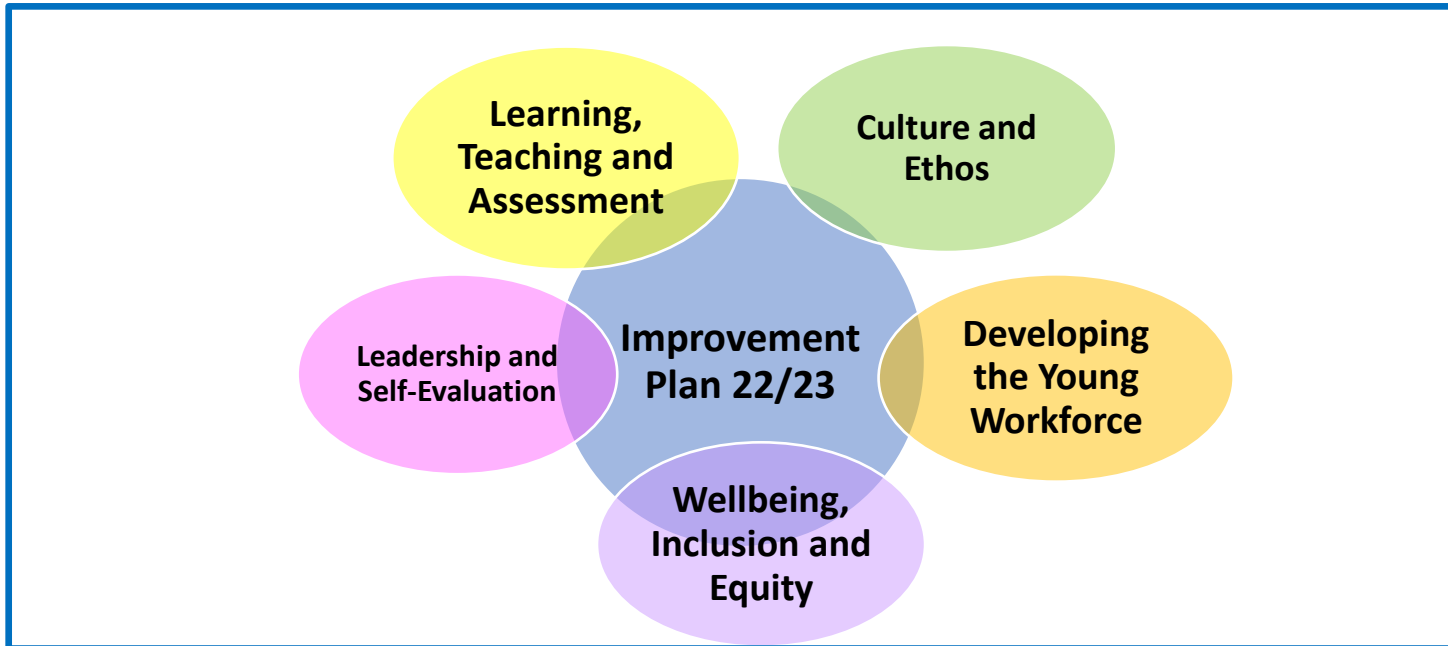


# Ellon Academy Improvement Plan Framework 22/23

Year 2/3



## Ellon Academy Improvement Plan 22/23 – Theme 1

### Learning, Teaching and Assessment

What?	Why?	How?	Who?	Anticipated impact	Evaluation Evidence
<p><b>Policy and Toolkit Implementation</b></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&amp;A at Ellon Academy.</p> <p>By taking current pedagogy and development into account</p> <p>By developing a toolkit to aid lesson planning and self-evaluation</p>	<p>TB/Impact Team</p> <p>Faculty and staff input &amp; feedback</p> <p>TB/KL/Impact Team</p>	<p>Consistent approached to Learning, Teaching and Assessment across faculties</p> <p>Consistent learner experience across the curriculum</p> <p>Greater parental understanding of LT&amp;A expectations</p>	<ul style="list-style-type: none"> <li>• Stakeholder feedback</li> <li>• Minutes of meetings</li> <li>• Improvement Plan reviews</li> <li>• Lesson Observations and feedback</li> <li>• Staff CPD records</li> </ul>
<p><b>CLPL – Making Thinking Visible (Year 1/3)</b></p>	<p>To provide a robust CLPL offer to staff to further enhance learners' experiences in the classroom</p>	<p>3-Year MTV plan devised by K Leslie and Impact Team</p>	<p>TB/Impact Team</p>	<p>Up-skilled classroom practitioners</p> <p>Consistent approaches to classroom routines</p> <p>Consistent learner experience</p>	<ul style="list-style-type: none"> <li>• Stakeholder feedback</li> <li>• Lesson Observations and feedback</li> <li>• Improved learner engagement</li> <li>• Increased learner recognition/merits</li> <li>• More active learning good practice</li> <li>• More confident staff</li> <li>• Staff CPD Records</li> </ul>

