Priority 1: Getting It Right for Every Child	HGIOS4 Quality Indicators: 1.3, 2.1, 2.4, 3.1
Safe-Happy-Achieving-Nurtured-Active-Respected-Responsible-Included	

What: The work we will do to overtake priority	**When:** Timescales/ Checkpoints	**Who:** People responsible	**Impact:** What we will achieve	**How we will know:** Specific Evidence of Impact (Data, Observations, View)	**Resources:** What we will need
A. *We will revisit our school's Vision, Values and Aims.*	From January 2023. Completed by June 2023.	B McDermott Development Team All Staff and Stakeholders	We will have a new, co-created Vision, Values and Aims in place for the start of session 2023-2024.	Newly generated VVA	Time Exemplars of good practice
B. We will develop a Restorative Approaches Framework 1. We will develop our knowledge of restorative approaches* through professional learning, and incorporate these into our daily practice.	SIP 1 SIP 2 June 2023 *Supported via Wellbeing Strategy	B Gallagher S McQuade RA Implementation Team All staff	We will improve our capacity to build, repair and sustain positive relationships. All young people will feel safe, happy and able to achieve. All staff will feel equipped to support young people to be Ready, Respectful and Responsible. We will work towards achieving validation as a Restorative Approaches establishment.	Staff engagement with relevant CLPL & evaluations Pupil voice / Staff surveys Observations Peer moderation GRAF Readiness Survey results. Fewer escalated/repeat referrals (when compared to baseline)	Development time Calendared Collegiate time for CLPL Positive Relationships Policy

C. We will know ourselves better and improve our provision through new and effective approaches to self-evaluation 1. *We will develop a Self-Evaluation Framework.* 2. We will actively engage in a range of self-evaluation activities.	SIP 1 SIP 2 June 2023	P Bell Self-Evaluation Team All PTs/FHs All staff	We will have a clear and rigorous approach to school self-evaluation which all staff will utilise. This will include input from other stakeholders. We will develop a shared language, clarity and understanding of whole school self-evaluation for improvement.	Self-Evaluation Framework will be in place and year one examples overtaken and documented.	Development time Exemplars of good practice.
D. We will support our young people to be responsible and feel included. 1. *We will continue to develop the work of our Pupil Council* 2. All departments will make opportunities to enhance and utilise Pupil Voice 3. *We will launch and embed our Equalities Policy.* 4. *We will work to achieve our RRS Silver Award and Laudato Si Award.* 5. In line with the renewed GTCS Standards, all departments will create opportunities for young people to learn about sustainability and global issues*.	SIP 1 SIP 2 June 2023 *Supported via LfS Strategy	C Johnson All PTs/FHs All Staff N Carruthers AM Milwain All Staff and stakeholders	We will increase leadership opportunities for pupils. All departments will have and employ a Pupil Voice strategy. We will further develop a culture of equality, equity and fairness. Increased knowledge and awareness from pupils/ staff on global issues.	Greater pupil contributions to wider life of school Department policies / evidence of pupil voice impacting on change/improvement. Staff and pupil surveys will convey raised awareness around LfS and global issues. Gain Silver RRS status Gain Eco-Flag Pupil voice / learner conversations Course planning will include reference to LfS Observations of learning.	Time to meet with Pupil Council Collegiate time to generate and implement approaches at local level Equalities Framework and time for associated professional learning GTCS Standards Professional learning around LfS

E. We will raise attainment, ensuring our young people are achieving 1. We will employ a range of universal and targeted measures in order to raise attainment, including in literacy* and numeracy*	SIP 1 SIP 2 June 2023 *Supported via Literacy Strategy *Supported via Numeracy Strategy	B. McDermott P. Bell C. Shannon J. Houston A. Madden S. Healy C. Johnson All PTs/FHs All Staff	We will improve attainment in NQ key measures, including across Attainment Challenge Stretch Aims. We will improve our exit point Literacy and Numeracy attainment. We will improve our S3 ACEL position.	SQA Data Insight VC Data ACEL Data School Tracking Data Department attainment target-setting	Supported Study SEEMiS T&M Insight Professional Learning

