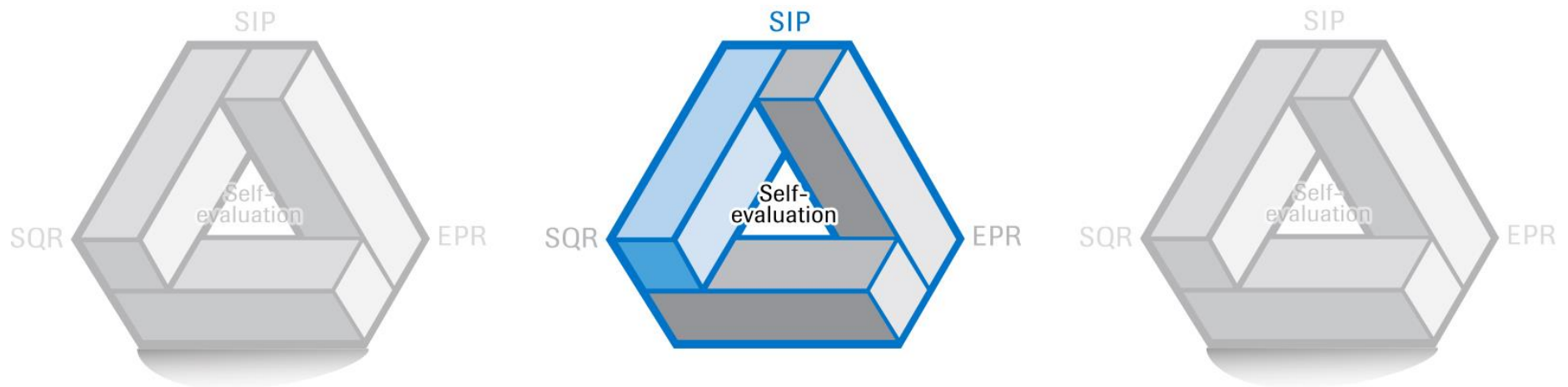




Glasgow City Council  
**Education Services**  
City Chambers East  
40 John Street  
Glasgow G1 1JL

[www.glasgow.gov.uk](http://www.glasgow.gov.uk)  
0141 287 2000

# Supporting Improvement: **School Improvement Plan**





**Session: 2021-2022**

Establishment	All Saints RC Secondary
Head of Establishment	Brian McDermott
Area/Local Improvement Group	NE LIG 1
Head of Service	Gerry Lyons
Area Education Officer/ Quality Improvement Officer	Andrea Reid Stephen Watters

**CONTENTS**

1. Vision, Values and Aims
2. Summary of Self-Evaluation Process / Priorities for Improvement in the current session
3. Action Planning

<b>2. Summary of our self-evaluation process.</b>
Abridged self-evaluation activity was carried out in June 2021, post-ACM, by the School Improvement Working Group. This activity utilised a RAG rating with qualitative comment around the key areas of last session's SIP.
<p><b>Strengths identified:</b></p> <p>Progress across:</p> <ul style="list-style-type: none"> <li>Moderation and understanding standards</li> <li>S3 into S4 Personalisation and choice</li> <li>Digital Learning</li> <li>Nurture</li> <li>Raising Attainment and use of RAMS</li> <li>Tracking and Monitoring approaches</li> <li>Recovery working groups: Learning and Teaching, Wellbeing, Health &amp; Safety</li> </ul>



<p><b>Priorities for development:</b></p> <ol style="list-style-type: none"> <li>1. Nurture, Relationships and Wellbeing</li> <li>2. Learning, Teaching &amp; Assessment</li> <li>3. Improved Outcomes for our young people.</li> </ol>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Action Plan Summary for Stakeholders**

**3. Action Planning – Work below will be supported by improvements to our self-evaluation toolkit and processes ongoing.**

No.	Quality Indicator	Priority
1		Improvement in approaches to and provision in Nurture, Relationships & Wellbeing

