Plan 1 - Quality Indicator 1.3 Leadership of Change Themes	Actions – How?	Evidence/Impact – So What? How will we know?	Who?
Developing a shared vision, values and aims relevant to the school and its community <u>School Statement:</u> *"Ellon Academy's ethos is to ensure we maintain high expectations in order that learners can attain and achieve to their full potential in school. Staff have a range of planned opportunities to develop leadership capacity and pupils also have opportunities to participate in leadership and pupil voice activities. Staff and pupils demonstrate a commitment to promoting our core values to sustain a shared vision for our school and community. We have chosen these values and the five pillars of successful learning to reflect the improvements identified for Ellon Academy and its community. Also through leadership at all levels we demonstrate a shared understanding of the overarching vision for the school."*	• Embed new Five Pillars of Successful Learning (Learner Mark), new Core Values and Mindset ethos throughout the school by: ➢ SLT Learner Walks ➢ Review of data from Learner Walks to target classes/year groups ➢ Linking learning mark to effort grade on pupil reports ➢ Review of data from effort grade for early intervention re individual pupil support and shared strategies for improvement ➢ Linking learner mark to growth mindset ethos or rewarding effort and positive work ethic ➢ Linking Five Pillars and Core Values to learning in everyday contexts • Ensure continued opportunities for staff to and pupils participate in and develop leadership capacity via: ➢ Associate SLT and PT opportunities ➢ Unpromoted staff leading school working groups ➢ Continued engagement with Principal Teacher mentoring and development to ensure consistency of approach across faculties ➢ Implement Faculty Evaluators – Pupil Voice 'You Said, We Did' boards ➢ Continued engagement with GTCs standards ➢ Whole school strategic and collegiate approach to change and new initiatives ➢ Appointment of 0.2 x 2 PT Achievement ➢ Appointment of 0.2 PT Equity ➢ Pupils consulted and included on all working groups ➢ Pupil leadership opportunities in S1 – S6 ➢ Supporting staff to enrol in Tapestry Leadership Course 17/18	✓ Five Pillars and Core Values highly visible around the school ✓ Assembly themes to reflect Five Pillars, Values and Personal Best ethos ✓ Reference made to Five Pillars and Core Values in lessons – recorded in Class Visit paperwork and review ✓ SLT learner mark recording grid and data gathering to target support ✓ Seemis Effort grade analysis and following actions ✓ Attitudinal change in pupils' views of success and work ethic – Questionnaire and consultation with Pupil Reps on the Pupil Senate ✓ Parental feedback from pupil reports and at parents' evenings ✓ Records/Minutes of Raising Attainment Team meetings, pupil reviews and MAAPM meetings ✓ Seemis analysis - Increase in merits and decrease in demerits ✓ Time Out analysis – decrease in referrals to Time Out ✓ Corporate approach to embedding Core Values – visible in school via posters, lanyards etc ✓ Associate PTs and unpromoted staff to be given a focus area and impact of their work to be measured ✓ Minutes of working groups ✓ Policies and procedures reflect consistent cross-faculty practice ✓ 'You said, we did' boards' display how pupil voice has influenced learning and teaching and other key faculty evaluative activities ✓ Teachers can reference and refer to HGIOS 4 and GTCs responsibilities and standards in relation to day to day practice ✓ Each change process have evidence of wide consultation taking all stakeholders view in to account (Surveys, questionnaires, minutes) ✓ PTs Achievement, Equity and DYW making an impact on outcomes for pupils measured via robust data analysis of pupil progress via eprofiles, seemis, insight, CfE machine and assessment data ✓ Impact of pupil consultation and pupil voice evident on evaluations, questionnaire and visible on 'You said, we did' boards. ✓ Tapestry Leadership participants embark upon a school based leadership task/project – measure the impact	All PB All SLT All KH EH PC EH EH PB PTs/SLT All All PTs All SLT PTs/SLT All TB, CC, PW, KL, MC, PC

Plan 1 – 1.3	Actions – How?	Evidence/Impact – So What? How will we know?	Who?
