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| **Improvement Priority title:** **Leadership and Approach to Improvement: Visible Learning** |
| **Linked to QI/Theme:*** Q.I 1.3 – Leadership of change
* Q.I 2.3 – Learning, teaching and assessment
* Q.I 2.5 – Family learning
* Q.I 2.7 – Partnerships
* Q.I 3.2 – Raising attainment and achievement
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| **Linked to National Improvement Framework Priority (check all that apply):*** Improvement in attainment, particularly in literacy and numeracy ☒
* Closing the attainment gap between the most and least disadvantaged children ☒
* Improvement in children and young people’s health and wellbeing
* Improvement in employability skills and sustained, positive school leaver destinations for all young people ☒

**Linked to National Improvement Drivers (check any that apply):** School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☒ Assessment of Children’s Progress ☒ School Improvement 🗵 Performance Information 🗵 |
| **What difference will it make for learners? (what impact do we expect to see? List specific expected outcomes):****Pupils as learners will:*** Pupils more able to assess where they are in their learning and to target set effectively

**Staff as learners will:*** Use data more effectively to inform their practice and target resources effectively
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| **Success criteria (how will we know if the change has been an improvement?):****Pupils as learners will:*** Complete PLPs and Learning Logs showing greater understanding of their learning
* Be more focused on their next steps and how they are going to achieve them
* Be able to articulate learning intentions and whether they have met their success criteria.

**Staff as learners will:*** be able to articulate the progress of each learner, based on robust evidence.
* be able to articulate the impact the professional learning and collaboration is having on their practice.
* Use the language of learning more effectively
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| **What exactly are we going to do? (detail of specific actions)** | **Who will lead this? (detail of responsibilities and timescales)** |
| **Visible Learning – The 5 Strands** 1. **The Visible Learner**

‘What makes a Good Learner?’ – quick class / group brainstorm* Focus groups (p18)
* Staff discussion using results from above and on what we think a good learner is, key messages (p15-16)
* Monitoring visits, (p21)
* The Learning Pit, James Nottingham
1. **Know Thy Impact**
* Discuss key Messages, p31, p34 (27/8/18)
* Schonell Spelling assessment with P5
* Maths Academy Assess T1 and T4
* Maths assessments? Highland numeracy ones are in Staff Glow subsite under Highland Numeracy progressions
* Calculate effect sizes for last year’s Emerging Literacy scores
* Calculate effect sizes for this year’s Emerging Literacy scores
* Big Writing?
* Student voice – PLPs and Learning Logs (4 from each class, Sept, Nov)
1. **Inspired and Passionate Teachers**
* Student focus groups
* Effective Teacher Dimensions Activity – match the effect sizes (p59-60)
* Teacher Feedback Survey??
1. **Effective Feedback**
* Measure relational trust, p82
* Discuss Key messages p78, 79, 84, 80
* Feedback observations by peer teachers
1. **Aligned Systems and Processes**
* Complete matrix

Mindframes study on p11 for teachersEncourage more independent learners: 3 Before Me (Brain, Book, Buddy) | Teachers (Sept)JS (27th and 28th Sept)All Sept 18JS Oct 18??Oct 18Sharon Delahunty (Aug and Nov)EW and WW (T1 and T4)??JSJS??All (17/9/18) All (by 9/11/18)JS (Nov 18)All (Nov 18)??All staff (Aug)All (Nov 18)All (Nov 18)JS (Aug) JS and staff (13th Nov)All (13th Nov)?? |

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| **Equity implications:** All children will be encouraged to see themselves as effective visible learners and to focus on their targets. |
| **Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)**Staff meetings and in-service days used. Observations as part of usual monitoring cycle.  |

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| **Creativity opportunities:**  |
| **Expected resource needs:*** Osiris training materials and CPD funded through CPD budget
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