Ellon Academy

Personal Best

Quality Improvement Framework

February 2019

School Aims and Linked National Priorities

The Scottish Government's vision for education in Scotland is:

Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and

Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

The key priorities to deliver the vision are:

- *Improvement in attainment, particularly in literacy and numeracy*
- *Closing the attainment gap between the most and least disadvantaged children and young people*
- *Improvement in children and young people's health and wellbeing*
- *Improvement in employability skills and sustained, positive school-leaver destinations for all young people*

Ellon Academy Vision, Values and Aims

To contribute towards delivering the national priorities, Ellon Academy has developed an aspirational vision, a set of core values that underpin the school's work, and ambitious aims. Collectively, these drive our work to help ensure pupils acquire a broad range skills and capacities at the highest level, and that pupils have the best opportunity to succeed regardless of social circumstance or additional needs.

Ellon Academy Vision

*"At Ellon Academy we work together to achieve and exceed our **personal best** in all that we do, striving to ensure that all learners have equal opportunities and are able to raise their aspirations, reach their goals and realise their full potential."*

Ellon Academy Values

Respect: We treat everyone in our school and community with kindness and respect

Responsibility: We take responsibility for ourselves, our actions and how they affect others

Excellence: We ensure that we give of our personal best in everything we do

Equality: We ensure that everyone is treated fairly and equally

Aspiration: We never settle for ordinary; we aim to be extra-ordinary and to stand out from the crowd

Dedication: we demonstrate focus and commitment to doing our best for ourselves, our school and our community

Integrity: we are open, honest, reliable and trustworthy

<u>Ellon Academy Aims</u>

All our work in the 7 areas above focuses on ensuring positive outcomes for all learners and fostering a growth mindset to ensure that all young people believe in their own ability to progress and succeed. The United Nations Convention on the Rights of The Child underpins all Ellon Academy policies, procedures and practices to ensure that pupils' rights and responsibilities, along with respect for all are promoted. This links into our United Nations Rights Respecting School Framework.

Ellon Academy Quality Assurance Framework

A. Linked to Self-Evaluation Quality Indicators (HGIOS4)*
- 1.1 Self-Evaluation for Self-Improvement
- 1.2 Leadership of Learning
- 2.3 Learning, Teaching and Assessment
- 3.1 Ensuring Well Being, Equality and Inclusion
- 3.2 Raising Attainment and Achievement

B. <u>Audience:</u>

This policy will be issued to all staff and made available on request to parents, agencies and partners.

C. <u>Aims and Rationale</u>

This policy will provide guidance and support in ensuring that the processes and procedures to meet the key objectives are clear and easily understood.

The key objectives of this policy are:

- To provide a framework for self-evaluation leading to continuous improvement

- To raise standards of attainment and achievement

- To ensure excellence and equity for all

- To take account of national and local priorities

- To involve staff, both teaching and support staff, pupils and parents in the key processes

- To report to a wide audience

Principles

The significant relationship between self-evaluation and school improvement can also be seen as an "inwards, outwards, forwards" approach to help you, and our partners answer the questions which remain at the heart of self-evaluation:

- How are we doing?

- How do we know?

- What are we going to do now?

The Policy in Practice

The key documents which record self-evaluation evidence and planning priorities are our Whole School Improvement Plan and the Faculty Improvement Plan. These documents are expected to be updated at least 4 times per session.

Supporting evidence for these "updates" can include;

- Attainment data (test/exam results)

- Achievement data

- Pupil/Parent/Staff survey information

- Learning visits (formal/informal)

- CPD plans

- Learner Walks/Learner Mark data

Formal Learning Visits

Classroom observation is an important aspect of self-evaluation, set within the context of improving learning and teaching. Its aim is:

- To identify and share good practice

- To monitor and evaluate the quality of pupils' learning experiences

- To inform the various "Self-evaluation" updates

- To inform the next Whole School Improvement Plan

- To identify strengths and inform continued professional development

The formal Learning Visit should involve a degree of interaction involving both the classroom teacher and the member of staff visiting. They should be carried out within an ethos of trust and respect and be based on collegiate responsibility for the work of the school. By working together, we will achieve improvements in the learning experiences of our pupils.
Peer observation should be encouraged to help share and spread good practice, with staff observing colleagues within and out with their faculties / departments. A record of all formal Learning Visits should be kept by all promoted staff.