Strategic planning for continuous improvement School Statement: *"We are committed to continuous improvement and we ensure that leadership of change is fully consultative and has clear and purposeful intended outcomes which are shared and reviewed."*	➢ On-going programme of individual and whole school self-evaluation and quality assurance: ➢ Change processes are identified, agreed and implemented with shared rationale and purpose ➢ Review processes are embedded to ensure positive direction of travel for new change initiatives ➢ All stake holders are consulted and views taken into account ➢ New communication strategy to be developed via Parent Council ➢ Ellon Self-Evaluation Framework to be shared with staff and embedded in the annual school review cycle ➢ Analysis of feedback from pupils, parents and staff to shape and inform school improvement ➢ The development of 'You said, we did' display boards ➢ Use Aberdeenshire L&T Policy as a self-evaluation tool	✓ Data gathered from staff self-evaluation exercises including HGIOS 4 focus inservice days, thematic reviews and improvement plan reviews is used as the basis for measuring impact and supports to further inform the new improvement planning cycle and self-evaluation process – Minutes and paperwork following self-evaluation exercises ✓ We ensure that staff are engaged in meaningful professional development which is linked to faculty and whole school improvement – MyGTCs logs ✓ Feedback from all stakeholders following consultation ✓ Parents feedback demonstrates increased knowledge, engagement and involvement ✓ Self-Evaluation Framework to be widely known and referred to in minutes of faculty and SLT meetings creating a common approach and shared understanding of our mechanisms and vision for continuous improvement ✓ Minutes of faculty meetings, PT meetings, SLT meetings, Improvement plan review and actions ✓ Review of all feedback, compliments and complaints to inform school improvement ✓ Display boards, social media posts, newsletters and minutes of Pupil Voice meetings demonstrate Pupil Voice in shaping learning and teaching and the actions taken by staff to address valid points raised by learners ✓ Evaluation feedback and actions following self-evaluation exercise	All All PB and Parent Council All PTs/SLT SLT PTs
Implementing improvement and change School Statement: *"Staff at Ellon Academy are encouraged to generate and promote ideas for positive change and to take the lead in working groups and committees to drive the improvement agenda forward."*	➢ All staff are aware of their responsibilities in identifying areas for improvement and for individual and whole school self-evaluation ➢ Staff ensure that they engage in professional development, critical self-reflection and enquiry to be leaders of change and learning ➢ Strategies are in place to monitor the impact of change on experiences and outcomes for all learners	✓ Minutes of working group and committee meetings ✓ Records of professional review and development (MyGTCS) ✓ Self-evaluation framework ensures that all change is measured and the impact on learners is evaluated and assessed for next steps ✓ Minutes of pupil voice meetings ✓ PT, Faculty, Working Groups and SLT minutes	All All SLT

Plan 2 - Q.I – 2.3 Learning, Teaching and Assessment - Themes	Actions – How?	Evidence/Impact – So What? How will we know?	Who?
Learning and engagement School Statement: *"Ellon Academy is a level 2 Rights Respecting school and the rights of the child and the school core values are embedded in learning, teaching and assessment. There is a culture of positive relationships and encouraging responsibility for independent learning. Pupils contribute effectively to the life of the school and know that their views are listened to and taken into account."*	➢ RRS Level 2) Children's Rights are publicised via the school bulletin and discussed at registration and via school assemblies ➢ Working towards achieving Gold RRS Award following Level 2 review ➢ Review of Promoting Positive Relationships Policy ➢ Further embedding Tapestry Teacher Learning Communities ➢ More emphasis on meeting learner needs in the classroom and a focus on differentiation ➢ Faculty 'You said, We did' Pupil Voice boards ➢ Review our L&T Policy to align with the Aberdeenshire policy to support learning, teaching and assessment implementation and review	✓ Pupil feedback in understanding rights, responsibilities and purpose of learning activities ✓ Gold RRS award achieved ✓ Review of time out and implementation of restorative approaches ✓ Consistent approach to the 12 features of successful learning applied across learners' experience evidenced via learner walks and classroom observations ✓ Learners will be more engaged and be able to fully access a curriculum which meets their needs. This will be evidenced in learner walks, classroom visits, pupil reviews, house attainment team meetings and pupil meetings with external agencies ✓ Pupils feedback can evidence that they have been consulted and pupil voice is apparent in faculty improvement and development ✓ Understanding amongst pupils of benchmarking language/language needed to evaluate and give feedback on their learning and teaching experiences	All staff KH/KL LG EH All staff All staff HATs TB PTs All
Quality of teaching School Statement: *"The quality of teaching is underpinned by our Five Pillars of Successful Learning and our School Core Values. We endeavour to create a range of learning experiences and active teaching approaches. We encourage growth mindset and positivity in our learners. We use the 12 features of successful learning to assess the quality of teaching through learner walks and classroom observations."*	➢ Common format for Classroom observations based on the 12 features of successful learning ➢ Staff use ICT to enhance digital learning and teaching and to provide active learning opportunities ➢ School Values clearly demonstrated and referred to ➢ PTs to implement faculty learner walks ➢ Introduce 'Teacher Toolkits' and roll out training for staff	✓ Consistent approach to the 12 features of successful learning applied across learners' experience evidenced via learner walks and classroom observations ✓ Learner walks, classroom observations, digital footprint on Glow ✓ Staff openly and frequently refer to school values in learning and teaching Understanding amongst pupils of benchmarking language/language needed to evaluate and give feedback on their learning and teaching experiences ✓ Review, revision and implementation of PPR Policy ✓ Classroom visits ✓ Consistency of L&T approaches	 All All All All EH/All

Plan 2 – 2.3	Actions – How?	Evidence/Impact – So What? How do we know?	Who?
