Driving Equity and Excellence

Improvement Action Plan

Session 2021-22

School/Establishment:	Firpark Secondary School
Date Submitted:	September 2021

Scottish Attainment Challenge School:	No

Pupil Equity Fund Allocation:	£ 34,069

Education, Youth & Communities Priorities

Priority 1: Improvement in attainment, particularly literacy and numeracy

Improvement Actions
- Effective tracking and monitoring within the BGE and senior phase using and interpreting relevant data
- Understanding achievement of a Level within the BGE incorporating progression frameworks and benchmarks
- Raising attainment in Literacy and Numeracy
- Develop appropriate curriculum, national qualifications and opportunities for accredited achievement

Priority 2: Closing the attainment gap between the most and least disadvantaged children

Improvement Actions
- Effective analysis of data to identify the poverty related attainment gap
- Apply appropriate interventions to close the poverty related attainment gap and reduce barriers to whole school involvement
- Effective use of the Pupil Equity Fund to support targeted young people
- Appropriate use of universal and targeted interventions through the Scottish Attainment Challenge

Priority 3: Improvement in children and young people's health and wellbeing

Improvement Actions
- Developing nurturing interventions and parental engagement to meet children and young people's individual needs
- Develop effective interventions to combat the impact of Adverse Childhood Experiences through increasing the resilience of our young people
- Develop effective interventions including, physical, emotional, social, active health and healthy lifestyle
- Ensure transition enhances children and young people's well-being and raises attainment

Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

Improvement Actions
- Improve the quality, accuracy, and use of leaver data to ensure positive outcomes for young people
- Develop an effective approach to careers education which supports children and young people into sustained positive destinations
- Improve the creativity and employability skills of our children and young people
- Improve the quality of our partnerships with employers and local organisations to develop an effective approach to careers education

Rationale for the Improvement Plan

Please consider the following challenge questions when developing your rationale for the new School Improvement Plan.

- What action are we currently taking to ensure excellence and equity for all learners?
- Which attainment gaps exist in our school?
- What action do we need to take to close these gaps?
- What data will we use to monitor progress?
- What action are we currently taking which will address the four priorities in the NIF?
- How good are our children's outcomes in these areas?
- What further targeted interventions do we need to plan next year to improve outcomes for key groups of learners?
- How well are we improving across the 6 key drivers in the NIF?

  o School Leadership
  o Teacher Professionalism
  o Assessment of Children's Progress
  o Parental Engagement
  o School Improvement
  o Performance Information

- How good are we now? What do we need to improve further?
- Which approaches to change will we use to ensure progress and impact with our key priorities?

School Vision and Values

| To provide a happy learning environment where young people are valued and cared for. |
| To provide a range of opportunities for pupils to develop their abilities and talents through a range of experiences and certificated courses. |
| To support pupils to develop relevant skills for life and skills for work. |
| To improve the pupils life chances and employment opportunities. |

Audit and Consultation

In arriving at our improvement priorities, the school has taken account of Education and Families' priorities, an audit of the previous year's improvement plan and engagement with parents/carers and learners.

Details of engagement with parents/carers

| Priorities sent out on school App with opportunity to Feedback
Consultation sheets available to parents at parent's nights |

Details of engagement with learners

| Discussed with pupils at Assembly.
Question and survey at PLP. |

2020-21 Improvement Plan

Establishment Priority 1:	To complete the curricular review of the Broad and General Education offered within Firpark Secondary with Pupil Voice as an embedded feature within curricular planning and evaluation. **Year 3 of development.**
Establishment Priority 2:	We will use Pupil Equity Fund (PEF) money to support the development of Literacy, Numeracy and Health and Wellbeing. **Year 5 of Development**
Establishment Priority 3:	Pupils will benefit from the continued development of Monitoring and Tracking, Planning and Assessment Moderation system within the Broad and General curriculum to facilitate the recording of progress and identify areas for development. **Year 6 of development.**
Establishment Priority 4:	

When considering your School/Establishment Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

Education, Youth & Communities Priorities	PEF Interventions	NIF Drivers	NIF Priorities
1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people	1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information	1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children; 3. Improvement in children's and young people's health and wellbeing; and 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.	**Developing in Faith Themes**	*All schools are encouraged to consider links to Rights Respecting Schools. Where appropriate please list the relevant articles which will be a focus for the coming year in the box opposite and on the action plan(s) below.* *The articles can be found [here](.).*	
	1. Honouring Jesus Christ as the Way, the Truth and the Life 2. Developing as a community of faith and learning 3. Promoting Gospel Values 4. Celebrating and Worshiping 5. Serving the common good.		

