



Tweeddale Learning Community Improvement Plan 2017-18

National Improvement Framework

The four key priorities of the NIF are:

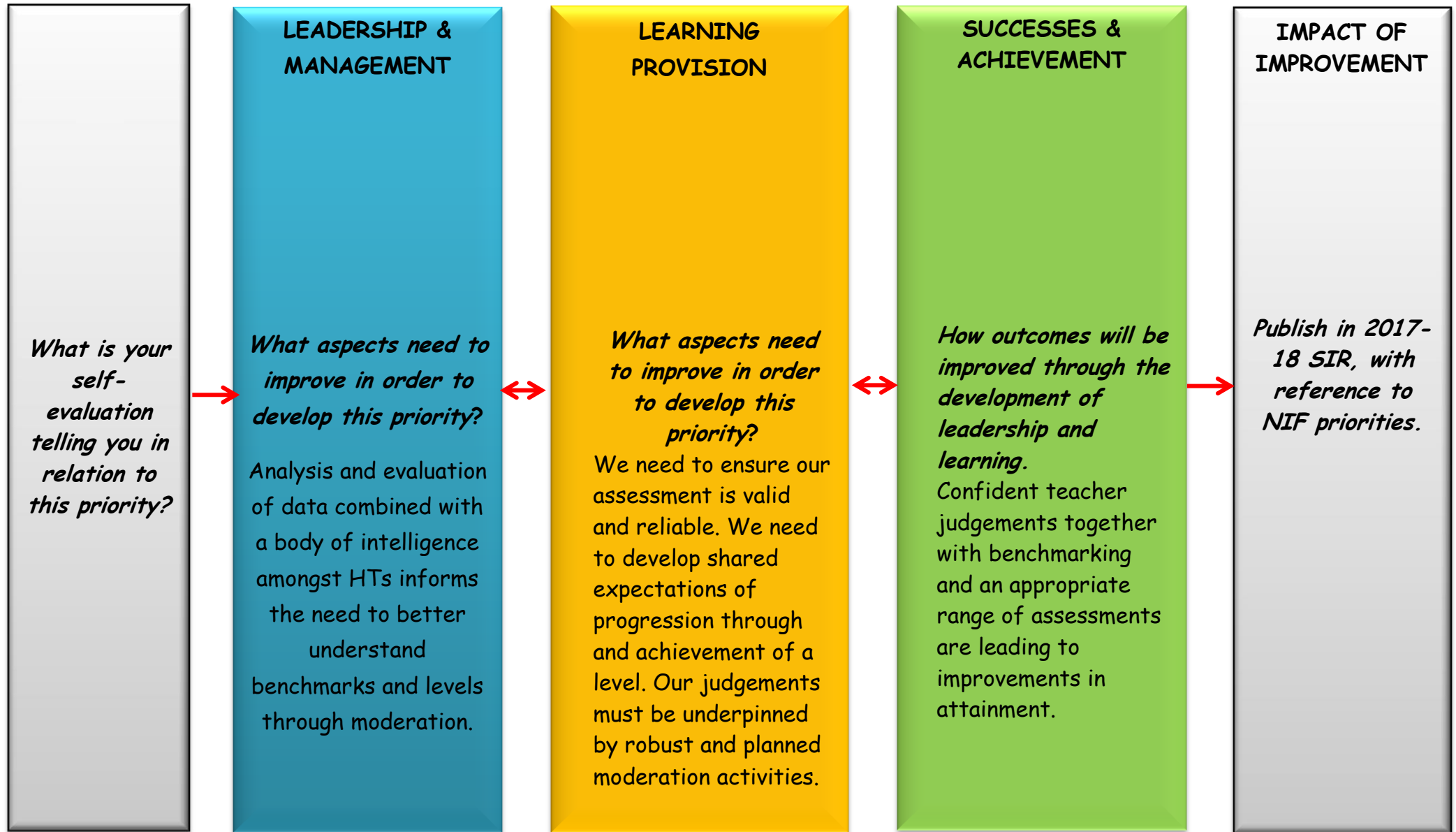
- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children's and young people's health and wellbeing.
- Improvement in employability skills and sustained positive school leaver destinations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