There are a number of important aspects of Learning Visits which must be adhered to:

1. **LNCT Guidance –** Staff are entitled to a maximum of 3 Learning Visits. Ellon Academy has agreed that 2 visits are appropriate and 1 is kept in reserve in the event of Quality Improvement Visits or Inspections
2. **Credibility –** Learning Visits are an essential and fundamental cornerstone of the entire framework for quality improvement. Once arranged, they should not be cancelled except in exceptional circumstances, (ex. Illness / child protection issues).
3. **Notice Period –** There should be at least 2 weeks (10 working days) notice of any proposed / requested learning visit.
4. **Agreed Focus –** The areas for reflection will be identified by SLT/PTs Faculty and staff member as appropriate and shared in a timeous manner. The focus will be recorded on the Learning Visit Record Sheet (Appendix 1)
5. **Paperwork –** This is designed to be as brief and concise as possible. The "Learning Visit Record Sheet" is all that is required, and this will be retained and signed by both parties. The visitor can request to see pupils' work/jotters and may ask pupils about their learning
6. **Feedback –** An absolute essential element of Learning Visits is feedback. This should take place at an agreed time within one week (5 working days) of the visit. It should not be a 5-minute discussion at the end of the visit, but an agreed meeting time where both parties can have a professional discussion about the learning and teaching that took place.
7. **Next Steps –** For Learning Visits to be worthwhile, next steps should be identified. Following a visit, both parties should complete Appendix 1 independently, then they should meet and complete an "agreed" final version with next steps which may or may not lead to another visit, but **should indicate how impact of improvement will be measured and followed up as a result of this discussion.**

Learner Walks

Members of the SLT conduct regular Learner Walks with the purpose of evaluating the pupils' attitudes to learning using the Ellon Academy Learner Mark

The Five Pillars of Successful Learning

Criteria for Ellon Academy Learner Mark

	Am I?	Achieved all 5	Achieved 4 or 3	Achieved 2 or 1	Achieved None
1	Punctual	1	2	3	4
2	Prepared	1	2	3	4
3	Participating	1	2	3	4
4	Persevering	1	2	3	4
5	Progressing	1	2	3	4

- Staff and pupils will be asked to evaluate the Learner Mark for the class at that time
- SLT may return to the class if the teacher deems the Learner Mark to be unsatisfactory
- Pupils may be asked to explain what they are learning
- SLT will record the average Learner Mark for each year group after each Learner Walk
- Learner Walk data will be reviewed to ascertain pupils' attitudes to learning
- Termly feedback will be shared with staff
- Pupils will be given an individual Learner Mark for each subject and this is reflected in their 'Effort' grade in their annual full school reports

Use of Data

There is a wealth of data sources available to support improvement for example:
Insight, SQA, INCAS, Midyis, SNSA, SEEMIS, Ellon Academy Pupil Trackers

Insight
This is the Scottish Government's major online benchmarking tool designed to help bring about improvements for learners in the Senior Phase (S4-6). The system is updated annually, around September for attainment results, and February for school leavers' data. There are 4 national benchmarking measures aimed at learners:

- Increasing post-school participation
- Improving attainment in literacy and numeracy
- Improving attainment for all
- Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers.

All teaching staff should be familiar with Insight and its related data. They should be able to articulate the strategies they are taking in classrooms, learning and planning to address these 4 key areas, with a particular focus on closing the poverty related attainment gap. The Scottish Index of Multiple Deprivation (SIMD), available from Insight, is crucial to this. Insight should be a key a driver for improvement planning both at whole school and faculty level.

Ellon Academy Pupil Trackers
Pupil Trackers are data rich and are managed by the Depute Headteacher (Performance Management). They can be used to inform a number of key strategies to raise attainment and to inform improvement. Improving outcomes for all learners is a key component of the Improvement Plan. The information contained within the trackers is valuable to inform and update the faculty and whole school improvement plans.

