

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

SUCCESSES & LEADERSHIP & **LEARNING** IMPACT OF **ACHIEVEMENT IMPROVEMENT** MANAGEMENT **PROVISION** Publish in 2017-How outcomes will be What aspects need What aspects need to What is your 18 SIR, with improved through the to improve in order selfimprove in order to reference to development of to develop this evaluation develop this priority? NIF priorities. leadership and priority? telling you in learning. We need to ensure our Analysis and evaluation relation to Confident teacher assessment is valid this priority? of data combined with judgements together and reliable. We need a body of intelligence with benchmarking to develop shared amongst HTs informs and an appropriate expectations of the need to better range of assessments progression through understand and achievement of a are leading to improvements in benchmarks and levels level. Our judgements attainment. must be underpinned through moderation. by robust and planned moderation activities.

Excellence & Equity: TLC - Action Planner

Priority Q.I.s N.I.F Drivers Priority 4 1.1 Assessment of children's progress progress progress progress progress Improvement in attainment, particularly in literacy and numeracy.		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			Process			Progress Tracker		
No.	(Add	/delete st	ages as neces	ssary)	Key people	Timescale/ Deadline	Measures of Success: the impact made to date and how we know.	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 Sampling of pupils and their work during session 2017-18				
	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.					Analysis of the correlation between our stated levels of achievement for children and their results			
2		nt we are go	oing to do. s of HT to look	at learners'	HTs	During	The learning board have a shared understanding of		

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

promoting a culture of reading for enjoyment	partners	
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.

What is your selfevaluation telling you in relation to this priority?

Excellence & Equity: TLC - Action Planner

Priori	ity	Q.I.s	N.I.F Drivers	N.I.F Priority	 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			Progress Tracker		
No. (No. (Add/delete stages as necessary)			Key people	Timescale/ Deadline	Measures of Success: the impact made to date and how we know.	Date reviewed		
1	Train progr Why Emotincre	rammes. we need to	n the Growing Cook do it.	Confidence nd wellbeing is an oung people and	Trainers	End of session	Feedback on delivered sessions		
2	Facili		ing to do. development a ked to their tra		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.		

3	Why we need to do it. 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. What we are going to do.		Use of data: attendance, exclusions, participation, referrals	
4	What we are going to do. Why we need to do it.	2017	7-18	