a nurturing ethos and culture in school and in every classroom**  **Child’s Plans in place where needed**  **Engagement and training in Care Experienced Quality Improvement Cohort for three staff.**  **Working Party T3 to create the progressive wellbeing plans** | **AH/LM**  **Leading the improvement priority**  **All staff responsible for the consistent use of the tool**  **All staff responsible for engaging in the self-evaluation tool. Leads to develop action plan from outcomes**  **Child’s Plans – LR/LM**  **Working party lead KH** | | **Pupil voice**  **Staff views**  **Records of significant behaviours**  **Time in class**  **Support time offered to individuals**  **Data from QI processes**  **All pupils will have a plan where their voice is central and the plan evaluated regularly.**  **Staff complete a progressive learning and teaching resource which supports the wellbeing of our children** | | **T1 – team teaching**  **Additional supports for children**  **T3 – families invited to learn about emotion works**  **T2 – HNIOS self evaluation – Plan implemented in T3 and beyond**  **T3/4 – working party** | |
| **National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy** | | | | | | | |
| **Focused Priority: Learning and Engagement – children’s experiences are consistent, appropriately planned for, challenging and enjoyable and well matched to their needs** | | | | | | | |
| **HGIOS4 Quality Indicators**  **QI2.3 Learning, Teaching and Assessment - Theme: Learning and Engagement**  **2.4 Personalised Support**  **3.2 Attainment and Achievement** | | | **HGIOELC Quality Indicators QI2.3 Learning, Teaching and Assessment**  **Theme: Learning and Engagement**  **2.4 Personalised Support**  **3.2 Securing children’s progress** | | | | |
| **Care Inspectorate3.1 Quality of setting for play and learning**  **2.2 Children experience high quality facilities**  **National Care Standard Criteria 6** | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | | **Measure of Success**  ***(Triangulation of Evidence)*** | | **Timescales** |
| **Universal improvements in high quality learning, teaching and assessment to have a high shared understanding and expectation to ensure better learning experiences leading to improved outcomes**  **A significant increase in all children’s engagement in learning to promote independent learners’**  **Increased attainment for all with an increase of children achieving age stage appropriate milestones.**  **Quality of teaching will be more consistent throughout the school through the delivery of a 4-part teaching model. This will Increase in the language of learning** | **New forward plans with all areas of the curriculum will be used and monitored each term to provide planned and progressive high-quality learning**  **Overview of classroom environments will be purposeful to support learning – resources/display/nurturing classroom**  **4-part model agreed with teaching team – Lit/Num and 1 other curricular area a day.**  **Establishing feedback to drive learning forward as part of the learning and teaching cycle** | **EH– Professional development of leadership: leading learning**  **Whole staff collective responsibility for agreeing on a minimum expectation – DHT collate and finalise views into policy.**  **Whole staff engage with self-evaluation and working group to analyse outcomes and action plan – plan monitored, and impact measured**  **AH/EH – feedback presentation to staff**  **Working party lead - CA** | | | **All teachers receive new folder**  **Termly planning meeting evaluation of plans**  **Teacher/Pupil feedback re: BGE experiences**  **Overview created, shared and acted upon – resources readily available -increased engagement and attainment**  **Levan scale**  **Staff and children’s views. Measurements of time in class for children with additional needs**  **Classroom observations – language of learning – Jotter monitoring/pupil voice** | | **August 21 - Termly**  **T1 – monitoring & support peer/SLT termly**  **T2 – Staff CLPL**  **Individual planningT2**  **T3 – presentation – follow ups termly** |
| **National Improvement Framework Priority: Closing the attainment gap between the most and least disadvantaged young people.**  **Improvement in employability skills** | | | | | | | |
| **Focused Priority: Learners will be successful, confident, exercise responsibility and contribute to the life of the school. Systems will be in place to promote equity of success and achievement.** | | | | | | | |
| **HGIOS4 Quality Indicators Learning, Teaching and Assessment QI2.3**  **Theme: Learning and Engagement** | | | **HGIOELC Quality Indicators**  **QI3.2 Securing Progress**  **QI1.5 Management of resources to promote equity** | | | | |
| **Linked to all relevant QIs as well as key QIs**  **QI3.2 Raising attainment and achievement**  **QI1.5 Management of resources to promote equity** | | | **Care Inspectorate: 1.4 Family engagement, 3.3 Leadership and management of staff and resources**  **National Care Standard – Criteria 6** | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | | **Timescales** | |
| **Children will be recognised for their wider achievements and opportunities will be made available for those who have limited exposure.This will build on self esteem and confidence and support the development of skills for all.**  **Increase in opportunities will be recorded but individually reported**  **Pupil voice gathered on all aspects of school life and actions will be directly implemented** | **Wider Achievement Tracker implemented and populated termly with analysis and opportunities directly planned to support the gap.**  **Working with partners to support the opportunities we will offer and provide.**  **Formal pupil groups and informal ongoing pupil voice planned for** | **All staff.**  **SLT to support partnership working**  **HT to provide tracking documentation – staff to populate** | | **Observations of children**  **Data from the wider achievement spreadsheet**  **Attendance and participation data**  **Children’s self-esteem/confidence through pupil voice groups, classroom interactions and wellbeing web data** | | **T2 – wider achievement trackers**  **T3 – additional opportunities/provision**  **T4 - monitor the impact and celebrate successes** | |

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| **National Improvement Framework Priority Closing the attainment gap between the most and least disadvantaged young people.** | | | | | |
| **Focused Priority: All staff and partners will have a collective responsibility and share a commitment for improvement as a whole school community and the focussed success of each child** | | | | | |
| **HGIOS4 Quality Indicators Learning, Teaching and Assessment**  **QI.1 Self Evaluation for Self-Improvement**  **QI1.3 Leadership of Change**    **Linked to all relevant QIs as well as key QIs** | | | **HGIOELC Quality Indicators**  **QI.1 Self Evaluation for Self-Improvement**  **QI1.3 Leadership of Change** | | |
| **Care Inspectorate3.1 Quality Assurance and Improvements are well led**  **4.1 Staff skills knowledge and values**  **National Care Standard – Criteria 1** | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| **All staff have the authentic opportunity to contribute to the life of the school, they will have ownership and see how their voices will influence change**  **Processes and procedures will be agreed and in place to ensure consistency and will therefore provide security around expectations**  **All staff will understand their responsibility to each child in the school, the legislative and pastoral responsibilities. This will allow all children an equity of experience** | **Engagement with all staff groups within the school.**  **Revisit School Improvement Plan and a team throughout the session to ensure it is a live working document for improvement**  **Processes and procedures all in place and shared**  **Some non-negotiables but mainly negotiations and discussion on changes** | **All staff have a responsibility to contribute**  **HT leading the opportunities initially and staff members contributing to the leadership as the session progresses** | | **Processes and procedures all in place and evaluated by the relevant teams on an ongoing basis throughout the session to ensure a shared understanding, commitment and consistency over the forth coming sessions**  **Feedback through 1:1’s, planning meetings, staff meetings**  **Formal progressive feedback through Forms** | **Pre- session forms**  **End of T2 forms**  **End of session forms**  **Quality assurance calendar T1**  **Ongoing self-evaluation and reflection** |