IMPROVEMENT PRIORITY 1:	To complete the curricular review of the Broad and General Education offered within Firpark Secondary with Pupil Voice as an embedded feature within curricular planning and evaluation. **Year 3 of development.**				
Person(s) Responsible Who will be leading the improvement?	**B Gilmour (DHT), teaching staff**				
HGIOS/ HGIOELC Quality Indicators	**PEF Interventions**	**NIF Drivers**	**NIF Priorities**	**EYC Priorities**	**Developing in Faith/ RRS Article(s)**
1.1, 1.3, 2.2, 3.1, 3.3	2, 3, 5, 7, 8, 9	2, 3, 5	3, 4	3, 4	

Outcome(s) / Expected Impact Detail targets, %, etc.	**Tasks/ Interventions to achieve priority**	**Measures** What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) **MS – Measure of success** **SC – Success criteria**	**Resources** Please include costs and, where relevant, state if cost is being met from PEF.	**Timescale** What are the key dates for implementation? When will outcomes be measured? Checkpoints?	**Progress Report**
All BGE teachers / departments have updated their Curricular Reviews from session 2020-2021 highlighting individual / departmental developments throughout the session and the impact of these on their future curriculum.	B. Gilmour to discuss with all teachers at meeting and PRD Reviewers to discuss with individual teachers to promote the prioritising of subject curricular developments in line with their Curricular Review being incorporated into their PRD Plans.	MS – Almost all teachers incorporating subject development into PRD Plans. SC – PRD Plans.	N/A	September 2021	
	Evaluative Statement & Actual Impact / Evidence boxes to be added to each individual / department Curricular Review so that they can be updated in line with current School Improvement Plan process.	MS – All teachers have their Curricular Reviews in the updated format and know how to complete it / where to save it.	N/A	September 2021	
	November Evaluative Statement & Actual Impact	MS – All teachers have updated their Curricular	N/A	1hour individual time allocated at	

	/ Evidence box completed by teachers	Review Evaluative Statement for November.		in service day 15.11.21	
	PRD Reviewers to discuss with individual teachers subject curricular developments in line with their Curricular Review being incorporated into their CPD Records.	MS – Almost all teachers incorporating subject developments into CPD Records. SC – CPD Records.	N/A	November 2021 PRD Meetings	
	February Evaluative Statement & Actual Impact / Evidence box completed by teachers	MS – All teachers have updated their Curricular Review Evaluative Statement for February	N/A	1hour individual time allocated at in service day 16.02.22	
	PRD Reviewers to discuss with individual teachers subject curricular developments in line with their Curricular Review being incorporated into their CPD Records.	MS – Almost all teachers incorporating subject developments into CPD Records. SC – CPD Records.	N/A	April 2022 PRD Meetings	
	May Evaluative Statement & Actual Impact / Evidence box completed by teachers	MS – All teachers have updated their Curricular Review Evaluative Statement for May	N/A	1 hour individual time allocated at in service day 05.05.22	
	Overall collation / summary of Evaluative Statements and Actual Impact / Evidence from across all BGE teachers.	MS – Evaluative Statements and Actual Impact / Evidence gathered from all BGE teachers SC – Collation shared with all teachers demonstrates clear progress in curricular developments across all areas of focus in line with the Curricular Refresh.	N/A	June 2021	