Effective use of assessment School Statement: *"A variety of assessment tools are used to form a broad picture of learners' abilities, aptitudes and skills. Assessment data is used in effective lesson planning, review, setting appropriate assessments and informing next steps in learning."*	• Staff plans will reflect a robust assessment cycle and feedback to pupils on next steps in learning will be part of each unit of work • Feedback to pupils is of a high quality and pupils know what they need to do to improve • Robust TMR procedures in Broad General and Senior Phase • Embed benchmarks and benchmarking tools • Review SQA presentation policy and paperwork • Ensure robust moderation in BGE	✓ Benchmarking data is used to set targets and inform next steps in learning ✓ Assessment data informs next steps in learning and pupil targets ✓ Seemis data and internal data analysis procedures ✓ Pupil reports and jotter/class work feedback ✓ Tracking and monitoring faculty records/data ✓ Class visits ✓ Learner Walks ✓ Pupil and staff feedback	All EH TB PTs/ SLT All
Planning, tracking and monitoring School Statement: *"Staff understand and are clear on the expectations and procedures for planning learning, tracking, monitoring and reporting. Assessment evidence and data informs our target setting and staff track and monitor progress effectively with learner needs in mind to ensure progression and feedback to inform next steps in learning."*	• All planning is clear in what needs to be taught, how it is taught, assessed and progressed to next steps • Staff plans and assessment formats take pupils' prior learning into account • Staff plans and assessment format are set with pupil additional support needs in mind • Staff plans are proportionate, supportive, challenging and progressive • A body of evidence is used to inform next steps in learning • Processes for managing TMR and assessment are manageable and effective in informing next steps • Staff understand the processes of TMR and assessment are underpinned by the schools' aim to ensure positive outcomes for all pupils at all levels • All staff are skilled in data analysis (Insight external training and in-house sharing good practice sessions)	✓ Faculty plans and schemes of work ✓ Pupil assessment data and target ✓ Pupil jotters ✓ S1 pupil eprofiles, S3 pupil profiles ✓ Feedback from pupils and parents ✓ Course work, class tests, assessments, homework, benchmark data, seemis data, asn, FSM etc ✓ TMR Cycle ✓ Staff feedback from training and CPD sessions ✓ Staff more confident in analysing data at faculty review meetings (minutes)	All All All All All TB All

Plan 3 - Q.I – 3.1 Ensuring wellbeing, equality and inclusion Themes	Actions – How?	Evidence/Impact – So What? How will we know?	Who?