Attainment Performance Reviews
These are meetings between the PT/DHT Link and HT to discuss the attainment of pupils in September, February and May. These assist in facilitating early intervention strategies to raise attainment.

Target Setting
The Pupil Trackers and Seemis information will support staff in informing pupils at all stages of their appropriate targets based within the context of their own learning.

Targeted Intervention
Performance Support Visits (PSVs) take place after the prelim examinations to provide additional support to senior pupils, to ensure they know their target and working grades and what strategies they are using to improve their learning and identify any barriers to these. Pupil Mentoring will start in Term 3 and Seemis and Pupil Tracker information is vital in identifying which learners would most benefit from this additional support.

Additional Information
INCAS/Midyis and SNSA data are available to inform improvements particularly at faculty level. The pupil Confidential File also provides vital information for pupils with an Additional Support Need (ASN). SEEMIS provides information on attendance and exclusions which may be referenced to evaluate impact and or improvement.

Additional Strategies and Procedures

In addition to the structured Quality Improvement Framework, Ellon Academy uses a variety of other means to support self-evaluation:

External Self-Evaluation Processes

There are Quality Improvement Visits (QIVs) led by the Quality Improvement Officer (QIO). The agenda for these meetings includes:

- Discussion of the Whole School Improvement Plan

- Staff improvement, quality improvement procedures, and issues relating to teaching, learning and the curriculum

- Review of statistical information, including school examination performance, national testing, attendance and exclusion

- Staffing

- Discussion on an indicative forward plan for the school. .

Management Support

Management support includes Senior Leadership links with departments/faculties.

There are 4 Depute Head Teachers, each linked to several faculties.

Their role is to work with Principal Teachers to support good practice and to promote rigorous practice in self-evaluation. Agreed "standing" items for the agenda at these meetings which consist of:

- Improvement Plan review, progress, evidence, impact and up-date

- Attainment Performance Review

- Classroom Visits review

- Examples of Effective Learning & Teaching

- Forward planning

Faculty Wrap-around support

The need for Faculty Wrap-around Support can be identified and mutually agreed as follows:

- Support with raising attainment via Faculty Attainment Reviews

- Support with staffing/recruitment issues

- Support with Leadership (new staff/PT)

- Mentoring and peer support

Ellon Academy Meetings

- House Meetings – weekly meetings including PTG, DHT House and PT ASL

- MAAP (Multi-Agency Action Plan) meetings including PTG, DHT House PT ASN

- Principal Teachers' Leadership meetings with the relevant Senior Leadership Team link

- Principal Teacher Meetings

- Whole school staff meetings, including meetings required to approve the Improvement Plan, the Working Time Agreement and the school calendar.

- School Impact Teams

- SLT meetings

- Extended Pastoral Team meetings

- Faculty meetings

- School calendar procedural meetings

- Meetings arranged by Professional Association Representatives if required

- Campus Management Meetings (PB, SMcG, CR, NT)

- Ellon Cluster Meetings with Primary Head Teachers

- Ellon Local Learning Partnership Meetings

- Meetings with employers, businesses, services and third sector organisations

- Meetings with local/national officers and partnership links

Minutes of all meetings listed are available.

Professional Update

Professional Update via the GTCS and Professional Learning is a fundamental precursor to effective self-evaluation. Ellon Academy places a high value on staff development. All staff will undertake Professional Update and will be involved in formally planning for their Professional Learning every session.

Pupil Voice

The Pupil Executive Team comprises of 2 Head Prefects their Deputies who meet on a twice weekly basis with teacher and DHT link and termly with the Headteacher to discuss and make decisions on whole school matters. The DHT link raises issues and suggestions at SLT meetings and vice versa and these discussions directly influence pupil voice in the improvement planning process. Minutes of these meeting are kept by the DHT Pupil Voice and are available for all pupils and staff to view on Glow. Ellon Academy also has Class Representative for every register class and a Pupil Senate who meet regularly to assist in reviewing procedures in school. A member of the Executive Team is assigned to support each year group's class representatives and are facilitated by Depute Head Teachers (House).