The four key principles of the NIF are:

The following key principles should be considered in your improvement plan:

- ensure that you collaborate with parents and carers, community partners and your local cluster to develop and evaluate the improvement plan
- take an evidence-based approach, including careful analysis of data on children and young people's progress to plan targeted interventions
- focus on a small number of key priorities which can be implemented as part of your collegiate working time agreement and aim to reduce unnecessary bureaucracy
- Consider both local and the NIF priorities when developing a plan that works for your children and young people

Achieving Excellence & Equity Priority : Learning Community



Excellence & Equity: TLC - Action Planner

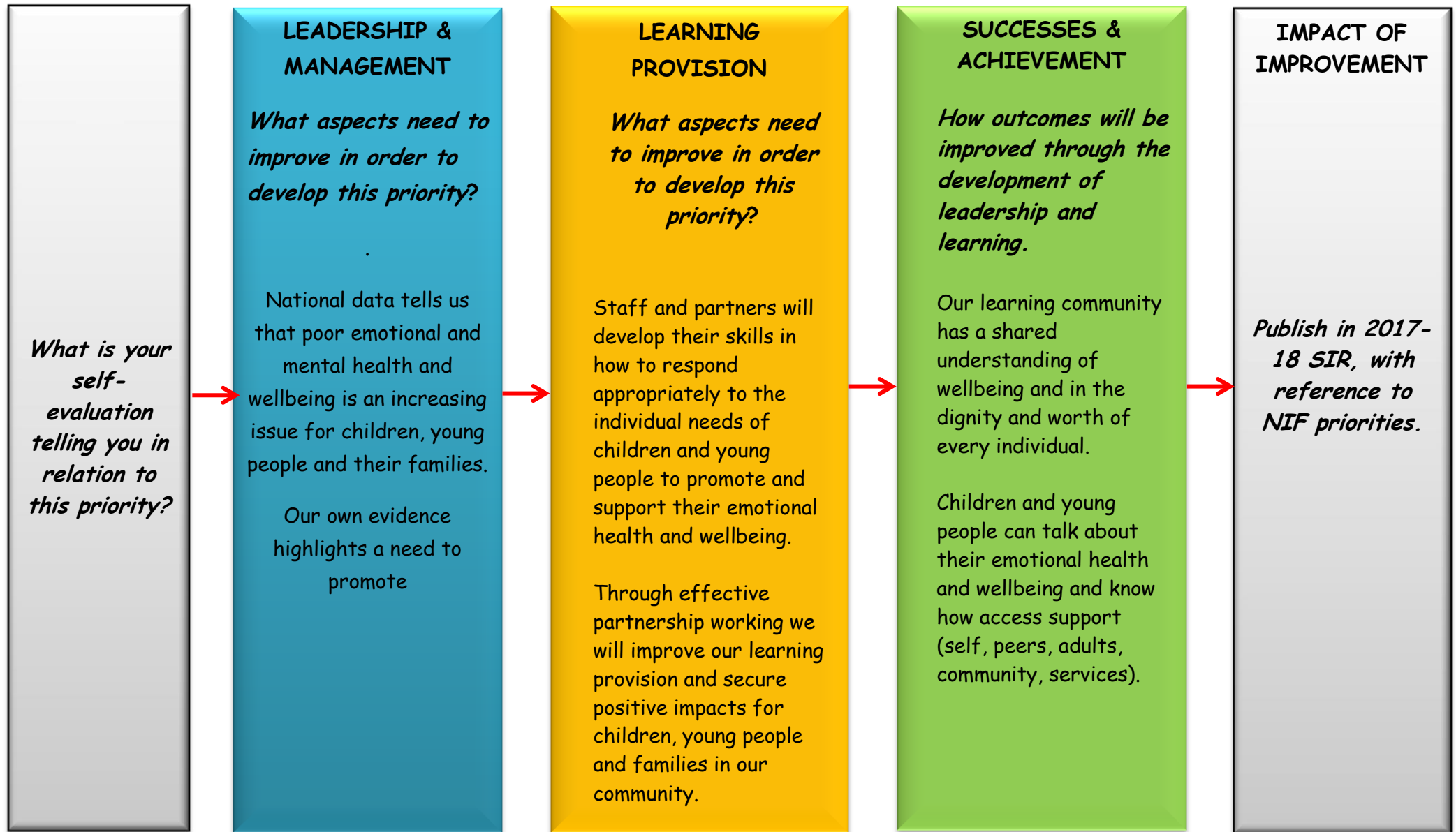
2017/18

Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?</i>	
4	1.1 2.3 3.2	Assessment of children's progress	Improvement in attainment, particularly in literacy and numeracy.	Increased teacher confidence in the assessment of reading. Improved learning experiences in reading. Improved pupil attainment for all over time. Narrowing of the attainment gap in reading.	
Process				Progress Tracker	
No. (Add/delete stages as necessary)		Key people	Timescale/ Deadline	Measures of Success: <i>the impact made to date and how we know.</i>	Date reviewed
1	What we are going to do. Moderation opportunities for practitioners	All primary staff & PHS English Dept.	4 collegiate activity sessions - one per term	Survey for staff to indicate levels of confidence June 2017 and June 2018	
	Why we need to do it. From this year's moderation activities both within and across schools, it is evident that all staff need to have a consistent understanding of planning, teaching and assessment cycle.			Sampling of pupils and their work during session 2017-18	
				Analysis of the correlation between our stated levels of achievement for children and their results	
2	What we are going to do. Learning rounds of HT to look at learners'	HTs	During	The learning board have a shared understanding of	

	<p>experience</p>		<p>learning board meetings, but ensuring each school is visited</p>	<p>the strengths and improvement needs of the learning community in reading</p> <p>Increased opportunities for staff both within and beyond their school to visit other practitioners to share good practice and improve</p>	
	<p>Why we need to do it.</p> <p>School leaders can quality assure the learners' experience and identify best practice across the learning community</p>				