Priority 2: Improving Learning, Teaching and Assessment	HGIOS4 Quality Indicators: 2.3, 3.2

What: The work we will do to overtake priority	When: Timescales & Checkpoints	Who: People responsible	Impact: What we will achieve	How we will know: Specific Evidence of Impact (Data, Observations, View)	Resources: What we will need
A. We will continue to improve the quality of our Learning and Teaching 1. We will develop our practice and improve our work around 'classroom climate' and 'meeting learners' needs' in line with our Learning and Teaching Strategy Year 2*	Term 1 - 'feedback' November 22 – January 23 'Classroom Climate' February 23 – June 23 'Meeting Learners Needs' *Supported via L&T Strategy	C Shannon Learning & Teaching Working Group Middle Leaders All Staff	We will improve learning and teaching: more consistent lesson structure and improved differentiation, pace and challenge. All teachers will engage in CLPL and professional reading focussed on classroom climate & meeting learners needs. Good practice in each of these two aspects will be shared via CLPL opportunities. All teachers will self-evaluate their practice based on the teacher statements for these focus aspects in the All Saints Guarantee for Year 2. All teachers will reflect on their improvement(s) in each of these aspects at the end of the session. All learners and parents/carers will understand their responsibilities in each of these aspects via the sharing of learner and parent/carer statements.	Updated Learning, Teaching and Assessment Strategy Documentation. Staff CLPL in line with Learning & Teaching Working Group. Staff Self-Evaluation documentation. Learning observations (see self-evaluation SIP insert) Sharing practice at FM's: FM minutes. Professional dialogue through collegiate time and other opportunities. Learner conversation evidence.	Regular working group meetings. Relevant allocated collegiate time. Development / Implementation time at Faculty level. Analysis of baseline evidence. Analysis of progress evidence. The All Saints' Guarantee strategy document

			'The All Saints Way' for both aspects will be established via 'Learning & Teaching: Implementation Flowchart'.		
B. We will continue to develop our moderation work. 1. We will focus on and improve our moderation work in S3, to support further improvement in understanding standards and progression from BGE to Senior Phase.	SIP 1 SIP 2 June 2023	C Shannon P Bell Middle Leaders All Staff	All teachers will engage in moderation CLPL focussed on S3. All teachers will utilise Faculty Moderation Policies to engage in moderation activity at Faculty level focussed on improved understanding standards at this key transition point. Good practice in moderation at this transition point will be shared via CLPL opportunities. All teachers will reflect on their improvement(s) in each of these aspects at the end of the session. The quality of moderation activity will improve to ensure increased confidence and consistency in judging learner progress at this key transition point.	Updated Faculty Moderation Policy Documentation (where relevant) Staff CLPL. Moderation work undertaken at Faculty level. FM minutes. Professional dialogue through collegiate time and other opportunities. Tracking data, S3 Examination data, S3 NQ Level data, S4 SQA attainment data.	Moderation Policy documentation Relevant allocated collegiate time. Moderation activity at Faculty level. Analysis of baseline evidence. Analysis of progress evidence.

