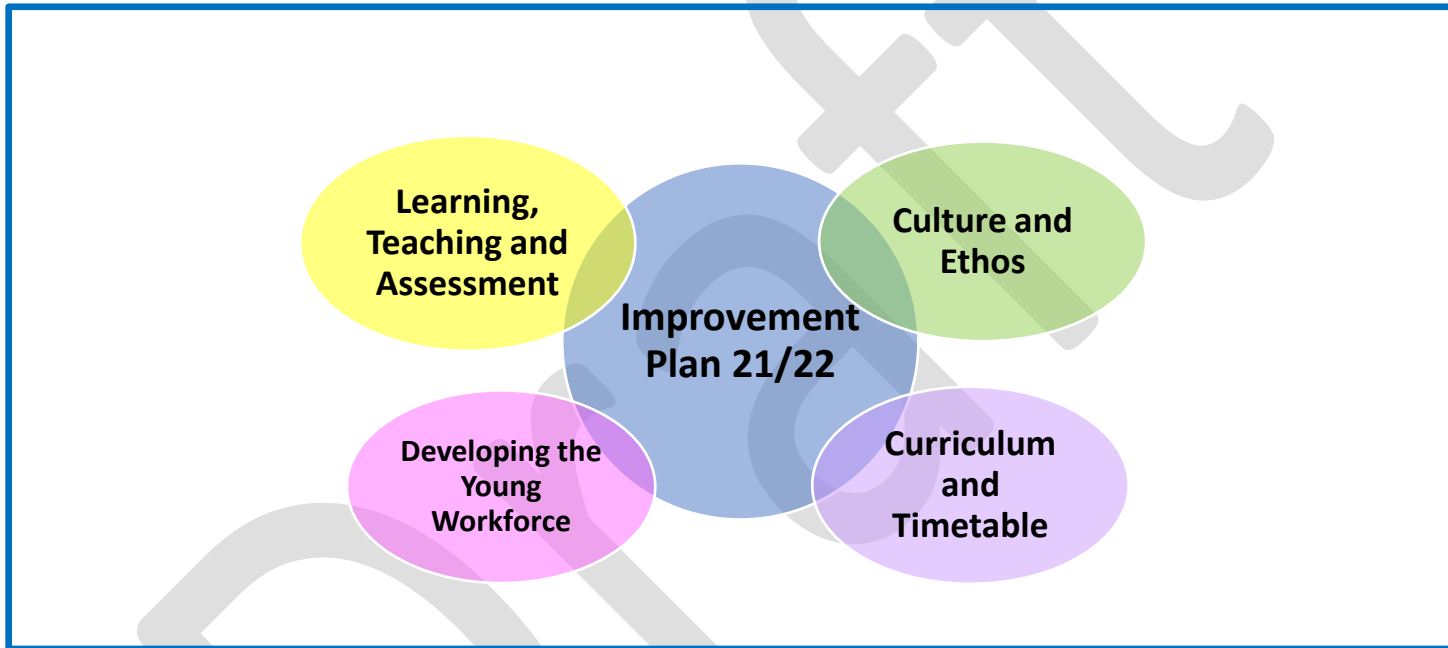


# Draft Ellon Academy Improvement Plan Framework 21/22



## Ellon Academy Improvement Plan 21/22 – Theme 1

Learning,  
Teaching and  
Assessment

What?	Why?	How?	Who?	Anticipated impact	Evaluation Evidence
<b>Making Thinking Visible</b>	To re-establish this programme at Ellon Academy to up-skill teaching staff to embed learning routines and MT techniques and pedagogy into lessons	Re-launch Making Thinking Visible groups and CLPL sessions as part of the Collegiate Working Time Agreement	Delivered by Tapestry Leaders for all teaching staff Impact Team TB	<ul style="list-style-type: none"> <li>• Consistent and familiar teaching routines embedded across the curriculum</li> <li>• Improved learner engagement</li> <li>• Enhanced attainment and progress in BGE</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil and staff surveys</li> <li>• Classroom Observation Records</li> <li>• Improved learner engagement</li> <li>• Reduced demerits</li> <li>• Increased attainment</li> </ul>
<b>Digital Literacy</b>	To build upon skills gaining during lockdown to enhance learning and teaching experiences for pupils and staff	<p>Further use/training re Google Suite</p> <p>Parental engagement with Google Guardian</p> <p>Review on-line learning Survey</p> <p>Review S1 Digital Skills Course</p>	<p>All teaching staff Impact Team TB/EA</p> <p>TB/EA/PB</p> <p>TB/EA/Impact Team</p>	<ul style="list-style-type: none"> <li>• Staff and pupils more confident with digital platforms and skills</li> <li>• Greater access to ICT for learners</li> <li>• Teacher judgements more accurate, reflecting pupil progress and clear next steps in learning</li> <li>• Consistent approaches across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil/staff confidence levels</li> <li>• Surveys</li> <li>• Samples of pupil work</li> <li>• Pupil profiles</li> <li>• Faculty minutes</li> <li>• More consistency re application of standards</li> <li>• Raised attainment</li> <li>• New policy implementation</li> </ul>
<b>Assessment, Moderation and Policy Review</b>	To ensure consistent approaches across faculties and to review LT&A policy to reflect school improvements	<p>Regular faculty meeting agenda item</p> <p>Impact Team review policy and request feedback from staff</p>	All teaching staff Impact Team/TB	<ul style="list-style-type: none"> <li>• Consistent approaches across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty minutes</li> <li>• More consistency re application of standards</li> <li>• Raised attainment</li> <li>• New policy implementation</li> </ul>

