

Ellon Academy Improvement Plan Framework 23/24

Year 3/3



Ellon Academy Improvement Plan 23/24 – Theme 1

Learning,
Teaching and
Assessment

What?	Why?	How?	Who?	Anticipated impact	Evaluation Evidence
<p>1.1 LTA Policy, Framework and Toolkit Implementation</p>	<p>This policy has been revised and updated to reflect the further development of digital learning and current pedagogy</p>	<p>By setting a clear strategic vision for LT&A at Ellon Academy.</p> <p>By implementing the LTA Framework Wall, communicating this and aligning PRD, CLPL and Classroom Observation Records</p> <p>By developing a toolkit to aid lesson planning and self-evaluation</p>	<p>TB/Impact Team</p> <p>Faculty and staff input & feedback</p> <p>TB/HC/Impact Team</p>	<p>Consistent approaches to Learning, Teaching and Assessment across faculties</p> <p>Consistent learner experience across the curriculum</p> <p>Greater parental understanding of LT&A expectations</p>	<ul style="list-style-type: none"> • Stakeholder feedback • Minutes of meetings • Improvement Plan reviews • Lesson Observations and feedback • Staff CPD records
<p>1.2 CLPL – Making Thinking Visible (Years 1 & 2)</p>	<p>To provide a robust CLPL offer to staff to further enhance learners’ experiences in the classroom</p>	<p>Year 2 of 3-Year MTV plan devised by K Leslie and Impact Team. Some staff beginning Yr 1.</p> <p>Input for staff in Aug and Nov in-set days 23/24</p>	<p>TB/KL/Impact Team</p>	<p>Up-skilled classroom practitioners</p> <p>Consistent approaches to thinking routines</p> <p>Consistent learner experience</p>	<ul style="list-style-type: none"> • Stakeholder feedback • Lesson Observations and feedback • Improved learner engagement • Increased learner recognition/merits • More active learning good practice • More confident staff • Staff CPD Records

1.3 - Assessment and Moderation Sharing Practice	To enhance teacher understanding of assessment standards and progressive learning	By using the Moderation Cycle to review, plan and implement changes to the BGE Curriculum (Year 2/2) & participation in associated training.	PTGs/Faculty Principal Teachers and faculty staff assisted by link DHTs	Better understanding of standards and achievement of a level Learners better prepared for progression. More accurate and appropriate subject choices	<ul style="list-style-type: none"> Stakeholder feedback Attainment data More accurate data for analysis purposes Faculty attainment review analysis PowerBI data
	To share practice across faculties	To broaden faculty experience and understanding across the curriculum	All staff	Better understanding of standards across the curriculum	<ul style="list-style-type: none"> Faculty minutes and plans Learners' experience
	1.4 - Digital Learning (also see Theme 3)	To plan and organise a Digital Security Family Learning Event	To raise awareness of cyber security and responsible use of technology.	TB/PT Digital Learning/ Impact Team	Greater awareness and confidence in using digital technologies. A reduction in cyber bullying type referrals and incidents. Improved practice in relation to online safety and a clear strategic plan for further improvements in Digital Learning & Teaching
	Review of Google Classroom implementation	Monitor consistency of approach to the use of Google Classroom across faculties	EA/TB/PTs/Staff	Greater consistency of approach contributing to improved learner and parental experience	<ul style="list-style-type: none"> Google classroom materials Google guardian summaries Faculty minutes Stakeholder feedback
	Review of S2 Digital Technology course and plans to incorporate coding as part of this course.	To research coding and include this as part of the S2 course.	EA/TB	To increase learners' digital skills and experience. To include challenge and enjoyment.	<ul style="list-style-type: none"> Stakeholder feedback