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Enhance understanding and application of Nurture principles in line with whole school Nurture Policy and Health & Wellbeing Strategy.	December 2021 – SIP/FIP checkpoint 1 May 2022 – SIP/FIP Checkpoint 2	<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Universal: Increased awareness and capacity around nurture principles among all staff</li> <li>• Universal: Nurturing culture visible consistently across school in all classrooms/environments</li> <li>• Targeted: Successful re-integration of pupils from nurture to full timetable</li> <li>• In further developing our knowledge, understanding and application of Nurture principles and strategies,</li> </ul>



Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
		<p>this will ensure that staff are increasingly proficient in ensuring that our young people feel consistently supported, secure and engaged in their learning and better equipped to meet challenges where they arise.</p> <p><b>How will we know this?</b></p> <ul style="list-style-type: none"> <li>• Strategy actions and checkpoints</li> <li>• Pupil Voice</li> <li>• DIP/FIP documentation</li> <li>• Observations</li> <li>• Referrals and exclusions data</li> <li>• Attendance data</li> <li>• Nurture Reviews (targeted)</li> </ul>
<p>Develop a consistent approach to promoting positive behaviour, focusing on relationships, classroom management strategies and classroom climate. Our new 'Relationships/Positive Behaviour' policy will be created through collaboration.</p>	<p>December 2021 – SIP/FIP checkpoint 1</p> <p>May 2022 – SIP/FIP Checkpoint 2</p>	<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• All staff will employ consistent approaches to positive behaviour / classroom management</li> <li>• All lessons will be well-structured, engaging, and will meet the needs of all learners</li> <li>• All learners' successes will be recognised and rewarded (formally/informally)</li> <li>• Our new 'Relationships/Positive Behaviour Policy' will be embedded, understood and utilised by all staff</li> <li>• All young people will enjoy positive relationships with staff and will understand their contribution to these</li> </ul> <p><b>How will we know this?</b></p>



Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
		<ul style="list-style-type: none"> <li>• Learning, Teaching &amp; Assessment Strategy Documentation/All Saints Guarantee</li> <li>• ‘Relationships/Positive Behaviour Policy’</li> <li>• Staff CLPL records</li> <li>• Lesson observations</li> <li>• Celebrations and communications of success</li> <li>• Referrals and exclusion data</li> <li>• Pupil voice</li> <li>• DM minutes</li> <li>• Attainment data</li> </ul>
<p>Enhance our awareness of Equalities and Inclusion through the creation of our Equalities Framework, and the Rights of the Child through our Work around the UNCRC Bronze Award.</p> <p>Build capacity and awareness around barriers to learning - especially around supporting mental health - to ensure we are Getting it right for every child.</p>	<p>December 2021 – SIP/FIP checkpoint 1</p> <p>May 2022 – SIP/FIP Checkpoint 2</p>	<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• All staff will be more aware of issues pertaining to equalities and inclusion.</li> <li>• Young people will have opportunities to explore key issues around equalities and inclusion through the curriculum, especially in our BGE and via PSHE.</li> <li>• Creation of our Equalities Framework.</li> <li>• Bronze Award Status – UNCRC</li> <li>• All staff will be offered professional learning around GIRFEC, mental health, including via our Stress Control Programme.</li> <li>• All young people will have opportunities to explore their own mental health and to learn about mental health and stress control.</li> <li>• S6 Health &amp; Wellbeing Ambassadors will be established and programme rolled out to facilitate peer mental health support.</li> </ul>



Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
		<p><b>How will we know this?</b></p> <ul style="list-style-type: none"> <li>● Engagement in PSE inserts</li> <li>● Fewer referrals to Nurture Base</li> <li>● staff CLPL;</li> <li>● greater multi-agency working;</li> <li>● strategy documentation;</li> <li>● pupil feedback; greater participation on HWB workshops;</li> <li>● referral data to CAMHS/ JST/ SIIM;</li> <li>● gain Rights Respecting Schools status.</li> </ul>
<p>Develop greater opportunities for pupil voice and empowerment.</p>	<p>December 2021 – SIP/FIP checkpoint 1</p> <p>May 2022 – SIP/FIP Checkpoint 2</p>	<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>● Learners will have a clear voice in the strategic direction of the school.</li> <li>● They will be able to comment on school initiatives and ensure we achieve the best for all young people.</li> <li>● Learners will be key drivers for improvement and change.</li> <li>● Self-Evaluation approaches will improve via work with school representatives.</li> <li>● Learners will increase their own confidence and help further establish the ethos of All Saints' Secondary.</li> </ul> <p><b>How will we know this?</b></p>



Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
		<ul style="list-style-type: none"> <li>● Active pupil leadership team;</li> <li>● regular pupil voice activities;</li> <li>● learner conversations;</li> <li>● class reps in PSHE;</li> <li>● more departmental ambassadors;</li> <li>● PSE inserts;</li> <li>● pupil conversations;</li> <li>● more ASPIRE awards;</li> <li>● more SALTIRE awards.</li> </ul>

All staff leading on this priority – including partners	Resources and All staff development
<p>Brian Gallagher – DHT (GIRFEC/Meeting Learners' Needs/Wellbeing)                      Stephen McQuade – PT Nurture                      Chris Shannon – DHT (Equalities Framework)                      Sam Hewitt – DHT (Pupil Voice)                      Charly Johnson – Teacher (Pupil Voice)</p>	<p>Planning time with Learner voice reps                      Time to develop “Wee HGIOS” with learners and staff                      Learner conversations to transpire on scheduled basis                      Strategy document for Learner Voice to be created and embedded                      Funding for Mental Health Resource Library                      GCC Equalities Framework Template                      UNICEF Right Respecting Schools Resources                      Equalities / RRSA Working Group (variety of school stakeholders)                      Consultation with other GCC schools                      Time for development / collaboration</p>



No.	Quality Indicator	Priority
2		Improvements in Learning, Teaching & Assessment

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Develop our practice and improve our work around feedback, evidencing learners' progress and one other tbc, in line with year 1 of our Learning & Teaching Strategy	December 2021 – SIP/FIP checkpoint 1  May 2022 – SIP/FIP Checkpoint 2	<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• All teachers will engage in CLPL and professional reading focussed on the three aspects of the All Saints Guarantee outlined within our Learning &amp; Teaching Strategy.</li> <li>• All teachers will self-evaluate on their practice based on the teacher statements for all three aspects in the All Saints Guarantee.</li> <li>• Good practice in each of these three aspects will be shared via CLPL opportunities.</li> <li>• All teachers will reflect on their improvement(s) in each of these three aspects at the end of the session.</li> <li>• All learners and parents/carers will understand their responsibilities in each of these three aspects via learner and parent/carer statements in the All Saints Guarantee.</li> <li>• The quality of feedback, evidence of learner progress and home learning will improve to ensure increased consistency in these areas.</li> </ul>





Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
		<p><b>How will we know this?</b></p> <ul style="list-style-type: none"> <li>• L,T &amp; A Strategy Documentation;</li> <li>• staff CLPL in line with L&amp;T Committee;</li> <li>• learning observations;</li> <li>• sharing practice at DMS,</li> <li>• DM minutes;</li> <li>• professional dialogue;</li> <li>• learner conversations.</li> </ul>
<p>Further enhance our Digital Learning provision in line with our Digital Learning Strategy</p>	<p>December 2021 – SIP/FIP checkpoint 1</p> <p>May 2022 – SIP/FIP Checkpoint 2</p>	<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• All stakeholders will understand their responsibilities within digital learning via teacher, learner and parent/carer statements within the digital learning/pedagogy aspect of the All Saints Guarantee.</li> <li>• All staff and young people will be regularly utilising iPads to enhance the learning experience both in school and at home.</li> <li>• Increasingly, resources will be electronic and tasks/HW issued, assessed and returned electronically via Microsoft Teams.</li> <li>• All young people will become increasingly independent in their ability to use their devices for research, note-taking and note-making and will be able to utilise these to set and monitor targets in their learning.</li> </ul>



Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
		<ul style="list-style-type: none"> <li>• All staff will enhance their ability to utilise iPad technology in the classroom to support all learners needs</li> </ul> <p><b>How will we know this?</b></p> <ul style="list-style-type: none"> <li>• Increased awareness and training via PT Digital Learning;</li> <li>• Digital Learning Strategy documentation;</li> <li>• greater attendance at XMA training;</li> <li>• pupil digital ambassadors;</li> <li>• lesson observations;</li> <li>• sharing practice;</li> <li>• professional dialogue;</li> <li>• PSHE inserts;</li> <li>• pupil engagement.</li> </ul>
<p>Create opportunities for parental engagement in learning via home-learning tasks as part of planned learning, in line with our Parental Engagement Strategy.</p>	<p>December 2021 – SIP/FIP checkpoint 1</p> <p>May 2022 – SIP/FIP Checkpoint 2</p>	<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• All teachers will engage in CLPL and professional reading focussed on parental engagement.</li> <li>• All departments will self-evaluate how they currently engage with parents/carers.</li> <li>• All departments will develop home-learning tasks which will engage parents/carers directly in the learning experience.</li> <li>• All departments will consider additional opportunities to engage parents/carers (universally and/or targeted) in order to increase the confidence of our parents/carers in</li> </ul>



Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
		<p>supporting learning at home in their subject area(s).</p> <ul style="list-style-type: none"> <li>• All departments will reflect on their improvement(s) in parental engagement at the end of the session.</li> <li>• The quality of home learning tasks and overall school parental engagement will improve to ensure that our parents/carers are in a stronger position to support children in their learning at home.</li> </ul> <p><b>How will we know this?</b></p> <ul style="list-style-type: none"> <li>• Increased awareness and training via PT Parental Engagement;</li> <li>• Parental Engagement Strategy documentation;</li> <li>• Work of PE committee;</li> <li>• parental evaluations;</li> <li>• increased parental attendance at events;</li> <li>• departmental forward planning.</li> </ul>
<p>Enhance understanding and application of the Career Education Standard (Profiling (via PSHE) informed by - Skills Framework, Labour Market Intelligence &amp; Career-linked learning), in line with our DYW Strategy</p>	<p>December 2021 – SIP/FIP checkpoint 1</p> <p>May 2022 – SIP/FIP Checkpoint 2</p>	<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Staff will enhance/develop their knowledge and understanding of the CES and how to effectively incorporate this into learning &amp; teaching.</li> <li>• Staff will be equipped to engage learners in meaningful discussion on how to develop key</li> </ul>



Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
		<p>skills in line with their career aspirations and effectively incorporate this into their Profile.</p> <ul style="list-style-type: none"> <li>• Learners will develop their understanding of the job market, the skills and attributes required to be successful in the world of work and how to develop their own key strengths in order to be successful in their chosen career.</li> <li>• Learners will be equipped with the knowledge and agency required to make informed decisions about future pathways.</li> </ul> <p><b>How will we know this?</b></p> <ul style="list-style-type: none"> <li>• Increased awareness via PT DYW;</li> <li>• DYW Strategy Documentation;</li> <li>• increased visibility of monthly DYW skill of the month;</li> <li>• Profiling via PSE inserts;</li> <li>• departmental forward planning to include skill focussed LI;</li> <li>• learner conversations;</li> <li>• increased opportunities/ placements with business partners;</li> <li>• CES can-do statements embedded in curricular course plans;</li> <li>• discussions during PSE P&amp;C interviews.</li> </ul>



Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Improve our provision across the curriculum in Literacy*, Numeracy* &amp; Learning for Sustainability.</p>	<p>December 2021 – SIP/FIP checkpoint 1</p> <p>May 2022 – SIP/FIP Checkpoint 2</p>	<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Long-term: Improvement in attainment in Literacy and Numeracy. Specifically, closing the gap in Numeracy attainment between All Saints' and VC.</li> <li>• Learners will experience learning and teaching that enhances and improves their overall literacy and numeracy levels.</li> <li>• Specific learners- in conjunction with PT Learning support and PT RA- will focus on developing and improving their literacy and numeracy levels.</li> <li>• Learners will have a consistent approach to improving key areas of literacy/numeracy and be aware of their key strengths/know how to improve and develop through specific and consistent whole school approaches to Lit/ Num Outcomes (directed by Literacy group).</li> <li>• Engagement in Learning for Sustainability (Eco Flag/Cop26) across the curriculum.</li> <li>• Specific learners- in conjunction with PT Learning support and PT RA- will focus on developing and improving their literacy and numeracy levels.</li> <li>• Increased awareness of Numeracy skills across the school</li> </ul>



Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
		<ul style="list-style-type: none"> <li>• Improved outcomes in terms of attainment for young people in All Saints</li> </ul> <p><b>How will we know this?</b></p> <ul style="list-style-type: none"> <li>• Increased awareness from L&amp; N working Group;</li> <li>• Literacy and Numeracy Es &amp; Os embedded in curricular course plans;</li> <li>• increased visibility via Word of the Week;</li> <li>• LfS Strategy development via committee;</li> <li>• gain Schools Eco Flag status;</li> <li>• pupil led eco-committee;</li> <li>• PSE inserts;</li> <li>• increased participation in national/ local initiatives and competitions;</li> <li>• increased awards for volunteering;</li> <li>• gain Laudato Si School Status.</li> </ul>

All staff leading on this priority – including partners	Resources and All staff development
<p>Chris Shannon – DHT (Learning, Teaching &amp; Assessment / Digital Strategy / Parental Engagement)</p> <p>Iona Selas – PT Digital Learning</p> <p>Irene Russell – PT Parental Engagement / Family Learning</p> <p>Sam Hewitt – DHT (Literacy)</p> <p>John Houston – DHT (Numeracy)</p> <p>Lynne Scartaccini – PT Maths</p>	<p>Development time for Literacy group to create the next phase and interweave with Digital input</p> <p>EEF focus for staff via training</p> <p>Funding for areas Literacy Development</p> <p>Literacy training for staff- emphasis on vocabulary and reading comprehension strategies.</p> <p>All Saints' Learning, Teaching &amp; Assessment Strategy Document</p>



Brian Gallagher – DHT (DYW / Learning for Sustainability) Rosh Farooq – PT DYW Nicola Carruthers – FH Social Subjects Eddie Asken – PT Support for Learning Monisha Baumik – Teacher of Support for Learning	Digital Learning Strategy Document PE/FL Strategy Document All Saints' Learning, Teaching & Assessment Strategy: Year 1 Teacher Self-Evaluation Document Sharing Good Practice Professional Learning: Collegiate time / Enhanced CLPL Programme / other professional learning opportunities. XMA Input Digital School Award Resources Professional Reading Tapestry Resources (MTV / SIPE) - two colleagues engaged in PL. Cooperative Learning Resources Consultation with other GCC schools Time for development / collaboration
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

No.	Quality Indicator	Priority
3		<b>Improve outcomes for our young people</b> Positive Destinations target: 100% ‘Key Measures’ Attainment Targets: S4 5@5 = 41%, S5 5@6 = 10%, S6 5@6 (accumulative) = 30%

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Improve the utility of tracking and monitoring data via aligned ‘planned learning approach’ in all curricular areas.	December 2021 – SIP/FIP checkpoint 1	<b>Impact:</b>



	<p>May 2022 – SIP/FIP Checkpoint 2</p>	<ul style="list-style-type: none"> <li>• Rigorous approaches to tracking, monitoring and focus on planned learning to date-which will lead to increased attainment.</li> <li>• Evidence used to inform tracking levels will be consistent across faculties, levels and more robust.</li> <li>• Tracking data will be reliable and allow for more effective interventions to be utilised by DHTs, PTPS and PT RA.</li> </ul> <p><b>How will we know this?</b></p> <ul style="list-style-type: none"> <li>• Faculty assessment calendar;</li> <li>• whole school assessment calendar;</li> <li>• increase accuracy in estimates versus realised attainment;</li> <li>• early intervention data;</li> <li>• intervention meetings via flowchart;</li> <li>• targeted support;</li> <li>• greater numbers attending BtG/ SS classes;</li> <li>• improved presentation policy.</li> </ul>
<p>Ensure tracking data is utilised to inform interventions and all staff contribute via clearly defined roles as articulated in our Interventions Flowchart</p>	<p>December 2021 – SIP/FIP checkpoint 1</p> <p>May 2022 – SIP/FIP Checkpoint 2</p>	<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Interventions will be more effective due to tracking evidence being clearer and having a greater emphasis and link to standards and outcomes.</li> <li>• Clear communication between learners, PS, PTRAMS and DHTs and learners fully supported in order to achieve optimum results.</li> </ul>





