

Sunnybank School
Action Plan following
HMIE visit.
May 2023

QI – 2.3 Learning, Teaching & Assessment

Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)
To improve further the quality of learning and teaching approaches	Sunnybank School has a Learning and Teaching Standard based on high expectations and improvement.	Building on early work, involving staff and using ACC standard as a basis, to design a Learning and Teaching Standard for Sunnybank School with high standards and rigorous quality assurance.	4/11/18 Sept 23	KB/LT/DK
	Staff report high levels of satisfaction with the professional learning on the Learning & Teaching Standard.	Activity on quality assurance contributes towards the whole school QA Calendar.	18 Sept 23	KB
	All staff can demonstrate an understanding of the features of high-quality learning and teaching as reflected in the School's Learning and Teaching Standard	The template for observations is shared with staff and gives opportunity for clear comparison against the standard.	18 Sept 23	KB
	Almost all lessons observed demonstrate the standard is reflected in practice.	Develop a program of targeted professional learning for the staff team based on the learning and teaching standard.	Draft – 20 June 23 Confirmed 4 Sept	KB/LT/DK/JG/ET
		Incorporate and embed the CIRCLE framework into this program.	Intro/Baseline: 4 Oct 23 Dev: 6 Nov 23 Eval/Impact: 11 Dec 23 Repeat in T4	Partnership with Milltimber KB and PT(PEF)
		Liaise with ACC partners to evaluate the Cypic writing approach to support skills development.	June 23	LT
		Pupil focus groups to evaluate differentiation, pace and challenge aligns with the standard.	Termly linked to QA calendar	KB/LT/DK/JG/ET

<p>To improve the effective use of feedback and approaches that help children understand how they learn</p>	<p>All teachers can communicate effective feedback to learners and that this is observed in classroom visits and through discussion with learners.</p> <p>Pupil focus group discussions evidence that almost all pupils are able to talk about what they have been learning and why.</p>	<p>Good practice in the LSP is disseminated across the school. Staff are provided with CLPL in relation to effective learning conversations.</p> <p>Well timed use is made of open-ended questioning to extend learning.</p> <p>Develop a shared understanding of pupil participation and staffs' role in supporting this entitlement. Use training from Education Scotland to support this.</p> <p>Focus Group of P4-7 pupils to support the design of pupil profiles as a way of capturing their progress and support dialogue.</p> <p>Termly sampling of writing jotter and focus groups of pupils to capture effective feedback within writing.</p> <p>Effective feedback within Numeracy and HWB will be developed, and pupil groups will support the evaluation of impact and tracking of progress.</p>	<p>4/11/18 Sept 23</p> <p>4/11/18 Sept 23</p> <p>April 23 2 May 23 Intro/Baseline: 4 Oct 23 Dev: 6 Nov-11 Dec 23</p> <p>2 June 23</p> <p>18 Sept 23, 6 Nov 23 15 Jan 23 & 22 Apr 23</p> <p>4/11/18 Sept 23</p>	<p>KB/LT/DK</p> <p>KB/LT/DK</p> <p>LT ET/LT</p> <p>LT</p> <p>KB/LT/DK</p> <p>KB/LT/DK</p>
<p>Develop staff understanding of the purpose, entitlement and impact of outdoor learning</p>	<p>All children have opportunities for learning within an outdoor environment and that this is reflected in planning and practice.</p>	<p>Staff to engage with professional learning e.g https://education.gov.scot/improvement/learning-resources/a-summary-of-outdoor-learning-resources/</p> <p>Regular opportunities to share strong practice in Outdoor learning. Monthly focus for sharing practice.</p>	<p>17 Nov 23</p> <p>November & March</p>	<p>DK</p> <p>Creative Star: Juliet Robertson</p> <p>DK</p>