<p>1.5 - Universal Support Circles – Education Scotland/Aberdeenshire Council</p>	<p>To participate in Circles Training this session and plan for implementation in session 24/25</p>	<p>Attending training sessions and planning for in-school training for teaching staff and PSAs</p>	<p>TB/PB/HC/GP Impact Team</p>	<p>To enhance inclusive practice in the classroom by training staff on key principles of inclusion and meeting learner needs</p>	<ul style="list-style-type: none"> • Key staff trained in Circles and inclusive practice. • Plans for 24/25 whole staff training and implementation.
<p>1.6 - Reading Schools Gold Award 23 – 26</p>	<p>To maintain Gold Accreditation for the next 3 years at Ellon Academy</p>	<p>Embedding practice established in session 22/23.</p>	<p>SW/JM/Impact Team Faculty of English PT Literacy Supported by SLT</p>	<p>Embed practices to support and promote reading in school. Promotion of Pupil Voice Embed links between academy and primaries to support reading. Create links with the wider community: businesses, community groups and parents/carers.</p>	<ul style="list-style-type: none"> • Stakeholder feedback • Increased engagement in reading and reading attainment • Impact Team minutes • Improved transition links • Increased links with the wider community/business/parents and carers
<p>1.7 - Increase opportunities for Interdisciplinary Learning supported by Curriculum Mapping</p>	<p>To continue to review the BGE to ensure better understanding of benchmarks and Experiences and Outcomes and to increase staff awareness of cross curricular Es&Os and what is covered where.</p>	<p>Curricular mapping exercise leading to planned IDL experiences for learners</p>	<p>All staff</p>	<p>Planned approach to IDL by ensuring that Es&Os are looked at prior to events and to assess if these have been met as part of a self-evaluation process and learner understanding of learning intentions and success criteria as part of their experience. Learners to record and profile their learning.</p>	<ul style="list-style-type: none"> • Curriculum map • Planning for IDL events • Identification of gaps and plans to address these. • Learner profiles • Faculty minutes • Self-evaluation and stakeholder feedback

Ellon Academy Improvement Plan 23/24 – Theme 2

Culture and
Ethos

What?	Why?	How?	Who?	Anticipated impact	Evaluation Evidence
<p>2.1 - Continuation of Implementation and Evaluation of Excellence at Ellon</p>	<p>To maintain momentum and to ensure consistency of approach across the school.</p> <p>To provide a clear framework for implementation and accountability at all levels</p> <p>To increase recognition of positive engagement through Merits</p>	<p>By being relentless in our key messaging and daily interactions with learners</p> <p>To work with pupils and parents to maintain consistency.</p>	<p>All Staff</p> <p>GC/Impact Team</p>	<p>An improved ethos of mutual respect</p> <p>A more restorative approach to dealing with inappropriate conduct.</p> <p>Improved relationships and increased engagement</p>	<ul style="list-style-type: none"> • Stakeholder feedback • Less demerits • More merits • Decrease in exclusions.
<p>2.2 – Growth Mindset</p>	<p>To embed a Growth Mindset ethos across the school</p>	<p>To improve learner motivation</p> <p>Review current document.</p>	<p>TB/HC/Impact Team</p> <p>All Staff</p>	<p>A whole school approach to Growth Mindset</p>	<ul style="list-style-type: none"> • Impact Team minutes • Stakeholder feedback
<p>2.3 - Curriculum Rationale Refresh</p>	<p>To ensure our curriculum rationale is bespoke to the Ellon Community</p> <p>Review of BGE</p>	<p>By ensuring courses are mapped to Es&O and moderated</p> <p>Seek stakeholder opinion and ideas.</p> <p>Pupil Voice exercise.</p>	<p>GC/SLT</p> <p>PTF/SLT</p>	<p>A rationale which better reflects the Ellon context and community</p> <p>This review and mapping exercise will support future project-based learning.</p>	<ul style="list-style-type: none"> • Curriculum Rationale • SLT/Faculty Minutes • Curriculum Plans • Course materials and resources • Curricular map • Faculty minutes • Stakeholder feedback

<p>2.4 – New House System Launch</p>	<p>To instil House Pride and an improved House ethos. To provide leadership opportunities for House Captains.</p> <p>S6 Study Classes led by SLT</p>	<p>Set up roles and responsibilities for House Captains</p> <p>Set up a system to capture and record participation in House events.</p> <p>Set up a mechanism to measure the impact of House participation.</p> <p>SLT to meet their study group one period per week to support with progress and involvement in pupil voice activities</p>	<p>GC/Impact Team</p> <p>SLT</p>	<p>More evidence of learner participation in House Events.</p> <p>Improved House ethos.</p> <p>More opportunities for learners to participate in wider achievement activities.</p> <p>Enhanced leadership opportunities for learners.</p> <p>Knowing learners better</p> <p>Additional layer of support</p> <p>Increased pupil voice participation</p>	<ul style="list-style-type: none"> • Minutes of meetings • Records of participation • House points • Stakeholder feedback <ul style="list-style-type: none"> • Stakeholder feedback
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Ellon Academy Improvement Plan 23/24 – Theme 3



