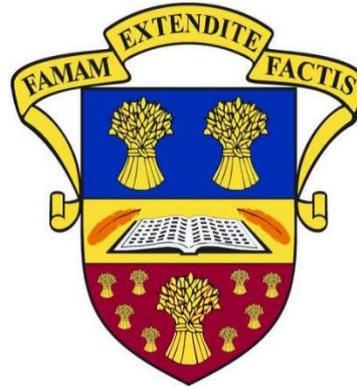


Ellon Academy



Personal Best

Whole School Improvement Plan (Year 3) Session 19/20

*Lifted Leadership, Elevating Ethos, Transformational Teaching, Limitless Learning,
Aspirational Achievement, Excellence and Equity, Promoting Partnerships*

Education and Childrens' Services Quality Improvement Priorities 19/20

- **Improving learning, teaching and assessment**
- **Partnership working to raise attainment**
- **Developing leadership at all levels**
- **Improvement through self-evaluation**

Ellon Academy Improvement Plan Session 19/20

Plan 1 - Quality Indicator 1.3 Leadership of Change Themes	Actions – How?	Evidence/Impact – So What? How will we know?	Who?
<p>Developing a shared vision, values and aims relevant to the school and its community</p> <p><u>School Statement:</u> <i>“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.”</i></p> <p>School Improvement Theme/Aims:</p> <p>‘Elevating Ethos’ ‘Lifted Leadership’</p>	<ul style="list-style-type: none"> • Continue to embed the Five Pillars of Successful Learning (Learner Mark), Core Values, Aims and Mindset ethos throughout the school by: <ul style="list-style-type: none"> ➢ SLT/PT Learner Walks ➢ Review of data from Learner Walks to target classes/year groups ➢ Linking Learner Mark to effort grade on pupil reports via Seemis ➢ 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: <ul style="list-style-type: none"> ➢ Associate SLT and PT opportunities ➢ Unpromoted staff leading school impact teams ➢ 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 ➢ Pupils consulted and included on impact teams when appropriate ➢ Pupil leadership Framework for S1 – S6 ➢ Pupil Voice Policy and Structure ➢ New Staff Leadership Framework 	<ul style="list-style-type: none"> ✓ Five Pillars of Successful Learning and Core Values highly visible around the school ✓ Assembly themes to reflect Five Pillars, Values. Aims 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 House meetings, pupil reviews and MAAPM meetings ✓ Seemis analysis - Increase in merits and decrease in demerits ✓ Reconnect analysis – decrease in referrals to Reconnect ✓ Corporate approach to embedding Core Values – visible in school via posters <ul style="list-style-type: none"> ✓ Associate PTs and unpromoted staff to be given option of taking a focus area and the impact of their work to be measured by link DHT ✓ Minutes of Impact Teams – Impact Teams Priorities and Work Records ✓ 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 are able to reference HGIOS 4 and GTCs competencies and standards in relation to day to day practice ✓ Each change process has evidence of wide consultation taking all stakeholders view in to account (Surveys, questionnaires, minutes) ✓ PTs Achievement, Equity and DHT DYW making an impact on outcomes for pupils measured via robust data analysis of pupil progress via eprofiles, seemis, insight and assessment data ✓ Impact of pupil consultation and pupil voice evident on evaluations, questionnaire and visible on ‘You Said, We Did’ boards. ✓ Staff to share expertise/good practice and lead CPD at school and cluster levels ✓ Leadership CPD to be offered to staff 	<p>All PB All</p> <p>SLT/PTs SLT DHT KH</p> <p>DHT FMCL DHT DHT PB/All</p> <p>PTs/SLT</p> <p>All All PTs</p> <p>All</p> <p>SLT</p> <p>PTs/SLT</p> <p>PB/All PB/All</p> <p>All</p>

