

GRANTOWN GRAMMAR SCHOOL 2011 – 2014

Our strategic improvement priorities are:

Education Authority Priorities for Improvement <i>Highland Council Education authority priorities for schools should be entered into this section.</i>	Our School Priorities <i>Please cut and paste improvement priorities from page 2 of your Standards and Quality Report into this section.</i>	OUR IMPROVEMENT ACTIONS <i>Using the previous column, please define the actions you plan to take each year</i>			What difference will we make for learners by 2014?
		2011 - 2012	2012 - 2013	2013 - 2014	
<p>Self-evaluation</p> <p>Improve practice in self-evaluation to ensure consistently high quality learning experiences for all young people.</p>	<p>Self-evaluation</p> <ul style="list-style-type: none"> Support pupils and parents/carers to gain a better understanding of the over-arching principles of the Curriculum for Excellence. Better involve students and parents/carers in school self-evaluation and improvement planning. Review our vision and values in collaboration with staff, Student and Parent Councils. Better inform school self-evaluation and improve learning experiences for pupils through further embedding learning visits, staff collaboration about learning and teaching, sharing standards discussions and focussed CPD. 	<ul style="list-style-type: none"> Supported by the Curriculum Development Group, provide more opportunities to support pupils and the wider parent body to gain a better understanding of the over-arching principles of the Curriculum for Excellence. Supported by the Curriculum Development Group, provide more opportunities to involve the pupils and the wider parent body in planning and review of our structures to support Curriculum for Excellence. Develop approaches to more systematically gather and take account of pupil/parent views. Review vision and values in collaboration with Student Council and Parent Council Sharing Practice Development Group, supported by the Assessment Coordinator, build on the TRIAD system and continue to support the Tapestry initiative to embed learning visits, staff collaboration about learning and teaching, and sharing standards discussions. 	 		<ul style="list-style-type: none"> Parents/carers and pupils will be more informed about educational change. Improved learning experiences as a result of taking more account of the views of pupils and parents/carers in school self-evaluation and improvement planning. Pupils will benefit from being part of a learning community with shared vision and values which they have contributed to. Improved progression and establish a more consistent understanding of standards across the curriculum and across sectors.

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Improving Performance Continue to improve attainment: <ol style="list-style-type: none"> in literacy and numeracy and by the collection and use of data to ensure all learners achieve their full potential. 	Improving Performance <ul style="list-style-type: none"> Review methodologies and focus resources on improving attainment in priority areas identified from STACs and other attainment data. Improve attainment in senior school, particularly S6. Review assessment, tracking and reporting policy and procedures to embed target setting and tracking at all levels, taking account of CfE Guidelines focussing on Literacy, Numeracy and HWB and transition to new qualifications framework. 	<ul style="list-style-type: none"> Review resources and methodologies giving priority to English, Mathematics, Geography, Biology & Product Design Embed literacy as a responsibility for all, supported by the Literacy Development Group Embed numeracy as a responsibility for all supported by the Numeracy Development Group Support pupils at all levels to take greater responsibility for their own learning and skills development. Ensure parents/carers, as well as students, are informed of expectations and alerted about progress concerns at an early stage. Pilot and develop approaches for assessment, tracking and reporting in line with HC Guidelines using e1 and GLOW as appropriate Continue to develop links with the Primary schools to ensure consistency of approach and progression from P7 into S1. 	<ul style="list-style-type: none"> Using attainment data, review priorities for action 		<ul style="list-style-type: none"> Improved attainment in NC courses. Improved attainment at all levels. Improved literacy skills at all levels. Improved numeracy skills at all levels. Pupils will be more able to take responsibility for their own learning and track their own skills development. Parents/carers will be better informed and more able to work as partners to support learning. Improved progression from primary school.

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<p>Learners' Experiences</p> <p>Implement and embed the Learning, Teaching and Assessment policy.</p> <p>AND</p> <p>Meeting Learning Needs</p> <p>Further improve processes and protocols that lead to streamlined planning, assessment and decision making to meet the needs of all learners.</p>	<p>Learners' Experiences & Meeting Learning Needs</p> <ul style="list-style-type: none"> Better involve pupils in their own learning, at all stages, through further development of AIFL approaches including peer and self assessment, involvement in target setting and tracking their own achievements. Provide more opportunities for collaborative learning at all stages, through continued development of and support for cooperative learning approaches across the school. Provide greater challenge for the more able students. Continue to develop the use of ICT to support learning by maximising the use of GLOW and e1 to enhance learning, collaboration, e-portfolios and sharing of resources and information (including with parents/carers). Consider how best to meet CfE entitlements for personal support. 	<ul style="list-style-type: none"> Ensure a more consistent quality of pupil experience by building on existing good practice in active learning and formative assessment. Offer more opportunities for pupils to control and become involved in their own learning. Ensure that pupils are aware of their progress by continuing to develop teacher feedback and self and peer evaluation. Increase the number of staff trained in, and using, Cooperative Learning to support further development of collaborative approaches. Have higher expectations of pupils and improve differentiation to better challenge and extend able pupils. Introduce e-portfolios incorporating elements of personal learning planning, in S1/S2, initially through Making Connections time. Provide in-house support to enable all teachers to support pupil learning through GLOW. Further develop the use of e1 for recording, tracking, reporting and monitoring. Give full consideration to pupil support entitlements when reviewing our curriculum structures, using best practice in this area to inform possible next steps for the school. Continue to develop 16+ provision. 	<ul style="list-style-type: none"> Extend the use of e-portfolios across the school in S1-3 and in senior classes as appropriate Develop the potential of GLOW and e1 to give parents/carers access to appropriate information about their child's learning 	This column contains visual representations of the actions being taken over time, such as arrows and equals signs, indicating the progression of the improvement actions from 2011-2012 to 2013-2014.	<ul style="list-style-type: none"> Pupils will benefit from improved feedback on their learning. Pupils will be more able to take responsibility for their own learning with increased involvement in target setting, peer and self assessment and personal learning planning. E-portfolios will support personal learning planning by providing pupils, parents/carers, staff and others who support learning, with ongoing evidence of learning and review. Pupils will be better able to recognise their own achievements. Pupils will have increased opportunities for collaboration with other learners (including those outwith Grantown Grammar). Pupils will be more able to work collaboratively. Increased achievement and attainment by able students. Pupils will have access to significantly enhanced learning resources through GLOW. Parents will be more able to work in partnership with teachers and pupils to support learning Entitlements for personal support will be met.