What?	Why?	How?	Who?	Anticipated impact	Evaluation Evidence
3.1 - Impact Teams	To provide participation and collaboration opportunities for staff to shape school improvements.	To align Impact Teams with each Improvement Plan theme	All teaching staff	Staff who are more involved in the crucial professional dialogue which shapes school improvement	<ul style="list-style-type: none"> Stakeholder feedback Improvement Plan reviews Impact Teams Records of Work
3.2 - Self-Evaluation Framework	To provide a whole school approach to self-evaluation activities	To present a draft framework to staff for discussion and review	PB/Impact Team	More data to show our improvement journey	<ul style="list-style-type: none"> Stakeholder feedback Data from self-evaluation activities
3.3 – CLPL linked to whole school improvements and Digital Learning	To ensure self-evaluation processes lead to whole school planned improvements and linked staff development.	To review faculty improvement plans 22/23 and classroom observation records to identify staff development needs, including digital skills.	TB/PT LTA, PT Digital Learning Impact Team, KL	Staff CLPL better aligned to whole school improvements.	<ul style="list-style-type: none"> Staff CLPL/PRD records Staff feedback Staff classroom observation records
3.4 – Pupil Voice/Leadership development for pupils	To deliver a bespoke CLPL offer to staff including Digital skills, Leadership, LTA and MTV.	Creation of a CLPL website – one stop shop for PL			
	To support learners to develop leadership skills.	By consulting with learners and offering training and support	SLT	To support learners to build confidence and resilience in leadership.	<ul style="list-style-type: none"> Stakeholder feedback Confident Individuals Increased learner participation in leadership activities and pupil voice
	To develop a peer support and Restorative Practitioner layer within our pupil support systems		MW/Guidance	To provide a routeway to peer support for learners To provide further leadership opportunities for learners	<ul style="list-style-type: none"> Decrease in bullying data.
	To offer paired reading training to senior learners		EC		

<p>3.5 Profiling in the BGE</p>	<p>To provide opportunities for learners to be Subject Champions and In-class supporters</p> <p>To ensure learners are aware of BGE learning, knowledge and skills and how these build the foundations for senior phase national qualifications.</p>	<p>Review S1 Profile Process Plan/implement plan for roll-out of S2/3 Profiles</p>	<p>PTs</p> <p>PT Digital Learning/TB/MW</p>	<p>A more robust S3 experience for learners which prepares them well for senior phase.</p> <p>Learners to develop a greater understanding of themselves, their learning, and achievements and at the same time gain skills in reflection, evaluation, and self-management.</p>	<ul style="list-style-type: none"> • Learners' profiles • Stakeholder feedback
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Ellon Academy Improvement Plan 23/24 – Theme 4

Developing the Young Workforce

What?	Why?	How?	Who?	Anticipated impact	Evaluation Evidence
4.1 - Embedding Skills across the Curriculum	To build pupils' learner profiles to extend more widely than just academic attainment. Focus on wider achievements and skills acquisition.	<p>Establish a Skills Framework for Ellon Academy</p> <p>Embed a common 'skills' language across the curriculum</p> <p>Consider how this dovetails with profiling and tracking and monitoring.</p>	Impact Team All teaching staff NC/PT DYW	<p>Academic and achievement profiles for all learners</p> <p>Learners able to articulate skills and how they are relevant to their personal development</p>	<ul style="list-style-type: none"> • Learner profiles • Classroom observation records • Faculty minutes • Increased up-take for clubs and activities. • Learner surveys/interviews • Positive Destinations
4.2 - Embedding the Careers Standard Across the Curriculum	To provide an up-to-date and relevant context for learning related to the world of work.	Faculty audit of courses to include careers related context and content.	Impact Team PTs NC/PT DYW	Learners gaining better awareness of the relevance of subject related skills and experiences to support them with career pathway planning.	<ul style="list-style-type: none"> • Faculty minutes • Faculty course material and plans • Learner work • Learner survey/interviews • Less subject changes • Positive Destinations
4.3 – S4/Post 16 Planning Flexible Learning Pathways	To provide alternative pathways for learners	Continue to offer vocationally based courses and expand offer for lowest 20% of learners.	House Teams, Pupil Development Team and PTsF	Learners engaging with bespoke curriculum designed to meet their needs and career pathways.	<ul style="list-style-type: none"> • Stakeholder feedback • Employer/Partner feedback • Learner progress and Attainment • Positive Destinations

4.4 - Co-ordination of events and work-related input for pupils	To provide real to life external world of work experiences	Liaison with external partners to procure the best value experiences for learners. Reviewing labour market trends.	Impact Team NC/PT DTW	Learners to gain insight into the world of work and what that means for them in their context.	<ul style="list-style-type: none">• Stakeholder feedback• Employer/Partner feedback• Positive Destinations
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Ellon Academy Improvement Plan 23/24 – Theme 5