Plan 1 – 1.3	Actions – How?	Evidence/Impact – So What? How will we know?	Who?
<p>Strategic planning for continuous improvement</p> <p><u>School Statement:</u> <i>“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.”</i></p> <p>School Improvement Themes/Aims: ‘Elevating Ethos’ ‘Lifted Leadership’</p>	<ul style="list-style-type: none"> ➤ 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 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 ➤ Pupil Senate engaging with Rights, HGIOurS at planned sessions throughout the year 	<ul style="list-style-type: none"> ✓ Data gathered from staff self-evaluation exercises including HGIOS 4 focus inservice days, faculty 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 	<p>All</p> <p>All</p> <p>PB and Parent Council</p> <p>All</p> <p>PTs/SLT</p> <p>SLT</p> <p>PTs</p>
<p>Implementing improvement and change</p> <p><u>School Statement:</u> <i>“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.”</i></p> <p>School Improvement Themes/Aims: ‘Elevating Ethos’ ‘Lifted Leadership’</p>	<ul style="list-style-type: none"> ➤ 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 ➤ All staff engaged in the Big Six Impact Teams ➤ New Impact Teams common approach to evaluation of impact ➤ Strategies are in place to monitor the impact of change on experiences and outcomes for all learners ➤ Continue to offer staff leadership CLPL sessions 	<ul style="list-style-type: none"> ✓ Minutes of Impact Teams Meeting and other committee meetings ✓ Evidence from new Impact Teams Records of Work ✓ 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 	<p>All</p> <p>All</p> <p>SLT</p>

Ellon Academy Improvement Plan Session 19/20

Plan 2 - Q.1 – 2.3 Learning, Teaching and Assessment - Themes	Actions – How?	Evidence/Impact – So What? How will we know?	Who?
<p>Learning and engagement School Statement: <i>“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.”</i></p> <p>School Improvement Themes/Aims: ‘Transformational Teaching’ ‘Limitless Learning’ ‘Lifted Leadership’</p>	<ul style="list-style-type: none"> ➤ RRS Gold Level Children’s Rights are publicised via the school bulletin and discussed at registration using video clips and via school assemblies ➤ Working towards renewing Gold RRS Award ➤ Review of Promoting Positive Relationships Policy ➤ Restorative Approaches to be further embedded ➤ 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 Learning and Teaching Survey to be devised and implemented to gain pupil views on learning 	<ul style="list-style-type: none"> ✓ Pupil feedback in understanding rights, responsibilities and purpose of learning activities ✓ Gold RRS award renewed ✓ Further progress Alternatives to Exclusion via Mainstream Refocus and implementation of restorative approaches ✓ Staff to attend training and a sub group of the PPR Impact Team will take this forward ✓ Consistent approach to the 5 Pillars 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 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 	<p>All staff</p> <p>KH PMcC</p> <p>All staff</p> <p>All staff</p> <p>TB PTs All</p> <p>TB/All</p>
<p>Quality of teaching School Statement: <i>“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.”</i></p>	<ul style="list-style-type: none"> ➤ Common format for Classroom observations based on QI 2.3 and the Learner Mark ➤ Digital Schools Scotland Award achieved. Staff to continue to 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 ➤ Review the use of ‘Teacher Toolkits’ 	<ul style="list-style-type: none"> ✓ Consistent approach to the 5 Pillars 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 	<p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>DHT/All</p>

Plan 2 – 2.3	Actions – How?	Evidence/Impact – So What? How do we know?	Who?
<p>Effective use of assessment</p> <p><u>School Statement:</u> <i>“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.”</i></p> <p>School Improvement Themes/Aims:</p> <p>‘Transformational Teaching’ ‘Limitless Learning’ ‘Lifted Leadership’</p>	<ul style="list-style-type: none"> • 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 • Embed SQA presentation policy and paperwork • Ensure robust moderation in BGE • Continue to use BGE/Senior Phase 	<ul style="list-style-type: none"> ✓ Benchmarking/SNSA data is used to set targets and inform next steps in learning ✓ Assessment data informs next steps in learning and pupil targets ✓ Seemis data/SNSA 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 	<p>All</p> <p>DHT</p> <p>TB</p> <p>PTsS</p> <p>LT</p> <p>All</p>
<p>Planning, tracking and monitoring</p> <p><u>School Statement:</u> <i>“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.”</i></p>	<ul style="list-style-type: none"> • 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) • Review of TMR Policy 	<ul style="list-style-type: none"> ✓ 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) ✓ TMR Policy supports Raising Attainment and is consistently applied across the school 	<p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p> <p>TB</p> <p>All</p> <p>DHT/IT</p>