All BGE teachers have incorporated 'Pupil Voice Activity' into their PACE planning and highlight, in the evaluation process, the impact of this Pupil Voice on future curricular planning.	B. Gilmour to discuss the new layout at Teacher meeting and highlight where template can be found and where the PACE sheets should be posted. Collated response from last session posted out to teachers again.	MS – Outlined clearly at meeting SC – All staff clear as to expectations regarding PACE layout and where to post them.	N/A	August 2021	
	Pupil Voice Activity incorporated for first round of S1, S2 & S3 PACE – Term 1	MS – Most teachers have incorporated in their planning the Pupil Voice activities planned to be carried out during or at the end of the PACE sheet.	N/A	August / September 2021	
	DHT Review of Term 1 PACE looks at Pupil Voice Activities planned	MS – All teachers who haven't included Pupil Voice activities on their PACE sheet give verbal feedback to B. Gilmour during this review process.	N/A	September 2021	
	SMT Lesson Observations & feedback undertaken	Discussion in all feedback sessions regarding Pupil Voice Activity and initial information gathered.	N/A	September 2021	
	Overall evaluation incorporating impact of pupil voice recorded for Term 1	MS – Most teachers have added their overall evaluation of the PACE sheet including impact of Pupil Voice	N/A	October 2021	
	Pupil Voice Activity incorporated for second round of S1, S2 & S3 PACE – Term 2	MS – Almost all teachers have incorporated in their planning the Pupil Voice activities planned to be	N/A	October 2021	

		carried out during or at the end of the PACE sheet.			
	DHT Review of Term 2 PACE	MS – All teachers who haven't included Pupil Voice activities on their PACE sheet give verbal feedback to B. Gilmour during this review process.	N/A	November 2021	
	SMT Lesson Observations & feedback undertaken	Discussion in all feedback sessions regarding Pupil Voice Activity any initial impact to date.	N/A	November 2021	
	Time to individually review this new recording element of the Planning and Evaluation process – self or with others	All staff complete their update in their individual Curricular Review.	N/A	30 minutes individual time allocated at in service day 15.11.21	
	Overall evaluation incorporating impact of pupil voice recorded for Term 2	MS – Almost all teachers have added their overall evaluation of the PACE sheet including impact of Pupil Voice	N/A	December 2021	
	Pupil Voice Activity incorporated for third round of S1, S2 & S3 PACE - Term 3	MS – Almost all teachers have incorporated in their planning the Pupil Voice activities planned to be carried out during or at the end of the PACE sheet.	N/A	December 2021	
	DHT Review of Term 3 PACE	MS – All teachers who haven't included Pupil Voice activities on their PACE sheet give verbal	N/A	January 2022	

		feedback to B. Gilmour during this review process.			
	Time to individually review this new recording element of the Planning and Evaluation process – self or with others	All staff complete their update in their individual Curricular Review.	N/A	30 minutes individual time allocated at in service day 16.2.2022	
	Overall evaluation incorporating impact of pupil voice recorded for Term 3	MS – All teachers have added their overall evaluation of the PACE sheet including impact of Pupil Voice	N/A	March 2022	
	Pupil Voice Activity incorporated for third round of S1, S2 & S3 PACE - Term 4	MS – All teachers have incorporated in their planning the Pupil Voice activities planned to be carried out during or at the end of the PACE sheet.	N/A	March 2022	
	DHT Review of Term 4 PACE	MS – No teachers have to be contacted to gather additional information as all incorporated.	N/A	April 2022	
	Time to individually review this new recording element of the Planning and Evaluation process – self or with others	All staff complete their update in their individual Curricular Review.	N/A	1hour individual time allocated at in service day 5.5.2022	
	Overall evaluation incorporating impact of pupil voice recorded for Term 4	MS – All teachers have added their overall evaluation of the PACE sheet including impact of Pupil Voice	N/A	May 2022	