Wellbeing <u>School Statement</u>: *"Our overarching school aim is to improve outcomes for all learners and there is a shared responsibility for and understanding of the wellbeing and rights of all young people. We strive to ensure all stakeholders feel valued and supported and relationships are positive. Every learner is treated as an individual and personal circumstances are always considered. Learners are involved in discussions and decisions which affect their lives."*	➢ All staff are aware of the fundamental responsibilities of wellbeing, pupil rights, GIRFEC and the SHANARI Wellbeing indicators ➢ Responsibilities for All – GIRFEC, Universal Support, Literacy, Numeracy, Health and Wellbeing ➢ Staff create an environment where pupils are listened to and their views are valued ➢ Outdoor learning spaces to be utilised more fully ➢ Continue to reward 'Random Acts of Kindness' Certificates Seasons for Growth delivered to secondary and primary pupils by PSW. Additional academy staff (PT ASL / curricular teachers now trained) ➢ SforG Bereavement and Separation courses to be delivered to parents as part of family learning ➢ PX2 Club to run in partnership with CLD ➢ Anxiety Group, Girls Group and Attendance committee to be set up ➢ Self-harm training	✓ Posters in all teaching area, classroom observations, pupil review meetings, minutes ✓ Classroom observations, Learner walks, Glow Responsibilities for All Tiles ✓ Pupil Representatives, Pupil Senate and Executive Team meetings. ✓ Faculty 'You said, we did' boards ✓ Pupil voice events, questionnaires and surveys ✓ Outdoor learning in ASL Garden (The Eager Bunch) is well established ✓ More pupils/staff accessing outdoor spaces (Forest, Outdoor Classrooms (Pringles), Plaza ✓ Records of pupils receiving 'Random Acts of Kindness' certificates ✓ P7 Transition incorporates Transition meetings / Bridging Group / Anxiety De-escalation group and, where appropriate, follow-up S1 reviews in term 1 ✓ Feedback from participants on Seasons for Growth programmes (increased resilience) ✓ Feedback from staff who deliver SforG programmes ✓ Feedback from parents who participate on the courses ✓ Feedback from participants – benchmark data to measure impact ✓ Feedback from and impact on participants ✓ Improved attendance for targeted pupils ✓ Increased staff confidence in dealing with and working with pupils who self-harm	All All KH GW/PC PTsG/CLD

Plan 3 – 3.1	Actions/How?	Evidence/Impact – So What? How do we know?	Who?
Fulfilment of statutory duties School statement: *We strive to ensure that we meet and comply with all statutory requirements are met for the benefit of all learners."*	➢ All staff are aware of their statutory duties and responsibilities under Child Protection, Data Protection, Additional Support for Learning Act, Equality Act and the Children and Young Person's Act, Included, Engaged and Involved. ➢ Pupil Entitlements are met in terms of access to a named person, personal support, access to physical education and religious observance ➢ Local and National polices are shared when new up-dates are communicated ➢ Revision of Health and Safety Policy ➢ Re-introduction of Health and Safety committee	✓ Inclusive Practice CPD sessions ✓ Whole school sessions at In-service days and staff meetings ✓ On-line CPD via ALDO and MyGTCs ✓ Guidance and Pupil support systems ✓ PSA and Pupil Support worker ✓ PE Timetable ✓ Links with local chaplains and church services ✓ LAC Mentoring Programme ✓ Staff will be confident with the most recent and up to date information, procedures and legislation	PC/SLT SLT All PC/MW/PTsG MW/PC/GW EH PC PC All SMcG SMcG and Committee
Inclusion and equality School statement: "*We strive to ensure that all learners are involved and engaged and the curriculum meets the individual needs of all young people. We celebrate diversity and ensure that there are no barriers to learning. We ensure that learners who experience disadvantage have support interventions in place to ensure progression and equity of opportunity".*	➢ Celebrating diversity week ➢ LGBT Club ➢ Anne Frank awards ➢ Cross curricular audit on Fairness, Equality, Diversity and Inclusion ➢ Pathways+ support packages to meet individual support needs ➢ Interdisciplinary Week – China/Scotland ➢ Pathways + programme ➢ 0.2 PT Equity - Pupil Equity Fund targeted to support pupils suffering from disadvantage ➢ Data analysis for targeted groups i.e. ASN, Young Carers, Care Experienced, FSM, Pupils in the MAAPM system ➢ Bullying and Prejudice Incidents are recorded and analysed and linked to vulnerable groups ➢ Phase 2 Settlement of Syrian Refugees ➢ Mentoring senior phase pupils	✓ Assemblies ✓ Focus Week on LGBT – raising rainbow flag ✓ Anne Frank awards for LGBT and Fairtrade ✓ Audit of course materials from faculties ✓ Pupil feedback, increase in attendance, merits and progress ✓ IDL Week sessions, displays and pupil feedback on what they have learned ✓ Individual planned support programmes for pupils with additional support needs ✓ PT Equity will work within national guidelines with targeted pupils to provide additional support in literacy, numeracy, health and wellbeing to close the attainment gap for these pupils ✓ Data analysis will inform interventions and support deployment of staff and resources to support learners ✓ Data to be analysed for trends and appropriate actions taken to address potential issues ✓ Working with council partners in the settlement of phase 2 secondary age Syrian Refugees aiming for full integration to the school and the community ✓ Increased motivation and performance in summative/formative assessment	All GW PB PC/PTs PTsG/MW/PC All PT Equity/PC/MW PC/PTsG PC/MW All Pupil Mentors

Plan 4 - Q.I – 3.2 Raising Attainment and Achievement Themes	Actions – How?	Evidence/Impact – So What? How will we know?	Who?