Plan 3 - Q.I – 3.1 Ensuring wellbeing, equality and inclusion Themes	Actions – How?	Evidence/Impact – So What? How will we know?	Who?
<p>Wellbeing <u>School Statement:</u> <i>“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.”</i></p> <p>School Improvement Themes/Aims:</p> <p>‘Limitless Learning’ ‘Excellence and Equity’</p>	<ul style="list-style-type: none"> ➤ 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 ➤ Memorial Garden Phase 2 ➤ 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 ➤ Comfort Closet increased capacity ➤ Attendance Impact Team to monitor S1 attendance ➤ Continue to offer Cluster Inclusive Practice CLPL sessions 	<ul style="list-style-type: none"> ✓ Posters incorporating school values with Wellbeing Indicators in all teaching area, classroom observations, pupil review meetings, minutes ✓ SHANARRI Notice Board ✓ Classroom observations, Learner walks, Glow Responsibilities for All Tiles ✓ Work of Numeracy, Literacy and Health and Wellbeing Leaders ✓ 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 	<p>All</p> <p>All</p> <p>RG/CB/LD/TB/PMC/FML</p> <p>KH</p> <p>GW/FMcL</p> <p>PTsG/CLD</p>

	Actions/How?	Evidence/Impact – So What? How do we know?	Who?
<p>Plan 3 – 3.1</p> <p>Fulfilment of statutory duties</p> <p><u>School statement:</u> <i>We strive to ensure that we meet and comply with all statutory requirements are met for the benefit of all learners.”</i></p>	<ul style="list-style-type: none"> ➤ All staff are aware of their statutory duties and responsibilities under Child Protection, Data Protection, and 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 and continued work of Health and Safety Impact Team 	<ul style="list-style-type: none"> ✓ 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 ✓ Care Experienced Mentoring Programme ✓ Staff will be confident with the most recent and up to date information, procedures and legislation 	<p>FMcL/MW/SLT SLT All FMcL/MW/PTsG MW/FMcL/GW DHT FMcL FMcL All</p> <p>SMcG SMcG and Committee</p>
<p>Inclusion and equality</p> <p>School statement: <i>“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”.</i></p>	<ul style="list-style-type: none"> ➤ Pathways+ support packages to meet individual support needs ➤ A range of whole year group theme days and weeks to cover Learning for Sustainability and DYW requirements ➤ Pathways + programme ➤ 0.2 PT Equity/PEF targeted to support pupils affected by from disadvantage ➤ Establish the ‘Comfort Closet’ ➤ 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 ➤ Mentoring senior phase pupils ➤ MVP to be established in school 	<ul style="list-style-type: none"> ✓ Assemblies ✓ 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 New Scottish Citizens aiming for full integration to the school and the community ✓ Increased motivation and performance in summative/formative assessment ✓ Pupil feedback from training and implementation 	<p>All GW PB FMcL/PTs</p> <p>PTsG/MW/FMcL All</p> <p>PT Equity/FMcL/DL/MW</p> <p>FMcL/PTsG</p> <p>FMcL/MW</p> <p>All Pupil Mentors</p> <p>KF/GW/Pupils</p>

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Plan 4 - Q.1 – 3.2 Raising Attainment and Achievement Themes	Actions – How?	Evidence/Impact – So What? How will we know?	Who?
<p>Attainment in literacy and numeracy <u>School statement:</u> <i>“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.”</i></p>	<ul style="list-style-type: none"> ➤ Focus of developing literacy and numeracy across the curriculum ➤ Accelerated Reader Programme for S1 and S2 pupils ➤ Continue with S1 SEEDS Growth Mindset programme ➤ Implement S2 TEAMS (Growth Mindset/DYW) ➤ Literacy / Numeracy tutor programme for pupils who attendance is affected by mental health and wellbeing concerns ➤ Parents Session for Growth Mindset to be arranged 	<ul style="list-style-type: none"> ✓ N, L, H&W Leaders - Glow ‘Responsibilities for All’ Glow tiles. ✓ Staff plans ✓ 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 ✓ Cluster Numeracy engagement ✓ Parental Feedback 	<p>All All SW/CC EH RG ASL All SF CB CB RG PB/PC</p>
<p>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.” School Improvement Theme/Aim: ‘Aspirational Attainment and Achievement’</p>	<ul style="list-style-type: none"> ➤ Attainment over time is tracked at individual pupil level, faculty level and whole school level ➤ Faculty reviews identify areas for improvement ➤ Identified 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 ➤ New Extended Pastoral Care Team meetings 	<ul style="list-style-type: none"> ✓ Attainment data (Seemis, Insight, SNSA) ✓ Pupil Trackers ✓ 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 Minutes and interventions for targeted pupils ✓ Pupils have access to a booklet detailing all the extra support sessions offered by staff to support exam preparation 	<p>All, PTs, SLT All All All PMcC PTs PMcC</p>

