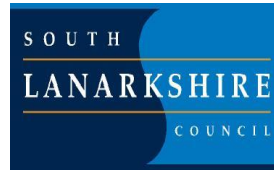


**Education Resources  
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# **Learning Community Improvement Plan 2019-2020**

**Biggar Learning Community**











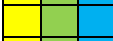



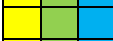








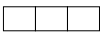


*Building Life Chances*



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1. Learning Community 3 Year Improvement Plan Overview
2. Learning Community Strategic Improvement Plan
3. Learning Community Operational Improvement Plan (Action Plan)
4. Learning Community Maintenance Plan

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people's health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> <li>School leadership </li> <li>Teacher professionalism </li> <li>Parental engagement </li> <li>Assessment of children's progress </li> <li>School improvement </li> <li>Performance information </li> </ul>	1.1 Self Evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnership  3.1 Improving wellbeing, equality and inclusion  3.2 Raising attainment and achievement Securing children's progress  3.3 Increasing creativity and employability Developing creativity and skills for life and learning 	Transform Learning and Teaching Implement Curriculum for Excellence  Meeting the Needs of all Learners', GIRFEC and Statutory Duties  Skills for Learning, Life and Work  Professional Learning  Leadership (Change and Improvement) 
Strategic Priorities 3 Year Cycle		
<p><b>Year 1:</b> Health and Wellbeing Systems Leadership</p> <p><b>Year 2:</b> Health and Wellbeing Systems Leadership</p> <p><b>Year 3:</b> Health and Wellbeing Systems Leadership</p>		

<b>National Improvement Framework Key Priorities</b> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy;</li> <li>• Closing the attainment gap between the most and least disadvantaged children;</li> <li>• Improvement in children and young people's health and wellbeing; and</li> <li>• Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>			
National Improvement Framework Key Drivers		HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
School leadership Teacher Professionalism Parental engagement Assessment of children's progress School improvement Performance information		1.1 Self Evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnership 3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement Securing children's progress 3.3 Increasing creativity and employability Developing creativity and skills for life and learning	Transform Learning and Teaching Implement Curriculum for Excellence Meeting the Needs of all Learners GIRFEC and Statutory Duties Skills for Learning, Life and Work Professional Learning Leadership (change and improvement)
Strategic Priority	Intended Impact	How it will be Measured	Actual Impact
Health and Wellbeing	To improve all children's mental, social, emotional, and physical health and wellbeing.  To further develop family learning in order to support	Feedback gathered from all stakeholders, eg questionnaires, focus groups, Boxall Profile, PASS, Wellbeing Indicators	

	and improve children and families health and wellbeing outcomes.		
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		Meeting the Needs of all Learners', GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

### Strategic Priority 1: Improve the Health and Wellbeing of all stakeholders

Key Actions (How)	*Lead Person	*Timescale	*Comments
To ensure shared understanding across the Learning Community of the 6 principles of nurture: <ul style="list-style-type: none"> <li>All staff, including Biggar High School representatives, to receive nurture training using Nurture UK</li> <li>Development of nurture base at Tinto Primary</li> </ul> To ensure children have the language to discuss their emotions:	Head Teachers	August 2019 to June 2020	FAIR educational resilience inventory?  Shanarri wheel to assess annually – Heather?  DoBe mindful: mindfulness online training and children's training

<ul style="list-style-type: none"> <li>Most schools will have staff trained in EmotionWorks</li> </ul> <p>To continue to develop Healthy Schools programme</p> <p>To raise awareness of, and begin to implement, RSHP</p> <p>To investigate and develop how we will measure health and wellbeing of children</p> <p>To raise parental awareness of Health and Wellbeing approaches and developments throughout the Learning Community</p>			<p>99 Activities to nurture successful and resilient children by Susana Goncalves Vianax</p> <p>'Believe, Perform'</p>
Continue to Implement and Develop the Healthy Schools Programme	Establishment Head Teachers Lead teacher within each establishment	August 2019 - 2020	HGIOS 1.1 Self-evaluation for Self-improvement
Consider the development of a Learning Community approach to skills accreditation award	HT Biggar High School	August 2019 - 2020	

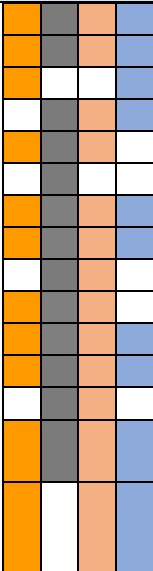
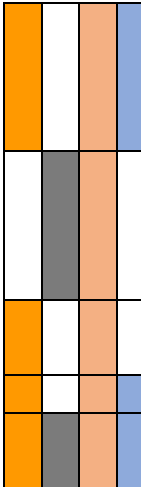
### **Also for Nursery Classes**

<p>Together We Can and We Will</p> <p>Building the Ambition</p> <p>Staff Professionalism</p>	Establishment Head Teachers	by June 2020	
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## Strategic Priority 2: Take forward the work of Systems Leadership

Key Actions (How)	*Lead Person	*Timescale	*Comments
Ensure a shared understanding of systems leadership linked to the empowerment agenda	Carole McKenzie and Anton Florek	September 2019	
<b>Head Teachers:</b> <ul style="list-style-type: none"> <li>Take responsibility for each others professional development, support and guidance through established Learning Community trios</li> <li>Take responsibility for each others interrogation of data and VSE approaches through established Learning Community trios</li> <li>Improve time management and efficiency using digital literacy through GLOW meet and webinars to connect with the centre and each other</li> </ul>	Head Teachers with support from Jill Pringle, Lisa Quinn, Karen McLeod	August 2019 – June 2020	We need: <ul style="list-style-type: none"> <li>Develop a common model of PDR</li> <li>Training and support from Jill Pringle and Lisa Quinn</li> <li>Opportunity to be part of a VSE team</li> <li>Training, support and additional IT resources from Karen McLeod</li> </ul> Digital Literacy Coordinator (James Miller) from Education Scotland
<b>Middle Leaders:</b> <ul style="list-style-type: none"> <li>Middle Leaders to have a series of meetings across the year to engage in professional dialogue in order to build relationships and develop a common approach to school improvement</li> <li>Middle Leaders will improve learning and teaching by sharing good practice</li> <li>Middle Leaders will work towards developing a Learning Community Teaching and Learning Policy</li> </ul>	Middle Leaders with support from Head Teachers	August 2019 – June 2020	We need: <ul style="list-style-type: none"> <li>Time and space for dialogue</li> <li>Biggar High School staff to support, as required</li> <li>Develop digital meets as a way to communicate and share good practice</li> </ul>



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Key Actions