The impact of Pupil Voice is clearly visible within the school through PACE planning and evaluations and shared with other teachers / pupils	Overview of impact highlighted to date from across all BGE teachers compiled and shared with teachers	SC – Compiled document shared and discussed with teachers at Teacher meeting	N/A	January 2022	
	Summary of impact highlighted to date from across all BGE teachers compiled and shared with pupils via PLP classes / assembly	SC – Compiled information shared and discussed with pupils at PLP or assembly	N/A	January 2022	
	Overview of impact highlighted to date from across all BGE teachers compiled and shared with teachers	SC – Compiled document shared and discussed with teachers at Teacher meeting	N/A	June 2022	
	Summary of impact highlighted to date from across all BGE teachers compiled and shared with pupils via PLP classes / assembly	SC – Compiled information shared and discussed with pupils at PLP or assembly	N/A	June 2022	

Evaluative Statement & Actual Impact/ Evidence	
November	
February	
May	

IMPROVEMENT PRIORITY 2a:	Identified pupils will access enhanced provision to support their development within health and wellbeing through the use of Public Equity Funding (PEF). **Year 5 of development.**				
Person(s) Responsible Who will be leading the improvement?	**S Brown (PT Targeted Support), I McGurk (HT), teaching staff**				
HGIOS/ HGIOELC Quality Indicators	**PEF Interventions**	**NIF Drivers**	**NIF Priorities**	**EYC Priorities**	**Developing in Faith/ RRS Article(s)**
2.2, 2.3, 2.4, 3.1, 3.2	1, 4, 5, 6, 7, 8	4, 5, 6	1, 2, 4	1, 2, 4	

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Report
To further develop, monitor and evaluate a robust referral system for Targeted Support To further develop Targeted Support Model/ Pathway and liaise with all stakeholders especially outside agencies, including HSPO in building programme(s) of support for pupils, in order to improve the mental health and resilience of children and young people.	• Audit of health and well-being targeted supports for pupils, parents & carers • Referral procedure developed for Targeted Support with SMT • Share audit and referral procedures with all staff • Review referral procedures (3months) make changes as required • Targeted Support PT (PEF) to meet with identified pupils to ascertain needs and appropriate outside agencies • Use of pupil support proforma/table in pupil profile to share outcomes/strategies with staff • Regular meetings with stage DHT/PT/Targeted Support PT (PEF)	**MS** Identification of pupils requiring Targeted Support Creation of Targeted/Health and Well-being Supports database **SC-**Regular screening meetings to allocate appropriate resource/intervention for young person. Measure impact of intervention and share with pupil, parent and staff. Reports from other agencies outlining progress made by pupils as required Principal 6 & 8 – ED Scot Whole school approach framework for Schools to Support Children and Young people's mental health and well-being) .	School Budget/PEF funding for training courses as required Regular meetings with Stage DHT/PT during each term Update whole staff, parents and other stakeholders on progress using a variety of communication channels e.g., staff meetings, in-service day, parents night	Aug - Dec 2021 Time at Nov Inservice Allocated time in whole staff meetings Individualised programmes may require additional time. Review Dec 2021 Ongoing throughout the year (reviewed at each update)	.
To further develop a pathway to offer flexible, additional support to parents to develop their skills and confidence to engage in, and encourage, their children's learning in	• Create audit of parents and carers training/support needs • Update Parental workshop pathway/programme in response to identified needs collated from the parental audit. This may include the following:	**MS Identification** of 'training needs' gathered from parents via questionnaire to inform and create pathway Views expressed and translated into evaluative data.	School Budget/PEF funding for training courses as required Update whole staff, parents and other stakeholders on progress using a variety of	Initial Planning Stage Sept - Dec 2021 Implementation (Jan-June 2022)	