Plan 4 – 3.2 – 3.2 Raising Attainment and Achievement Themes	Actions/How?	Evidence/Impact – So What? How do we know?	Who?
<p>Quality of learners' achievement</p> <p><u>School statement:</u> <i>“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.”</i></p> <p>School Improvement Theme/Aim: ‘Promoting Partnerships’</p>	<ul style="list-style-type: none"> ➤ S1 – S2 pilot - achievements are tracked and monitored via new eprofiles on Glow ➤ 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 ➤ Hot Chocolate Tuesday – reward for pupil merits/Over and Above ➤ Ellon 8 Skills linked with pupil merits 	<ul style="list-style-type: none"> ✓ Eprofiles and wider achievement grids ✓ S1 Profile for all wider achievement and DYW whole school work, including subject evaluations ✓ Electronic versions of eprofiles for all S1 pupils as part of the implementation ✓ Pupils to records skills they cover via all whole year group projects, IDL and themed days to record skills. (Paper or e portfolio versions). ✓ 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, NESCOL Courses, NPAs ✓ 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 – PPR Impact Team subgroup ✓ Ellon 8 Skills identified, monitored and measured 	<p>SEEDS/KH</p> <p>KH</p> <p>KH</p> <p>PMcC NC/IT</p>
<p>Equity for all learners</p> <p><u>School statement:</u> <i>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.”</i> <i>Our learners secure consistently move in to and sustain positive post school destinations.”</i></p> <p>School Improvement Theme: Excellence/Equity</p>	<ul style="list-style-type: none"> ➤ 0.2 Pupil Equity Principal Teacher appointed ➤ Pupil Support Workers appointed ➤ Homework Club established ➤ Comfort Closet ➤ Breakfast Club ➤ All pupils receive their entitlement to quality careers education and support towards positive and sustained destinations 	<ul style="list-style-type: none"> ✓ PT Equity Progress Leader 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 	<p>PT E&E</p> <p>PT E&E</p> <p>PT E&E</p> <p>FMcL PTsG</p>

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Plan 5 - Q.1 – 3.3 Creativity and Employability Themes	Actions – How?	Evidence/Impact – So What? How will we know?	Who?
<p>Creativity skills</p> <p><u>School statement:</u> <i>“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.”</i></p>	<ul style="list-style-type: none"> ➤ 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, creativity and entrepreneurship ➤ Pupils continue to participate in activities which broaden their experiences and help to develop creativity, problem solving and critical thinking skills ➤ All year groups continue to have themed days that develop creativity, problem solving and critical thinking skills as well as eg DYW, LFS etc awareness and skills ➤ Pupils are encouraged to be independent learners who take ownership of their learning through self-motivation 	<ul style="list-style-type: none"> ✓ Evidence of partnership working in all faculties ✓ DYW and LFS skills programmes for all year groups to continue, 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 ✓ A range of whole year group theme days and weeks to cover Learning for Sustainability and DYW requirements ✓ 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 ✓ Whole year group projects/events/ days/ activities to continue and will be evaluated using Skills Grids (eprofiles) 	<p>All</p> <p>All</p> <p>IT</p> <p>IT</p> <p>SLT</p> <p>All</p> <p>All</p> <p>All</p> <p>All</p>
<p>Digital Innovation</p> <p><u>School Statement:</u> <i>“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.”</i></p> <p>School Improvement Themes/Aims:</p> <p>‘Promoting Partnerships’ ‘Aspirational Attainment and Achievement’</p>	<ul style="list-style-type: none"> ➤ 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 ➤ Refresh of the school website 	<ul style="list-style-type: none"> ✓ 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 Pupil Digital Leaders ✓ Feedback following in-house CPD sessions and increase use of Glow, Microsoft Classroom, Smartboard Technologies etc ✓ Parental feedback 	<p>TB/LG/ST</p> <p>TB/LG/ST</p> <p>All</p> <p>LG/ST</p> <p>All/TB</p> <p>TB/Parent</p>