Wellbeing, Inclusion and Equity

What?	Why?	How?	Who?	Anticipated impact	Evaluation Evidence
5.1 - Sharing of information review	To support staff to differentiate learning and teaching to meet needs.	Engaging with key staff to seek views.	MW/GP/PTsG/Impact Team	Increased awareness of long- and short-term barriers to learning	<ul style="list-style-type: none"> • Stakeholder feedback • Lesson planning and observation • Faculty plans for universal support. • Faculty tracking and monitoring. • Faculty assessment arrangements • Data from tracking systems • Interventions and actions
5.2 – ASL Tracking and Monitoring	To ensure staff are confident in meeting learners’ needs in the classroom setting	Develop a robust tracking and monitoring of progress, benchmarks, Es&Os and milestones.	MW/Pupil Support Teams	Improved planning of interventions to support progress, development, and attainment.	
5.3 - Universal Support Circles – Education Scotland/Aberdeenshire Council	To ensure consistent approaches to supporting learners’ needs using inclusive practice in the classroom	Training for key lead staff as a first step then offering a range of CLPL inputs (including Circles) as part of supporting learning, teaching, and assessment.	SLT/HC/GP All staff PT ASL/MW	Improved inclusive practice in the classroom to better meet learner needs.	
5.4 – Refresh of Anti-bullying Policy	To up-date current practice and to align with Excellence at Ellon and school values.	Establish an Impact Team to review current policy and prepare new up-dated whole school policy.	PB/PTsG/Pupil Development Team, Parents, Learners	Improved systems for recording instances of bullying. Reduction in referrals.	

<p>5.5 - Cluster Approach to Health, Wellbeing and Resilience</p>	<p>To build upon existing good practice in transition to include wellbeing themes.</p> <p>To provide Circles Practitioners Guides for staff</p>	<p>Establish a cross-sector working group to plan initiatives.</p> <p>Work collaboratively with Ellon Academy Exec Team in their Health and Wellbeing Week plans.</p> <p>These will complement the Circles inclusive classroom training to be rolled out next session.</p>	<p>SLT Rep/Cluster HTs, Working Group, Learners, H&W Lead Teacher</p> <p>MW/Impact Team</p>	<p>Confident individuals Successful learners Responsible Citizens Effective Contributors</p> <p>Support for staff in implementing inclusive strategies in the mainstream classroom settings.</p>	<ul style="list-style-type: none"> • Stakeholder feedback • Collaborative plans • Review of plans • Impact and outcomes • Staff feedback • Learner/Parental feedback • Lesson observations
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Ellon Academy Improvement Plan 23/24 – Theme

Raising
Attainment and
Achievement

What?	Why?	How?	Who?	Anticipated Impact	Evaluation Evidence
6.1 - Making use of evidence data and interventions via BGE and Senior Phase Tracking	To improve faculty and whole school tracking of progress to aid with planned and targeted interventions	Review of data after each tracking period	SLT, PTs, Class Teachers	<p>More robust evidence-based data, planning and interventions.</p> <p>Earlier identification of underachievement.</p> <p>Evidence based learner conversations and parental conversations.</p> <p>Raised attainment.</p> <p>Increased staff and learner confidence.</p>	<ul style="list-style-type: none"> • BGE and SP Trackers • Faculty and SLT Minutes. • Targeted intervention plans. • House Team Meeting Minutes.
6.2 - Use of SP Tracker to identify Mentoring - Term 2	Early intervention and support planning.	Review of September SP tracking data	Faculties, PTs, SLT	<p>Earlier identification of under achievement and earlier implementation of the Mentoring Programme</p>	<ul style="list-style-type: none"> • Increased learner confidence and progress data • Tracking data • Exam results
6.3 – Strategy for Wider Achievement	To provide a mechanism to capture learners’ wider achievements	<p>Establish an Impact Team</p> <p>Gather stakeholder views.</p> <p>Implement plan</p>	TB/Impact Team, Learners	<p>Improved recognition of wider achievement.</p>	<ul style="list-style-type: none"> • Stakeholder feedback • Records • Learners’ achievements • Newsletters

6.4 – Improved Quality Assurance of Course Choice Data v Raising Attainment	To measure the appropriateness of learners' choices and attainment profiles	Cross reference course choices with exam results	SLT/Guidance	More robust and progressive learner pathways Increased attainment	<ul style="list-style-type: none"> • Course choice data • Assessment data • SQA exam results
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