3	<p>What we are going to do.</p> <p>Implement the Better Reading Support Partners programme for targeted learners</p>	<p>Practitioners trained in BRSP</p>	<p>Throughout session 207-18</p>	<p>Tracking progress of individual learners over a ten week period</p>	
	<p>Why we need to do it.</p> <p>To narrow the gap</p>				
4	<p>What we are going to do.</p> <p>Devise a strategy to share good practice in</p>	<p>All staff Community</p>	<p>2017-18</p>	<p>All schools are working with community partners towards a shared vision of reading for enjoyment</p>	

	promoting a culture of reading for enjoyment	partners			
	<p>Why we need to do it.</p> <p>To improve reading attainment it is essential to promote a positive culture of a lifelong love of reading</p> <p>To harness the momentum of recent good work in this area build on this good practice by involving the wider community</p>				

Achieving Excellence & Equity Priority : Learning Community



Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?</i>	
				<ul style="list-style-type: none"> • Improve understanding about the factors which impact on positive mental health and emotional well-being. • Support practitioners to better promote emotional well-being in themselves, their colleagues and children, young people and their families. 	
Process				Progress Tracker	
No. (Add/delete stages as necessary)		Key people	Timescale/ Deadline	Measures of Success: <i>the impact made to date and how we know.</i>	Date reviewed
1	What we are going to do. Train all staff in the Growing Confidence programmes.	Trainers	End of session	Feedback on delivered sessions	
	Why we need to do it. Emotional and mental health and wellbeing is an increasing issue for children, young people and their families				
2	What we are going to do. Facilitate staff development and individual action plans linked to their training	All staff	End of session	Action plans evidence that all staff are improving their practice in the promotion of mental and emotional wellbeing for children and young people.	

	<p>Why we need to do it.</p> <p>Staff and partners will develop their skills in how to respond appropriately to the individual needs of children and young people to promote and support their emotional health and wellbeing.</p>			<p>Use of data: attendance, exclusions, participation, referrals</p>	
3	<p>What we are going to do.</p>				
	<p>Why we need to do it.</p>				
4	<p>What we are going to do.</p>		2017-18		
	<p>Why we need to do it.</p>				