Plan 5 – 3.3	Actions/How?	Evidence/Impact – So What? How do we know?	Who?
<p>Digital Literacy</p> <p><u>School statement:</u> “The school continues to promote responsible use of technologies and staying safe on-line throughout the curriculum and at special events and assemblies</p>	<ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> ✓ 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. 	<p>TB/EH</p> <p>PB/All</p> <p>Digital Leaders/All</p>
<p>Increasing Employability Skills</p> <p><u>School Statement:</u> <i>“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.”</i></p>	<ul style="list-style-type: none"> ➤ Presenting pupils for Level 5 Enterprise and Employability, Higher Leadership, First Aid and other work related course via the via the school’s DYW strategy including the Work Related Learning Programme ➤ Continue with Higher Leadership for senior pupils ➤ Continue to have a wide range of DYW whole year group activities focussing on: skills for learning life and work and aspirational and work related skills in running your own business. ➤ 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 	<ul style="list-style-type: none"> ✓ SQA and other assessment provider results ✓ SQA and other assessment provider results ✓ Pupil feedback and skills developed – recorded on wider achievement skills grids and S3 profiles ✓ Audit feedback and evaluations ✓ Audit feedback and faculty minutes ✓ DYW structures are clear and understood by all staff ✓ Pupils engaged with a range of activities ✓ DYW structures and projects are clear and understood by all staff here and in cluster ✓ Pupils engaged with a range of DYW and LfS activities to gain leadership and other skills for “learning , life and work” ✓ CPD on LfS and DYW aspects delivered to staff in our school and cluster ✓ DYW and LfS Impact Teams’ and their sub – groups’ plans reflect and take forward this part of whole school plan ✓ All faculties continue to have DYW and LfS aspects embedded into their courses. We celebrate and promote what they achieve ✓ A wide range of presentations, talks, visits, activities etc planned and delivered to each year group and / or offered as opt ins, in order to prepare pupils fully and support them “to make choices suited to their skills and aptitudes, equipping them to have a wider global view of the world as responsible citizens.” ✓ Pupils record the skills and wider achievements they cover using the agreed skills grids ✓ Pupils begin to undertake fundraising, campaigning, advocacy and other leadership roles as a result of their volunteer, community and other work 	<p>KH/NC</p>

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Plan 6 - QI 2.5 Family Learning Themes	Actions – How?	Evidence/Impact – So What? How will we know?	Who?
<p>Engaging families in learning</p> <p><u>School statement:</u> <i>“Families are included and at the centre of all discussions regarding support interventions</i></p> <p>School Improvement Themes/Aims:</p> <p>‘Promoting Partnerships’ ‘Limitless Learning’ ‘Aspirational Attainment and Achievement’</p>	<ul style="list-style-type: none"> ➤ Parental Engagement board (Parent Council) ➤ Wellbeing Week to be planned ➤ 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 	<ul style="list-style-type: none"> ✓ Will provide information for parents in the Community Reception ✓ Planned intervention to support parents with Health and Wellbeing ✓ 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 	<p>FMcL/KG PTsG MW DHTs</p> <p>All</p> <p>GW/FMcL</p> <p>FMcL/CLD</p>
<p>Early intervention and prevention</p> <p><u>School statement:</u> <i>“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.”</i></p>	<ul style="list-style-type: none"> ➤ 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 Impact Team key task of raising awareness of early intervention strategies to prevent non-attendance patterns 	<ul style="list-style-type: none"> ✓ 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 	<p>DB DHTs MW</p> <p>PTsG DHTs MW</p> <p>PC/PTsG</p>

Plan 6 – 2.5	Actions/How?	Evidence/Impact – So What? How do we know?	Who?
<p>Quality of family learning programmes</p> <p><u>School statement:</u> <i>“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.”</i></p>	<ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> ✓ 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, more complements, fewer complaints 	<p>All</p> <p>All</p> <p>All</p> <p>Parental Impact Team</p>