## Ellon Academy Improvement Plan 21/22 – Theme 2

Culture and  
Ethos

What?	Why?	How?	Who?	Anticipated impact	Evaluation Evidence
Re-establish rules, values, routines, and expectations	To re-set the school ethos and expectations following Covid-19 lockdown and disruption to schools	SLT consistency of approach School Uniform Late Gate Learner Walks	SLT All staff	Raised standards in general conduct, expectations, and ethos of respect Whole School Identity Decrease in late coming SLT support and presence	<ul style="list-style-type: none"> <li>General school ethos</li> <li>Staff/pupil attitudes</li> <li>Surveys</li> <li>Classroom observation records</li> <li>Seemis Attendance data</li> <li>Faculty minutes</li> <li>Numbers of merits/demerits</li> </ul>
CLPD - When Adults Change...	To focus on positive approaches to classroom management in order to re-engage learners	Collegiate time set aside to work on aspects of Paul Dix work and implement those appropriate for Ellon Academy	Impact Team All Staff GC	Consistent approaches to classroom behaviour management Improved relationships Calm learning environment	
Merits and Demerits Review	To switch the emphasis from negative to positive by using more Merits	To be decided by Impact Team	Impact Team All teaching staff GC	More positive ethos Celebrating ethos and classroom conduct Decreased Demerits	

## Ellon Academy Improvement Plan 21/22 – Theme 3

Developing  
the Young  
Workforce

What?	Why?	How?	Who?	Anticipated impact	Evaluation Evidence
Embedding Skills across the Curriculum	<p>To build pupils' learner profiles to extend more widely than just academic attainment Focus on wider achievements and skills acquisition</p> <p>Skills tracking – Wider Achievement emphasis</p>	<p>Establish a Skills Framework for Ellon Academy</p> <p>Embed a common 'skills' language across the curriculum</p> <p>Consider who this dovetails with profiling and tracking and monitoring</p>	Impact Team All teaching staff NC	<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"> <li>• Learner profiles</li> <li>• Classroom observation records</li> <li>• Faculty minutes</li> <li>• Increased up-take for clubs and activities</li> <li>• Learner surveys/interviews</li> <li>• Positive Destinations</li> </ul>
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	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"> <li>• Faculty minutes</li> <li>• Faculty course material and plans</li> <li>• Learner work</li> <li>• Learner survey/interviews</li> <li>• Less subject changes</li> <li>• Positive Destinations</li> </ul>
Co-ordination of events and work-related input for pupils	To provide real external world of work experiences	Liaison with external partners to procure the best value experiences for learners		Learners to gain insight into the world of work and what that means for them	<ul style="list-style-type: none"> <li>• Positive Destinations</li> </ul>

## Ellon Academy Improvement Plan 21/22 – Theme 4

### Curriculum and Timetable

What?	Why?	How?	Who?	Anticipated impact	Evaluation Evidence
Building the Senior Phase	To provide a full curriculum for senior phase learners, providing more personalisation and choice	<p>Look at staffing capacity to provide more timetabled choices for ASN/Hub learners</p> <p>Timetable Wider Achievement opportunities</p> <p>Review of Senior Phase and establish a process for the QA of course choice</p> <p>Work towards a culture of continuous curriculum review</p> <p>This year focus on S1 Digital Learning and Creative Experience</p>	Impact Team Timetabling Group GC	<p>Full senior phase for all learners and further opportunities for specific groups of learners</p> <p>More rigorous course choice processes</p> <p>Continuous curriculum review to ensure the curriculum is fresh and fit for purpose/learners needs</p>	<ul style="list-style-type: none"> <li>● School curriculum rationale</li> <li>● Option forms</li> <li>● Pupil/Staff timetables</li> <li>● Further engagement in wider achievement, in-class support, volunteering, and leadership opportunities</li> <li>● Pupils making better use of study time</li> <li>● Pupil survey/interviews</li> </ul>
Building the Timetable	To provide more opportunities for staff CLPL in timetabling	Establish a Timetabling group to support the process	Impact Team Timetabling Group GC/EA/teaching staff/Creative Arts	More timetabled choices for ASN/Hub learners	