		Effective use of partners to support outdoor learning: evaluate current partnerships twice a year and extend partnerships to support development of OL.	20 Dec 23 & 30 June 24	DK
		Pupil focus group to help capture pupils' range of experiences and their view on school improvement	20 Dec 23 & 30 June 24	DK
That staff ensure digital technology is used to consistently capture significant learning and supports children to reflect on their learning	<p>All staff have a shared understanding of pupils' entitlement to digital learning and are building confidence in using this to enrich learners' experiences.</p> <p>All pupils receive their entitlement to digital learning.</p> <p>Online platforms capture evidence of significant learning and supports reflection.</p>	<p>A shared understanding exists which ensures that online platforms consistently capture significant learning and support children to reflect on their learning.</p> <p>City-wide Professional Development for teaching staff</p> <p>Staff to lead professional learning in this area. Views are captured through a confidence survey in 22/23 session to inform 23/24 priorities</p> <p>Regular opportunities to moderate and share strong practice in digital learning: Monthly focus at staff development meetings.</p> <p>Effective use of partners to support digital learning (Cybersafe linked to online safety for Open Evening and Safer Internet Week)</p>	<p>November 23</p> <p>17 November 23</p> <p>30 June 2023</p> <p>December 23 February 24</p> <p>September 23 Feb 24</p>	<p>Early Level staff</p> <p>All teaching staff</p> <p>Digital working group</p> <p>Digital Working Group</p> <p>LT</p>
That children can talk about what they are learning and how they know they have been successful	<p>All staff are confident in creating relevant learning intentions and that planning reflects this.</p> <p>LI/SC are shared and revisited during each learning episode.</p>	<p>Children are consistently involved in the planning of learning activities.</p> <p>Learning intentions focus on knowledge and skills development and that children are given opportunity to co-construct criteria which are then used to measure success. The Pupil Focus Group will support evidence in this area.</p> <p>Learning Intentions are planned in advance and are used to effectively support learner conversations, giving pupils the opportunity to lead their learning.</p>	<p>11 Sept 23, 13 Nov 23, 22 Jan 23, 29 Apr 23</p> <p>11 Sept 23, 13 Nov 23, 22 Jan 23, 29 Apr 23</p> <p>11 Sept 23, 13 Nov 23, 22 Jan 23, 29 Apr 23</p>	<p>DK/LT/KB</p> <p>DK/LT/KB/ET/JG</p> <p>DK/LT/KB/ET/JG</p>

		Classroom visits will QA the link between planning and learning experiences.	26 Sept 23– 8 Oct 23	DK/LT/KB/ET/JG
Senior leaders and staff have a greater understanding of how P1 children learn based on the principles of the national practice guidance.	Senior leaders and early level staff have a clear understanding of play-based pedagogy and are confident in making links between practice, theory and policy guidance. This is evidence through professional learning sessions, professional dialogue and classroom visits. All early level staff will have a greater understanding of the current practice around the role of the adult in a play environment and this is observed during class visits and through discussions with learners.	Professional development of play-based pedagogy using the national guidance 'Realising the Ambition: Being Me'. A shared understanding of the role of an adult within the learning environment and how online platforms are used to highlight significant learning with families. Regular opportunities to moderate and share good practice between N and P1 as well as wider. (ASG/Trios/ACC). Learning walks and classroom visits will support the progress in this area each term.	29 Aug – 10 Sept November 23 February 23 March 23 August 23 November 23 February 23 March 23	DK DK and SEYP DK and SEYP
That all teachers provide children with opportunities to demonstrate breadth, depth and application of learning through the use of well-planned assessments	That all teachers include assessment in their planning for learning and teaching. SLT and teachers ensure results from assessments directly influence next steps in learning and support professional judgements to evidence progress. This supports learners to better understand the progress they are making.	A shared understanding of approaches to assessment will exist within the assessment guidance, this will align with local and national guidance. (incl an agreed assessment calendar) Consistent approaches are used to support pupils to understand their learning targets and allow them to measure success, with increasing independence. Pupil Focus groups will support QA of this through evaluation of profiles. Refresh TAG approach to feedback within writing for P2-P7 and ensure skills are built within Early level. Explore how this can be used to support assessment within Numeracy and HWB	30 June 23 4 Sept 23 June 23, Oct 23, Dec 23, Mar 24, June 24 June 23, Oct 23, Dec 23, Mar 24, June 24 18 Sept 23, 6 Nov 23 15 Jan 23 & 22 Apr 23	DK DK LT LT KB