Sources of Evidence

A range of documentation is available to support our self-evaluation processes as follows:

- Faculty and Whole School Improvement Plan Updates

- Surveys and questionnaires

- CPD/Inservice evaluations

- Curriculum planning and record of work

- School policies and procedures

- SLT and Faculty meeting minutes

- PT meeting mInutes

- Impact Team minutes and records of work

- Pupil Voice minutes

- 'You said, we did' Faculty display boards

- Job remits

- Faculty pupil records of progress

- Seemis tracking data and Pupil Trackers

- Seemis Pupil Reports

- Seemis attendance and exclusion data

- Learner Mark and Reconnect data

- Merits and demerits

- Professional up-date/CPD records

- School Handbook

- Elevate Magazine

- School website, Twitter and Facebook

The Quality Improvement Framework:

Self-evaluation activity	Who	When
1.1 Self-evaluation for self-improvement		
Self-evaluation is a regular SLT and faculty meeting agenda item	SLT/PTs	On-going
DHT Reviews with Head Teacher	DHTs/HT	August and January
Whole School Improvement Plan	PB/SLT	Issued to PTs – end May
Faculty Improvement Plans	PTs/Staff	Completed by end Sept
Faculty Pupil Voice Evaluation	PTs/Staff	On-going
Parents' evening questionnaires	DHT	Cycle Nov – March Evaluation – Term 4
Planned faculty self-evaluation exercise based on HGIOS 4	PTs/Staff	May/June
1.1 Related Impact Teams Progress Reports	Chairpersons	Jan/June

Self-evaluation activity	Who	When
1.2 Leadership of learning		
Pupil Voice Evaluation/Questionnaires	DHT	On-going
Staff evaluation of CLPL	All	On-going
In-service evaluations, feedback and impact	All	Nov and Feb
Staff PDRS Reviews	All	On-going
Sharing standards events and evaluation	All	
Review of pupil targets and evaluation of progress	All	On-going
1.2 Related Impact Teams Progress Reports	Chairpersons	Jan/June

Self-evaluation activity	Who	When
2.3 Learning, teaching and assessment		
Pupil Reports Quality Assurance	PTs	Reporting Cycle Nov - March
SLT Classroom Visits (see appendix 1) Feedback to inform IP/CLPL	SLT/PT ➡ Staff	Term 1/2/3
Informal/Voluntary Peer Classroom Visits (Sharing Good Practice/CPD)	Staff ➡ Staff	Term 4
2.3 Related Impact Teams Progress Reports	Chairpersons	Jan/June

Self-evaluation activity	Who	When
3.1 Improving wellbeing, equality and inclusion		
Shanarri Wheel Pupil Evaluation	PEF PT	January
3.1 Challenge questions planned activity (feedback, impact)	DHT	In-service
Review of Merits, Demerits and Reconnect data	DHT	Termly
PEF evaluation/impact – benchmarking pupils progress and attendance	PEF PT	Aug/Sept - May/June
3.1 Related Impact Teams Progress Reports	Chairpersons	Jan/June

Self-evaluation activity	Who	When
3.2 Raising Attainment and Achievement		
Faculty Attainment Performance Reviews	HT/DHT/PT	September
Whole School Attainment Performance Review	SLT/HofS/QIOs	September
Faculty Attainment Targets Review	HT/DHT/PT	February
Whole School Attainment Performance Target Review	SLT/HofS/QIOs	March
BGE Performance Reviews	HT/DHT/PT	May/June
Review of pupil progress over time using Trackers	All	On-going
Pupil voice evaluations	All	On-going
3.2 Related Impact Teams Progress Reports	Chairpersons	Jan/June

Focus Q.Is

- Each year, linked to the school Improvement Plan, SLT will decide one focus QI for all teaching staff to review faculty and whole school practice:

19/20 -   3.2 Raising Attainment and Achievement

20/21 -   3.1 Improving Wellbeing, Equality and Inclusion

21/22 -   Ethos, Culture and Expectations linked to key QIs