school and everyday life - building parental engagement and involvement, in all aspects of the school including Health and Wellbeing.	• subject/curricular area specific • Stage specific based workshops • Area specific based workshops e.g., RSHP, Three Sisters Consultancy • 'Drop in' sessions with outside agencies e.g., Liber8 • Solihull Online Parent Course • Psychological services • Talking Mats Foundation Training • Virtual/Online training from external agencies • Mental Health event – how parents can support themselves/child • Family learning for Numeracy/Literacy/Health and Well-being	**SC Parental programme** created for whole school/ each stage from evaluative data **I**ncrease in parental engagement in response to identified needs at given training sessions, Parents involved have developed their self-confidence to support their child in school life. Information gathered via questionnaire or comments from courses, Principal 7 – ED Scot Whole school approach framework for Schools to Support Children and Young people's mental health and well-being)	communication channels e.g., staff meetings, in-service day, parents night	Virtual courses if required – October 2021– March 2022 Time at Inservice days Allocated time in whole staff meetings	
To further develop, monitor and evaluate a training programme for all staff to build capacity and sustainability of our 'universal support' level within our Targeted Support Model**.** To identify key staff and arrange for additional training for the support levels within out Targeted Support Model	• Initial audit of all staff training, • Identify current programmes carried out within school and how they are carried out. • Identify strengths/weaknesses from audits • Signpost staff to current training programmes • Training providers brought in if required to 'plug' gaps • In-house training given to 'plug' gaps	**MS** Audits given and carried out by staff. **SC** Summary of audit findings including identifying gaps/next steps Self-evaluation with relevant staff who carry out school programmes to ensure implementation and to look at next steps. Regular meeting with stage DHT/PT	Staff training audit School Budget/PEF funding for training courses as required Training providers (in-house & outside agencies) Update whole staff, parents and other stakeholders on progress using a variety of communication channels	Sept 2021 – June 2022 Ongoing throughout the year (reviewed at each update) Time at Inservice days	.

in order to build capacity and sustainability.		Population of CPD Teams channel with relevant training courses Follow up on whole staff training by providing more detailed, needs led training for key staff. Principal 5 – ED Scot Whole school approach framework for Schools to Support Children and Young people's mental health and well-being)	e.g., staff meetings, in-service day, parents night	Allocated time in whole staff meetings	

Evaluative Statement & Actual Impact/ Evidence	
November	
February	
May	

IMPROVEMENT PRIORITY 2B:	Identified pupils will access enhanced provision to support their development within literacy and numeracy through the use of Public Equity Funding (PEF). **Year 4 of development.**

Person(s) Responsible Who will be leading the improvement?	E McKellar (PT Digital Literacy), I McGurk (HT), teaching staff

HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	EYC Priorities	Developing in Faith/ RRS Article(s)
2.2, 2.3, 2.4, 3.1, 3.2	1, 4, 5, 6, 7, 8	4, 5, 6	1,2,4	1,2,4	

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data) **MS – Measure of success** **SC – Success criteria**	Resources Please include costs and, where relevant, state if cost is being met from PEF.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Report
Continue to develop a whole school approach to supporting pupils' literacy/numeracy across the curriculum digitally, resulting in at least 80% of work being sent digitally to pupils with identified barriers to their learning.	-Acting PT (PEF) to continue to coordinate and support staff with Digital Literacy across the curriculum -NLC Digital Champion to continue take part in training and new digital developments. - Follow up from staff survey (Forms) taken in June 21 to identify staff needing further support to deliver work digitally where appropriate - provide/direct to relevant training for those who require it, continuing to keep digital Learning channel on Teams updated with relevant training and links - all staff and pupils to continue using individual iPads to support their learning and teaching - establish class Teams for session 21-22 to deliver tasks to pupils in a consistent way	Increase of work being delivered through Teams Increase in percentage of work being delivered through Teams (Forms survey) Staff PRD reflecting digital skills development	Repalcement iPads PEFfunding Replacing all class PC's to support the digital delivery	Ongoing Ongoing Sept 21 Jan 21 April 21 Ongoing Sept 21	

	-update record sheet identifying pupils who require/benefit from using iPads to complete their work and ensure staff know where to access this -create school policy for Digital Learning -start process of gaining Digital School Award by inviting staff to join working party and share knowledge across the staff and pupils Meeting September and as required across session	Completed policy Completed sections of award and Staff working party formed		August 21 June21 Sept 21	
Raise attainment in Literacy S1-3 through targeted interventions	Continuation of the Fresh Start reading intervention identifying pupils adversely effected during lockdown. Develop the RTIC (Read to Improve Comprehension) intervention across S1-3 implementing new material created last session Developing partnership with Braidhurst HS to support curriculum development Literacy Across Learning Policy to be updated	Increase in Reading and Comprehension age in YARC assessments Progress gains recorded in Bsquared	New books to be purchased to support this	New S1 YARC June 21 YARC pupils when completed FS and again when finished RTIC June 21	