SLT will ensure opportunities for moderation are a regular feature in the collegiate calendar	That all teachers report an increase in confidence in professional judgements and have a shared understanding of national standards across the curriculum and can evidence moderation activities	Baseline questionnaire to capture confidence in professional judgement and understanding of this. Professional development and strong practice to improve staff confidence and understanding. (Termly focus) Regular moderation with ASG/Trios/ACC to support understanding of national standards across the curriculum, included within annual calendar.	June 23 Oct 23, Dec 23, Mar 24, June 24	LT DK/LT/KB/ET/JG and QAMSO
Staff to ensure that targets within IEPs are tailored more specifically to the additional needs of the learner. Strategies for support will be monitored.	SLT and staff are identifying and monitoring the effectiveness of personalized strategies put in place to support children to achieve their goals.	Professional development sessions using ACC support to increase staff confidence and competence is writing quality IEPs. IEPs are reviewed termly. Child friendly IEPs are created in partnership with learners. Moderation of IEPs across the school and with wider partners.	Part 1: 24 Apr 23 Part 2: 15 May 23 Refresher: 28 Aug 23 Week 4 of each term 13 Oct 23 17 Nov 23	LT LSP LT/KB/DK LT LT, LSP and SfD
Well planned learning needs to be more consistent across the school to improve the quality of children's learning experiences.	Targets are more consistently and clearly planned in literacy, numeracy and health and wellbeing with next steps in learning identified for all children.	Planning guidance reviewed and shared with teachers. Shared understanding of the moderation cycle with a focus on assessment used to inform planning and effective engagement of pupils within the process. SLT will meet with teachers termly to review planning and opportunities for assessment	12 June 23 21 Aug 23 May 23 Jan 24 11 Sept-21 Sept 23 22 Jan -2 Feb 24 29 Apr – 10 May 24	LT/DK/KB DK
Tracking discussions should have a clear focus on the	Approaches to tracking and monitoring have been reviewed ensuring there are clear processes to	Staff development secured for SLT and teaching staff to support the analysis of tracking data.	September 23	LT: AH and AC

<p>attainment and achievement of individual children, identified groups and cohorts.</p>	<p>include all curricular areas and that these are understood by all.</p> <p>Staff are able to map clearly each child's learning journey over time.</p> <p>The effectiveness of interventions are evaluated using data gathered.</p>	<p>Use Power Bi here to analyse progress over time and to inform the setting of realistic and achievable targets.</p> <p>Ensure accuracy of data based on understanding standard so that tracking can be accurate.</p> <p>Tracking meetings held three times per year monitor progress and to identify those learners who require intervention.</p>	<p>September 23</p> <p>13 Nov 23 – 24 Nov 23 18 Mar 23 – 31 Mar 23 6 May 23 – 17 May 23</p>	<p>LT: AH and AC</p> <p>KB/LT/DK</p>
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QI – 3.2 Raising Attainment and Achievement

Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)
Assessments are used consistently well to support professional judgement. Senior leaders and teachers analyse data closely to effectively track pupil progress.	<p>Groups or individuals who are not making the expected progress have been identified.</p> <p>Resources, support and interventions are focused on those children who need it most and outcomes are measured.</p>	<p>Ensure a range of well-timed assessments are identified and planned for. Evidence is then triangulated.</p> <p>Assessment guidance is created and shared with staff, including a timeline, so that robust judgements can be made and CfE data recorded in SEEMiS ready for uplift.</p> <p>Staff development provided in the analysis of data.</p>	<p>July 23</p> <p>June 23</p> <p>21 Sept 23</p> <p>24 Nov 23</p> <p>31 Mar 23</p> <p>17 May 23</p> <p>Oct 23, Dec 23, Mar 24, June 24</p>	<p>Agreed Assessment calendar, shared drive, assessment examples</p> <p>DK/LT/KB</p>
Teachers need support to accurately assess, monitor and track children's attainment over time	<p>A collegiate approach has been taken and a moderation process across the school has been developed.</p> <p>Teachers express confidence in the use of a range of assessments, data and moderation activities ensuing professional judgements are more robust.</p>	<p>Staff development secured for SLT and teaching staff to support the analysis of tracking data. Use Power Bi here to analyse progress over time and to inform the setting of realistic and achievable targets.</p> <p>Teacher confidence survey: baseline and repeat for impact.</p> <p>Ensure accuracy of data based on understanding standard so that tracking can be accurate.</p> <p>Tracking meetings held three times per year monitor progress and to identify those learners who require intervention.</p>	<p>September 23</p> <p>June 23</p> <p>Nov 23</p> <p>March 23</p> <p>13 Nov 23 – 24 Nov 23</p> <p>18 Mar 23 – 31 Mar 23</p>	<p>LT:AH and AC</p> <p>LT/DK/KB</p> <p>LT/DK/KB and Sfd</p>