Attainment in literacy and numeracy <u>School statement:</u> *"Our aim is to ensure that all learners attain and achieve the best possible outcomes for them and that all learners leave school with the highest levels of attainment in literacy and numeracy for their personal attainment profile."*	➢ Focus of developing literacy and numeracy across the curriculum ➢ Accelerated Reader Programme for S1 and S2 pupils ➢ Continue with Growth Mindset in Maths ➢ Literacy / Numeracy tutor programme for pupils who attendance is affected by mental health and wellbeing concerns	✓ Glow 'Responsibilities for All' tiles. ✓ Staff plans ✓ Number Spies – ASL Teacher deployed to support Numeracy across the curriculum ✓ Data from Accelerated Reader informs development in reading skills and demonstrates pupil progression ✓ Almost all pupils have attained appropriate levels and some have exceeded these ✓ Pupils improving assessment marks in Maths and demonstrating more confidence ✓ Increased progress and attainment ✓ Literacy Bingo ✓ Literacy Mats ✓ Engagement with Primaries re literacy	All All EA EH RG ASL All SF CC CC
Attainment over time <u>School statement:</u> "Pupils' prior learning and attainment is taken into account at each transition point. There is a shared understanding of standards required to meet a level and a robust tracking and monitoring system is in place. Underachievement is identified and measures put in place to support learners.	➢ Attainment over time is tracked at individual pupil level, faculty level and whole school level ➢ Faculty reviews identify areas for improvement ➢ Under performing faculties are supported by DHT links with an agreed action plan ➢ Staff are confident in making teacher judgements and in using assessment data which lead to improved outcomes for pupils ➢ Staff are confident in moderation of standards ➢ Pupil Mentoring to start in Nov rather than in March as in previous years ➢ House Progress Teams review pupil progress on a weekly basis ➢ Progress Panels engage pupils and parents in a supportive intervention process ➢ Pupils H&WB is taken into account in preparing for SQA exams 'Keep Calm it's My Exam' Programme	✓ Attainment data (Seemis, Insight, CfE Machine) ✓ Faculty reviews and action plans ✓ Analysis of Data ✓ Plans of action following data analysis ✓ Pupils targets are aspirational but attainable and learning conversations re target setting are robust and supportive ✓ Evidence of moderation of standards ✓ Pupil mentoring feedback ✓ House Progress Teams Minutes and interventions for targeted pupils ✓ Progress panel minutes and planned interventions ✓ Pupils have access to a booklet detailing all the extra support sessions offered by staff to support exam preparation ✓ Programme of H&WB supports to be offered to pupils including exam preparation, study skills, mindfulness.	All, PTs, SLT All All All EH HPTs PB EH PB

Plan 4 – 3.2	Actions/How?	Evidence/Impact – So What? How do we know?	Who?