<p><b>Assessment and Moderation</b></p>	<p>To enhance teacher understanding of assessment standards and progressive learning</p>	<p>By developing a whole school approach to moderation</p> <p>By using the Moderation Cycle to review, plan and implement changes to the BGE Curriculum (2-year process) &amp; participation in associated training.</p>	<p>PTGs/Faculty Principal Teachers and faculty staff assisted by link DHTs</p>	<p>Better understanding of standards and achievement of a level Learners better prepared for progression More accurate and appropriate subject choices Raised attainment</p> <p>Improved whole school tracking to ensure learners are meeting key learning benchmarks and data can point to targeted support interventions</p>	<ul style="list-style-type: none"> <li>• Stakeholder feedback</li> <li>• Attainment data</li> <li>• More accurate data for analysis purposes</li> <li>• Faculty attainment review analysis</li> <li>• PowerBI data</li>   <li>• Stakeholder feedback</li> <li>• Attainment data</li> <li>• Improved consistency when reporting and increased staff confidence in assessing levels.</li> </ul>
<p><b>BGE and SP Tracking</b></p>	<p>To provide a whole school approach to tracking in the BGE</p>	<p>Consulting with PTs to share existing good practice and to reach consensus on faculty tracking.</p> <p>PTs Literacy/Numeracy to oversee SNSA testing and data analysis</p> <p>To formalise a bank of targeted support interventions</p>	<p>TB/Impact Team PTs Literacy/Numeracy</p>	<p>More consistent approaches to tracking and monitoring across the school Improved access to attainment data to inform improvement planning A focus on staged interventions to support learner attainment</p>	<ul style="list-style-type: none"> <li>• Tracking data</li> <li>• Use of tracking data</li> <li>• Planned intervention records</li> <li>• Clear links between data and planned improvements</li> </ul>