		Moderation opportunities are planned with school partners to support and included within the annual calendar.	6 May 23 – 17 May 23	
In reading, children need to increase their understanding and use of a range of genres. They should be supported to read and listen to a wider range of appropriately challenging and age-appropriate texts.	<p>The majority of children at early level can use their knowledge of sounds, letters and patterns to read words.</p> <p>The majority of children at first level can demonstrate they can use a range of strategies to decode unfamiliar words, reading fluently and with expression.</p> <p>Attainment in reading has improved at all levels</p>	<p>All teachers ensure learning is carefully planned and is reflective of the needs within their class, incorporating the use of inferential and evaluative questions.</p> <p>Resources are secured to ensure a wide range of reading material is available to support learning at all levels. (CRIS)</p>	<p>26 Sept 23 – 8 Oct 23</p> <p>18 Sept 23 March 24 May 24</p>	<p>KB</p> <p>Teaching staff</p>
In writing, children need to increase their progress in developing core writing skills.	<p>Staff report increased confidence in planning and assessing in writing.</p> <p>Children have benefited from a focus on tools for writing.</p> <p>Jotter monitoring evidences progress in the development of writing skills across all levels has improved</p> <p>Attainment in writing has improved at all levels.</p>	<p>Staff development delivered in the CYPIC approach and related resources secured.</p> <p>LI/ SC should include skills focus supporting children to check their writing makes sense and meets its purpose.</p> <p>Opportunities to be provided for all children to revisit their writing to edit and improve their work based on feedback given</p>	<p>Nov 23</p> <p>18 Sept 23, 6 Nov 23 15 Jan 23 & 22 Apr 23</p>	<p>P4 and P5 staff Kitty/ASG</p> <p>KB</p>
Across all stages, children will develop further their application of numeracy and mathematical skills, knowledge and strategies using real life problems.	<p>Planning reflects increased opportunity for children to experience and apply their learning through real life contexts, this is evidenced through professional dialogue and pupil focus groups.</p>	<p>Professional learning will support staffs' confidence in planning relevant opportunities for pupils to apply their numeracy and mathematical skills across the curriculum.</p> <p>Review of maths curriculum through development of learning, teaching and assessment approaches.</p> <p>Pupil groups and sampling of pupils work to support baseline and impact assessment.</p>	<p>Jan 24</p> <p>Jan 24</p> <p>Dec 23 and May 24</p>	<p>LT</p> <p>LT</p> <p>LT</p>

<p>SLT will analyse data for different groups of children over time to evidence the impact of learning experiences or interventions.</p>	<p>SLT analysis of data using PowerBi informs termly discussions with teaching staff. Children who experience barriers to learning are carefully tracked to ensure they are making progress and to measure the impact of interventions.</p> <p>Attainment in numeracy has improved at all levels</p>	<p>Staff development secured for SLT and teaching staff to support the analysis of tracking data.</p> <p>Use Power Bi here to analyse progress over time and to inform the setting of realistic and achievable targets.</p> <p>Termly tracking meetings to take place with a rigor which allows teaching staff to focus on improvement for groups of children who are not making the expected progress. Meetings held three times per year monitor progress and identify those learners who require intervention.</p>	<p>September 23</p> <p>September 23</p> <p>13 Nov 23 – 24 Nov 23 18 Mar 23 – 31 Mar 23 6 May 23 – 17 May 23</p>	<p>LT: AH and AC</p> <p>LT: AH and AC</p> <p>KB/LT/DK</p>
<p>Children should be able to talk about skills for learning, life and work.</p> <p>SLT should ensure that no child is at risk of missing out.</p>	<p>SLT clearly record what children are achieving as a result of experience within an out with school.</p> <p>Opportunities for pupil leadership have been extended.</p>	<p>A school wider achievement overview is supported by staff, pupils and families.</p> <p>WA overview is analysed termly to identify gaps and inform opportunities for pupils.</p> <p>Development of Pupil Profiles will support learners' ability to lead their own learning, recognise the relevance of it to their future career and promote ambition.</p>	<p>13 Nov 23 – 24 Nov 23 18 Mar 23 – 31 Mar 23 6 May 23 – 17 May 23</p> <p>June 23, Oct 23, Dec 23, Mar 24, June 24</p>	<p>ET/LT</p> <p>Pupil Group, LT andKT</p>
<p>SLT gather robust evidence which illustrates the progress made in closing the poverty attainment gap.</p>	<p>SLT have ensured processes allow for the impact of interventions and support to be measured.</p> <p>The impact of nurturing approaches and individual support is measured, and analysis shows the positive impact on pupils.</p>	<p>Attainment, attendance, engagement, exclusion and participation data is used to evidence the impact of interventions.</p> <p>Additional measures of impact are clearly evidenced and analysed to support assessment of impact e.g. Leuven Scale</p> <p>Barriers to learning are understood for pupils and SMART targets are used to ensure effectiveness of interventions. These are evidence within teachers planning and IEPs.</p> <p>Work with partner school allows for moderation of evidence and support professional development in capturing and analysing data.</p>	<p>13 Nov 23 – 24 Nov 23</p> <p>18 Mar 23 – 31 Mar 23</p> <p>6 May 23 – 17 May 23</p> <p>Week 4 of each Term</p> <p>17 November 23</p>	<p>JG</p> <p>KB/DK/LT</p> <p>LT/DK/KB and SfD</p>