		<ul style="list-style-type: none"> <li>• A wide range of interventions- as informed by tracking flow chart- will transpire and utilised to maximise attainment.</li> <li>• Young people will engage with their learning and motivation/expectation will develop.</li> <li>• Marginal gains will lead to attainment increases.</li> </ul> <p><b>How will we know this?</b></p> <ul style="list-style-type: none"> <li>• Interventions Flowchart documentation;</li> <li>• fewer SQA level changes;</li> <li>• early interventions;</li> <li>• RAMS interventions;</li> <li>• Pupil Support interventions;</li> <li>• feedback from pupils;</li> <li>• feedback from parents;</li> <li>• professional dialogue;</li> <li>• DM minutes;</li> <li>• FH/ SLT attainment discussions.</li> </ul>
<p>Improve our understanding of assessment standards via continued and improved moderation practice, specifically in 'upper' 3<sup>rd</sup> level and 4<sup>th</sup> level BGE.</p>		<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• All departments will complete the BGE section of their Faculty Moderation Policies.</li> <li>• All departments will begin to utilise their Faculty Moderation Policies as 'lived documents' when engaging in moderation and verification work throughout the session (in both the BGE and Senior Phase).</li> <li>• All departments will utilise BGE Tracking data to target learners in 'upper 3<sup>rd</sup>' and 4<sup>th</sup> level BGE and will engage in moderation</li> </ul>



		<p>work to set an ‘agreed standard’ when judging learner progress at this level.</p> <ul style="list-style-type: none"> <li>• All departments will then consistently set this ‘agreed standard’ in practice when assessing learning evidence. This will ensure improved judgement when departments are completing S3-&gt;S4 NQ Level recommendations.</li> </ul> <p><b>How will we know this?</b></p> <ul style="list-style-type: none"> <li>• BGE Moderation Document;</li> <li>• departmental cross marking &amp; moderation activities;</li> <li>• DM minutes;</li> <li>• lesson observations,</li> <li>• assessment verification;</li> <li>• sharing of practice;</li> <li>• professional dialogue;</li> <li>• 4<sup>th</sup> level BGE into S4 attainment correlation data;</li> <li>• faculty link meetings;</li> <li>• S3 attainment data;</li> <li>• increased retention rates from S3 into S4.</li> </ul>
<p>Create clear progression pathways in each curricular area using the BGE levels, the SCQF Framework (to investigate new opportunities for attainment and achievement) and tracking levels/bands.</p>	<p>December 2021 – SIP/FIP checkpoint 1</p> <p>May 2022 – SIP/FIP Checkpoint 2</p>	<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Improved attainment and achievement</li> <li>• A wider range of informed pathways across our curriculum – understood by young people, parents/carers and staff</li> <li>• Improved provision across other contexts of learning</li> </ul>



		<ul style="list-style-type: none"> <li>• Increased engagement, motivation and positive destinations as a clear understanding of progression pathways that meet learner needs exists.</li> <li>• Learner profiles and target setting will aid this process as well as planning for new NPA awards this/ next session.</li> <li>• Clearer transition from BGE to Senior Phase which will strengthen attainment due to more accurate coursing.</li> </ul> <p><b>How will we know this?</b></p> <ul style="list-style-type: none"> <li>• Greater pathway opportunities;</li> <li>• more subjects offered at more levels;</li> <li>• higher retention of pupils during P&amp;C process;</li> <li>• more pupils at correct level;</li> <li>• greater long-term attainment;</li> <li>• options process includes FH.</li> </ul>
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>All staff leading on this priority – including partners</b>	<b>Resources and All staff development</b>
Sam Hewitt – DHT (Tracking & Monitoring / Curriculum) Chris Shannon – DHT (Moderation)	Staff development on progression pathways Input from SCQF Ambassador programme Re-visit of interventions flowchart with staff Creations and roll out of learner profiles All Saints' Learning, Teaching & Assessment Strategy Document - Moderation Section Faculty Moderation & Verification Policy Documents



	<p>Professional Learning: Collegiate time / Enhanced CLPL Programme / other professional learning opportunities. Sharing Good Practice Professional Reading Time for development / collaboration</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------