<p><b>Digital Learning</b></p>	<p>To continue to enhance learner experiences and outcomes by delivering high quality digital LT &amp; A.</p> <p>To prepare for the introduction of 1-2-1 devices</p> <p>Google Classroom</p> <p>Whole School Strategy for Digital Learning and Teaching</p>	<p>To review staff digital learning training needs and providing a CLPL offer</p> <p>To review S1 &amp;S2 Digital Skills courses</p> <p>To review use of Google Classroom and introduce a whole school policy around use.</p> <p>To gain accreditation of the 360° Online Safety Mark and review/update our whole school strategy for Digital Learning &amp; Teaching.</p>	<p>PT Digital Learning (MN)</p> <p>PT Digital Learning &amp; Digital Skills Teachers</p> <p>PT Digital Learning &amp; Parent Focus Group</p> <p>TB/PT Digital Learning, Online Safety Group</p>	<p>Greater confidence of learners/staff in using IT to support high quality L&amp;T.</p> <p>High quality courses that equip learners with relevant digital skills.</p> <p>Greater consistency of Google Classroom use across the school.</p> <p>Improved practice in relation to online safety and a clear strategic plan for further improvements in Digital Learning &amp; Teaching</p>	<ul style="list-style-type: none"> <li>• Stakeholder feedback</li> <li>• Lesson observations and feedback</li> <li>• SLT/Faculty Minutes</li> <li>• Staff CPD Records</li> <li>• Work of Digital Champions</li>   <li>• Course materials</li> <li>• Stakeholder feedback</li> <li>• Lesson Observations and feedback</li>   <li>• Improved and consistent experience for learners</li> <li>• Stakeholder feedback</li> <li>• SLT/Faculty Minutes</li> <li>• Digital Champions feedback</li> <li>• Increased parental knowledge and support of homework tasks</li>   <li>• Accreditation paperwork/audit</li> <li>• Responsible digital citizens</li> <li>• Stakeholder feedback</li> </ul>
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<p>Reading Schools Accreditation, through the Scottish Book Trust</p>	<p>To recognise the on-going work and good practice of the school Library and partnership links to develop Reading and Literacy at Ellon Academy</p>	<p>See separate framework attached</p>	<p>SW/JM/Impact Team Faculty of English PT Literacy Supported by SLT</p>	<ul style="list-style-type: none"> <li>• Embed practices to support and promote reading in school.</li> <li>• Promotion of Pupil Voice</li> <li>• Embed links between academy and primaries to support reading.</li> <li>• Create links with the wider community: businesses, community groups and parents/carers.</li> <li>• Gold Accreditation</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholder feedback</li> <li>• Increased engagement in reading and reading attainment</li> <li>• Impact Team minutes</li> <li>• Improved transition/primary/secondary links</li> <li>• Increased links with the wider community/business/parents and carers</li> <li>• Gold accreditation</li> </ul>
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## Ellon Academy Improvement Plan 22/23 – Theme 2

### Culture and Ethos

What?	Why?	How?	Who?	Anticipated impact	Evaluation Evidence
<p>Excellence at Ellon</p> <ul style="list-style-type: none"> <li>• Embedding</li> <li>• Evaluation</li> <li>• Consistency</li> </ul>	To maintain momentum and to ensure consistency of approach across the school	<p>By being relentless in our key messaging and daily interactions with learners</p> <p>Faculty Ethos Leaders – CLPL Session with ‘When Adults Change’</p>	<p>All Staff</p> <p>Faculty Ethos Leaders</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"> <li>• Stakeholder feedback</li> <li>• Less demerits</li> <li>• More merits</li> <li>• Decrease in exclusions</li> </ul>
Policy review and implementation	To provide a clear framework for implementation and accountability at all levels	By working with a short-term impact team to ensure the policy is reflective of our new ‘Excellence at Ellon’ Ethos	GC/Impact Team		
School Uniform and Blazers	To demonstrate school identity and pride	To work with pupils and parents to maintain consistency	GC/Exec Team/Parents’ Focus Group	Increased up-take in blazers	<ul style="list-style-type: none"> <li>• Increased up-take in blazers</li> </ul>

Curriculum Review	<p>To ensure our curriculum is 21<sup>st</sup> Century read and meets the needs of all Ellon Academy learners</p> <p>Moderation and assessment – Curriculum</p>	<p>To review local and national curriculum pedagogy and set a local context for Ellon Academy</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>To formalise wider achievement and accreditation opportunities</p>	<p>GC/Pupil Focus Groups/Impact Team</p> <p>All Staff LT&amp;A Moderation Impact Team</p> <p>GC/Principal Teachers</p>	<p>A more robust S3 experience for learners which prepares them well for senior phase</p> <p>Better whole school tracking and interventions for learners who need additional support to reach key benchmarks</p> <p>Better understanding of standards and achievement of a level Learners better prepared for progression More accurate and appropriate subject choices Raised attainment</p> <p>To ensure senior learners are maximising their time in school To ensure all learners have potential for accreditation at all levels and for some wider achievement activities</p>	<ul style="list-style-type: none"> <li>• Stakeholder feedback</li> <li>• Curriculum Rationale</li> <li>• SLT/Faculty Minutes</li> <li>• Curriculum Plans</li>   <li>• Learners who feel prepared for each transition stage</li>   <li>• Stakeholder feedback</li> <li>• Attainment data</li> <li>• Improved consistency when reporting and increased staff confidence in assessing levels.</li>   <li>• Stakeholder feedback</li> <li>• Increased accreditation</li> <li>• Attainment data</li> <li>• Leavers' Profiles</li> </ul>
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## Ellon Academy Improvement Plan 22/23 – Theme 3