Quality of learners' achievement School statement: *"Almost all of our pupils achieve and some exceed agreed performance targets. Staff work hard to prepare pupils for assessments and exams but there is also a clear focus on skills development as part of our Wider Achievement and Developing the Young Workforce strategy."*	➢ S1 Pupil pilot - achievements are tracked and monitored via new eprofiles on Glow ➢ Audit of S5/6 Wider Achievement ➢ Skills gaps are identified via the eprofiles and achievement grids for each curricular area, for literacy, numeracy, H&W and Top Ten skills ➢ Pupil achievements in and out of the school are captured via the eprofile and celebrated via the school magazine Elevate, Newsletters, social media, Achievement Display boards and assemblies ➢ Aim to increase accreditation for pupil achievements via a range of awards ➢ Accreditation of awards is tracked and monitored. ➢ Analysis of wider achievement awards to ensure equity of opportunity ➢ Mechanism to recognise pupil merits	✓ Eprofiles and wider achievement grids ✓ S1 Profile for all wider achievement and DYW whole school work, including subject evaluations ✓ Paper versions of profiles for S2 – S6 ✓ Electronic versions of eprofiles for all S1 pupils as part of the implementation ✓ S2 IDL Skills identified via wider achievement profiles ✓ Newsletters, Elevate, Social Media posts, Achievement display boards, merits, records of 1-1 PTG interviews ✓ More pupils achieving Saltire, DofE, John Muir, Caledonia, Youth Achievement awards and a wider range of work related certification including First Aid, Higher Photography and Higher Leadership ✓ Wider achievement tracking strategy ✓ PTs Achievement to ensure that all pupils have opportunities to take part in accredited awards within the school setting ✓ Merit data and rewards	PTsG KL LG KH KL LG KL LG KH KL/LG EH
Equity for all learners School statement: *We have particular focus on our more disadvantaged learners and by using existing resources, partnership working and the use the PEF funding, we aim to ensure equity of provision and support for all."* *Our learners secure consistently move in to and sustain positive post school destinations."*	➢ 0.2 Pupil Equity Principal Teacher to be appointed ➢ All pupils receive their entitlement to quality careers education and support towards positive and sustained destinations	✓ PT Equity to focus on improving outcomes for targeted learners with a particular focus on improving literacy, numeracy and health and wellbeing outcomes ✓ PT Equity will measure the impact of interventions for individual learners and vulnerable groups, demonstrating improved outcomes ✓ PT Equity will work collaboratively with DHT Pupil Support, DHT Raising Attainment, PTs Guidance, PT ASL and other partners to ensure creative use of resources to meet the needs of targeted learners ✓ Service Level Agreement with Skills Development Scotland ✓ Records of course choice interviews with PTs G ✓ 16+ data input	PT E&E PT E&E PT E&E PC PTsG

Plan 5 - Q.I – 3.3 Creativity and Employability Themes	Actions – How?	Evidence/Impact – So What? How will we know?	Who?
Creativity skills School statement: *"Learners are encouraged to engage in a wide range of experiences to broaden their skills profiles. Learners are encouraged to develop independent and critical thinking skills and can problem solve using creativity and resilience."*	➢ Continued engagement and partnerships with employers, creative industries, services, third sector organisations and cultural sectors through faculty learning and teaching links, year group and whole school activities including IDL, celebrating diversity and entrepreneurship ➢ Pupils encouraged to participate in activities which broaden their experiences and help to develop creativity, problem solving and critical thinking skills ➢ Pupils are encouraged to be independent learners who take ownership of their learning through self-motivation	✓ Evidence of partnership working in all faculties ✓ Youth Philanthropy Initiative, Evening of Entertainment, Creative Arts Awards, Creative Arts showcase performances, sporting events and a showcase of pupil extracurricular clubs – using eprofiles and S3 profile to track and monitor skills developed ✓ Skills matrix to be developed and implemented so that a common language and understanding of skills development can be shared across the school ✓ Learner Mark data promoting and rewarding positive attitudes to learning across the school ✓ Increased up-take in extra-curricular clubs and homework and help clubs ✓ Better return of homework ✓ Better use of school diaries/planners	
Digital Innovation School Statement: *"Learners are confidence in the use of digital technologies in applying these to problem solving and developing their own ideas. The expertise of young people is recognised and utilised."*	➢ Implementation of Digital Learning Strategy ➢ Planning for the future – BYOD ➢ Eprofiles implementation and review ➢ Implementation of Pupil Digital Leaders ➢ Further enhancement of teachers' digital skills	✓ Framework agreed and shared with staff ✓ Evidence of on-going work in Technologies to support progress ✓ Review of S1 pilot eprofiles – pupil, parent and staff feedback ✓ Review the impact of the work of new Pupil Digital Leaders ✓ Feedback following in-house CPD sessions and increase use of Glow, Microsoft Classroom, Smartboard Technologies etc	TB/LG/ST TB/LG/ST All LG/ST All/TB

Plan 5 – 3.3	Actions/How?	Evidence/Impact – So What? How do we know?	Who?