Evaluative Statement & Actual Impact/ Evidence	
November	
February	
May	

IMPROVEMENT PRIORITY 3:	Pupils will benefit from the continued development of Monitoring and Tracking, Planning and Assessment Moderation system within the Broad and General curriculum to facilitate the recording of progress and identify areas for development. **Year 6 of development**				
Person(s) Responsible Who will be leading the improvement?	**L Ireland (PT), I McGurk (HT), teaching staff**				
HGIOS/ HGIOELC Quality Indicators	**PEF Interventions**	**NIF Drivers**	**NIF Priorities**	**EYC Priorities**	**Developing in Faith/ RRS Article(s)**
1.1, 2.3, 2.4, 3.2	4,5,6,7	2,4, 5, 6	1, 2,3, 4	1, 2,3, 4	

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state if cost is being met from PEF	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?	Progress Report
To continue to implement Bsquared system to support assessment and moderation	Create 2021-22 Monitoring and tracking working party to 1. Become trainers/leaders in V5 connecting steps 2. Facilitate the training of V5 Connecting steps 3. Discuss the next steps with the data collected. 4. Discuss the new mainstream version on connecting steps. 5. Support staff throughout the year with monitoring and tracking.	All staff trained on Connecting steps V5	BSquared Software annual licencing fee.	1st round training with Working Party October Tuesday-Date TBC 2nd round training October/November staff training TBC 3rd Working Party meeting November 4th Working Party meeting December Evaluation on V5 after 1st Connecting steps update	
	Baseline S1 pupil across the curriculum as to where they currently are in relation to the curricular organisers within the curricular area.	All staff to monitor and track S1-3 pupil progress using Connecting steps online tool		Thursday 16.9.21- S1 Baselines to be checked by teachers New Pupil Baselines to be checked.	
	Monitor and track pupil S1-S3 progress within the curricular organiser.	Teacher input of attainment/ pupil progress on Connecting steps. Focus on monitoring the breadth of the curriculum in line with BGE curriculum review		19/11/21 S1-3 1st BSquared Update S1-3 Review by PT S1-3 6/5/22 S1-S3 2nd BSquared Update Review by PT S1-3	

		Subject teacher / co-ordinator to evaluate progress to identify targeted curricular support for pupils		10/6/22 S1-S3 3rd/Final BSquared Update Review by PT S1-3	
	Record evidence of pupil progress S1-3 using Evisence and link it to the benchmarks.	All new staff trained on the use of Evisense Majority of teachers encouraged to input examples of attainment on Evisense Introduce S1/2 pupils to take their own evidence. PT/PLP/working party teachers to support this new transition. Majority of S3 pupils encouraged to use Evisense to take their own evidence.		Ongoing throughout the year as and when appropriate. Training available to all staff throughout the year as an when required.	
Moderation of BGE	Moderation event as per Year Planner (within existing meeting and in set time allocation). Biannual	All teachers to follow NLC moderation pro-forma within a setting that will facilitate sharing of work and ensure consistency in the achievement of a level and the assessment moderation process.		Whole school staff meetings Date TBC	
Introduce Evisense to S1/2/3 parents	Sign up S1-3 parents to Evisense to allow ongoing feedback on pupil progress through the evidence of their work. Create guidance for parents in the use of Evisense.	Send out guidance to S1-3 parents on the use of Evisense and register S1-3 parents/guardians. Parents will be able to feedback on pupil progress/class work.	BASED ON REVIEWS BREAK IT UP NEW ELEMENT	Dec 2021	

Evaluative Statement & Actual Impact/ Evidence	
November	
February	
May	