**Leadership and  
Self-Evaluation**

What?	Why?	How?	Who?	Anticipated impact	Evaluation Evidence
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"> <li>• Stakeholder feedback</li> <li>• Improvement Plan reviews</li> <li>• Impact Teams Records of Work</li> </ul>
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"> <li>• Stakeholder feedback</li> <li>• Data from self-evaluation activities</li> </ul>
Leadership development for pupils	To support learners to develop leaderships skills	Columba 1400 pupils to lead learner training sessions	NC/TL/LW/Columba 1400 Pupils	To support learners to build confidence and resilience in leadership	<ul style="list-style-type: none"> <li>• Stakeholder feedback</li> <li>• Confident Individuals</li> <li>• Increased learner participation in leadership activities and pupil voice</li> </ul>
Peer Support Subject Champions <ul style="list-style-type: none"> <li>• Leading Learning</li> </ul>	To develop a peer support layer within our pupil support systems	By consulting with learners and offering training	MW/Guidance	To provide a routeway to peer support for learners To provide further leadership opportunities for learners	<ul style="list-style-type: none"> <li>• Stakeholder feedback</li> <li>• Decrease in bullying data</li> </ul>



## Ellon Academy Improvement Plan 22/23 – Theme 4

### Developing the Young Workforce

What?	Why?	How?	Who?	Anticipated impact	Evaluation Evidence
Careers Fair and Events	To provide opportunities for learners and parents to engage with career pathway partners	To plan and organise an annual Careers Fair	NC/PT DYW/Impact Team	Opportunity for family learning input to further engage learners and parents	<ul style="list-style-type: none"> <li>● Stakeholder feedback</li> <li>● Provider feedback</li> <li>● Increased +ve destinations</li> </ul>
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> <p>Faculty audit of courses to include careers related context and content</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"> <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>

<p>Embedding the Careers Standard Across the Curriculum</p>	<p>To provide an up-to-date and relevant context for learning related to the world of work</p>	<p>Liaison with external partners to procure the best value experiences for learners</p>	<p>Impact Team PTs NC/PT DYW</p>	<p>Learners gaining better awareness of the relevance of subject related skills and experiences to support them with career pathway planning</p>	<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>
<p>Co-ordination of events and work-related input for pupils</p>	<p>To provide real external world of work experiences</p>			<p>Learners to gain insight into the world of work and what that means for them</p>	

## Ellon Academy Improvement Plan 22/23 – Theme 5

### Wellbeing, Inclusion and Equity

What?	Why?	How?	Who?	Anticipated impact	Evaluation Evidence
Sharing of information review	To support staff to adjust and differentiate learning and teaching	Engaging with key staff to seek views	MW/Impact Team	Increased awareness of long- and short-term barriers to learning	<ul style="list-style-type: none"> <li>• Stakeholder feedback</li> <li>• Lesson planning and observation</li> <li>• Faculty plans for universal support</li> <li>• Faculty tracking and monitoring</li> <li>• Faculty assessment arrangements</li> <li>• Data from tracking systems</li> <li>• Interventions and actions</li> </ul>
Universal Support, CLPL	To ensure staff are confident in meeting learners' needs in the classroom setting	Offering a range of CLPL inputs (Circles) as part of supporting learning, teaching, and assessment	MW/Pupil Support Teams		
Collaborative workings PTsF, PTsG, PTPD, SLT	To ensure consistent approaches to supporting learners' needs	Strategic overview of House Teams and ways of working	MW/PTsG/PTsG/PTPD/SLT		
ASL tracking and monitoring	To ensure that learners are support and challenged. To increase aspirations.	Develop a robust tracking and monitoring of progress/benchmarks and milestones	PT ASL/MW	Improved planning of interventions to support progress, development, and attainment	
Ensuring flexible learning pathways	To ensure positive pathways for all learners	To develop a suite of interventions to meet the needs of those at risk of disengaging	SLT/Pupil Development Team/ASL/Guidance	Improved S4 experience and vocational choices for school leavers	

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