Digital Literacy School statement: "The school continues to promote responsible use of technologies and staying safe on-line throughout the curriculum and at special events and assemblies.	➢ Strive to engage more parents in digital literacy events ➢ Continue to promote internet safety in the curriculum and at assemblies ➢ Use of Glow Classroom and Outlook Teams to enhance learning and teaching	✓ Use parents' evenings as a platform to capture parental attendance and engagement ✓ Courses, pupil feedback, assembly themes ✓ Class observations, pupil evaluations and feedback. Staff feedback.	TB/EH PB/All Digital Leaders/All
Increasing Employability Skills School Statement: *"The school promotes employability skills across the curriculum. Our skills matrix uses common language of skills for life, learning and work which is shared across all curricular areas. There are varied opportunities for pupils to enhance employability skills through a range curricular and extra-curricular provision. They are supported to make choices suited to their skills and aptitudes, equipping them to have a wider global view of the world as responsible citizens."*	➢ Presenting pupils for Level 5 Enterprise and Employability, Higher Leadership, First Aid and other work related course via the Work Related Learning Programme ➢ The introduction of Higher Leadership for senior pupils ➢ S3 Entrepreneurship Day focussing on aspirational and work related skills in running your own business. ➢ School audit of the Careers Education Standard and Work Placement Standards ➢ Staff are fully aware of the Careers Education Standard and Work Placement standards ➢ Staff are clear regarding DYW roles in local and national agenda ➢ Staff pupils and parents are aware of cross curricular and cross event links that address skills for learning, life and work and this links with skills development and wider achievement	✓ SQA results ✓ SQA results ✓ Pupil feedback and skills developed – recorded on wider achievement grids and S3 profiles ✓ Audit feedback ✓ Audit feedback and faculty minutes ✓ DYW structures are clear and understood by all staff ✓ Pupils engaged with a range of activities	

Plan 6 - QI 2.5 Family Learning Themes	Actions – How?	Evidence/Impact – So What? How will we know?	Who?
Engaging families in learning School statement: *"Families are included and at the centre of all discussions regarding support interventions*	➢ Recording family views at review meetings ➢ Families have regular opportunities to set and review targets ➢ Families are supported to overcome significant circumstances which impact on learning ➢ Roll out Seasons for Growth programmes for parents ➢ Parental PX2 Club Support	✓ Feedback from family members re interventions and support ✓ Minutes of meetings and actioned outcomes ✓ Action plans, minutes of meetings and positive outcomes for all ✓ Parental up-take/participation and feedback ✓ Parental participation and feedback	PTsG MW DHTs All GW/PC PC/CLD
Early intervention and prevention School statement: *"Staff use a range of data to target interventions with the purpose of closing the attainment gap for the most disadvantaged in our community. This includes SIMD, FSM, Care experienced pupils, pupils in the MAAPM system, pupils with ASN, Young carers and other vulnerable groups."*	➢ Forensic data analysis informs targeted intervention ➢ Staff awareness of local demographic and circumstances which impact on learners progress ➢ Staff build positive relationships with external partners to ensure collaborative working to meet pupil needs and address individual circumstances ➢ Attendance Committee key task of raising awareness of early intervention strategies to prevent non-attendance patterns	✓ Records/minutes of action planning meetings ✓ Data analysis and review to plan for targeted interventions ✓ Measuring the impact of interventions ✓ Staff are responsive to the needs and circumstances of families and engage and collaborate with external partners and providers to implement the right support at the right time ✓ Feedback from learners, their families, school staff and external partners ✓ Feedback from partners, school staff, learners and families ✓ Increased pupil attendance and engagement	DB DHTs MW PTsG DHTs MW PC/PTsG

Plan 6 – 2.5	Actions/How?	Evidence/Impact – So What? How do we know?	Who?
Quality of family learning programmes School statement: *"It is our aim to engage more parents/carers to support us in the development and design of the curriculum and to build a programme of family learning classes."*	➤ Provide more shared learning experiences for pupils and families ➤ Open Learning Evenings with key foci ➤ Introduce a programme of activities which parents can engage with at home alongside their child/young person ➤ Engage parents in informal sessions to meet staff and chat about the curriculum ➤ Enhance the communication strategy with parents	✓ Positive feedback from families ✓ Increased engagement with the school ✓ Less complaints/more compliments ✓ Positive feedback from pupils and families ✓ Engagement with partner agencies to deliver family learning classes and activities ✓ Increased engagement, better attendance from parents ✓ Increased engagement, less complaints	