Tweeddale Learning Community Improvement Plan 2017-18
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

What is your self-evaluation telling you in relation to this priority?

LEADERSHIP & MANAGEMENT

What aspects need to improve in order to develop this priority?
Analysis and evaluation of data combined with a body of intelligence amongst HTs informs the need to better understand benchmarks and levels through moderation.

LEARNING PROVISION

What aspects need to improve in order to develop this priority?
We need to ensure our assessment is valid and reliable. We need to develop shared expectations of progression through and achievement of a level. Our judgements must be underpinned by robust and planned moderation activities.

SUCCESES & ACHIEVEMENT

How outcomes will be improved through the development of leadership and learning. Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.

IMPACT OF IMPROVEMENT

Publish in 2017-18 SIR, with reference to NIF priorities.
### Priority Q.I.s N.I.F Drivers N.I.F Priority

<table>
<thead>
<tr>
<th>Priority</th>
<th>Q.I.s</th>
<th>N.I.F Drivers</th>
<th>N.I.F Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1.1 2.3 3.2</td>
<td>Assessment of children’s progress</td>
<td>Improvement in attainment, particularly in literacy and numeracy.</td>
</tr>
</tbody>
</table>

**Intended outcome:** with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?

- 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

<table>
<thead>
<tr>
<th>No. (Add/delete stages as necessary)</th>
<th>Key people</th>
<th>Timescale/Deadline</th>
<th>Measures of Success: the impact made to date and how we know.</th>
<th>Date reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All primary staff &amp; PHS English Dept.</td>
<td>4 collegiate activity sessions - one per term</td>
<td>Survey for staff to indicate levels of confidence June 2017 and June 2018 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</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>HTs</td>
<td>During</td>
<td>The learning board have a shared understanding of</td>
<td></td>
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</table>

**What we are going to do.**

### What we are going to do.

- **Moderation opportunities for practitioners**
  - All primary staff & PHS English Dept.
  - 4 collegiate activity sessions - one per term

**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.

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**2**

- **Learning rounds of HT to look at learners’**
- **HTs**
- **During**

- The learning board have a shared understanding of
<table>
<thead>
<tr>
<th>3</th>
<th>What we are going to do.</th>
<th>Implement the Better Reading Support Partners programme for targeted learners</th>
<th>Practitioners trained in BRSP</th>
<th>Throughout session 207-18</th>
<th>Tracking progress of individual learners over a ten week period</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>What we are going to do.</td>
<td>Devise a strategy to share good practice in Community</td>
<td>All staff Community</td>
<td>2017-18</td>
<td>All schools are working with community partners towards a shared vision of reading for enjoyment</td>
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<tr>
<td>promoting a culture of reading for enjoyment</td>
<td>partners</td>
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Why we need to do it.

To improve reading attainment it is essential to promote a positive culture of a lifelong love of reading.

To harness the momentum of recent good work in this area build on this good practice by involving the wider community.
Achieving Excellence & Equity Priority: Learning Community

LEADERSHIP & MANAGEMENT
What aspects need to improve in order to develop this priority?

- National data tells us that poor emotional and mental health and wellbeing is an increasing issue for children, young people and their families.
- Our own evidence highlights a need to promote

LEARNING PROVISION
What aspects need to improve in order to develop this priority?

- 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.
- Through effective partnership working we will improve our learning provision and secure positive impacts for children, young people and families in our community.

SUCCESSES & ACHIEVEMENT
How outcomes will be improved through the development of leadership and learning.

- Our learning community has a shared understanding of wellbeing and in the dignity and worth of every individual.
- Children and young people can talk about their emotional health and wellbeing and know how access support (self, peers, adults, community, services).

IMPACT OF IMPROVEMENT
Publish in 2017-18 SIR, with reference to NIF priorities.
### Intended outcome

with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?

- 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

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<td>1</td>
<td>What we are going to do. Train all staff in the Growing Confidence programmes.</td>
<td>Trainers</td>
<td>End of session</td>
<td>Feedback on delivered sessions</td>
</tr>
<tr>
<td>2</td>
<td>What we are going to do. Facilitate staff development and individual action plans linked to their training</td>
<td>All staff</td>
<td>End of session</td>
<td>Action plans evidence that all staff are improving their practice in the promotion of mental and emotional wellbeing for children and young people.</td>
</tr>
<tr>
<td></td>
<td>Why we need to do it.</td>
<td></td>
<td>Use of data: attendance, exclusions, participation, referrals</td>
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