| C. We will further improve the utility of tracking

1. We will continue to use a planned learning approach to each SP tracking interval and share this with young people.

2. We will improve our use of target-setting in all departments

3. BGE Tracking will be based on a consistent planned learning approach across the faculty, including shared course timelines.	SIP 1 SIP 2 June 2023	P Bell A Madden I Russell I Selas PT/FHs All Staff C Johnson	Staff will have a shared understanding of and align their practice with the planned learning approach to tracking and monitoring. Staff in all curricular areas will utilise a range of assessment to measure learner progress and inform tracking levels effectively and reliably. More appropriate and effective interventions to be utilised to maximise learner attainment. Learners will actively and confidently engage in reviewing their own learning and progress All departments will have BGE course timelines in place and agreed planned learning to inform each tracking interval. Learner conversations will take place before each tracking interval with all teachers, and after within PSHE.	DM Minutes Faculty QA documentation (Planned Learning documentation) Faculty Link meetings Faculty Assessment Calendar Professional Dialogue Collegiate Time Staff CLPL records DIP/FIP documentation Learner Conversations Lesson observations Parental Evaluations PSE/Assembly Inserts Tracking Data – increased accuracy in estimates via realised attainment. Fewer late SQA level changes. Early intervention data/meetings Targeted Support Provisions Faculty/School presentation policies. Attainment Data	CLPL opportunities (in-house and external) Time allocated to allow for departmental/faculty forward planning. Digital resources to share with learners/teachers and parent/carers. Varied means of communicating with parents/carers.
	SIP 1	J. Rainey			

D. Improve our approaches to digital learning	SIP 2 June 2023	I. S All Staff	Our school will have a digital strategy that clarifies our approaches to digital learning to our stakeholders.	Our Device Management approaches will reduce the number of young people working with a broken iPad.	Professional learning opportunities.
1. We will employ our "Device Management" strategy, including "iPad Attendance" to support engagement in all aspects of digital learning.				Our iPad attendance merit/demerit system will reflect improved iPad attendance.	iPad attendance strategy. Digital learning strategy.
2. Departments will evaluate their use of Digital Learning tools and engaging in sharing practice exercises at faculty and whole school level.			All young people will be equipped for learning by having their iPads and utilise these across learning. All teachers will have an understanding how of digital technology can be used in their own subject area, informed by reflection and sharing practice.	DM Minutes Faculty Digital Identity document.	
3. Departments will create their 'Digital Identity' by employing digital learning strategies from the suite provided*. This will support the All Saints Guarantee.	*Supported via Digital strategy		All departments will have a clear digital identity, outlining their chosen approaches to digital learning, including a suite of "staple" applications that work toward redefining learning experiences. Surveyed pupils will recognise this and staff confidence in their use will improve.	Faculty Link meetings Professional Dialogue Collegiate Time Staff CLPL records DIP/FIP documentation Learner Conversations Lesson observations Surveys/learner conversations around iPad use. Baseline > Follow-up staff surveys around application use/confidence.	

Priority 3: Improve our Curriculum (Context for Learning: Subjects)				HGIOS4 Quality Indicators: 1.1, 2.2, 3.3	
What: **The work we will do to overtake priority**	**When:** **Timescales & Checkpoints**	**Who:** **People responsible**	**Impact:** **What we will achieve**	**How we will know:** **Specific Evidence of Impact (Data, Observations, View)**	**Resources:** **What we will need**
A. **We will review our BGE Courses** 1. We will review our S1 BGE courses, and employ a fresh approach to what, why and when young people learn what they do: Key concepts/Key knowledge. We will make explicit where young people are developing the 4 CfE Capacities. 2. Within our BGE courses, starting with S1, we will clearly identify key skills (DYW) being developed. * 3. We will develop a consistent course planning process/template for use across our school.	SIP 1 SIP 2 June 2023 New courses etc in place for August 2023 *These to come from DYW Strategy	N Darroch P. Bell I Goodart R. Farooq I Russell Curriculum Development Team All staff	By the start of session 2023-2024, All our BGE S1 Courses will incorporate opportunities for young people to explicitly develop the four capacities and young people will be able to recognise and communicate these. All departments/subject areas will establish 'key concepts/key knowledge' required by pupils by the end of the S1 experience. All our BGE S1 courses will ensure pupils have the opportunity to understand why (DYW) skills are important, reflect on how they are developing those skills and understand how the skills they are developing can be applicable* in other curricular areas *Supported via Project-based learning/IDL strategy	S1 BGE course planning documentation will clearly articulate where the 4 capacities are being developed, and which skills are being developed. S1 curriculum rationale and course planning will articulate key knowledge / key concepts. Where applicable, LIs and SC will refer to the development of the 4 Capacities/skills being developed; we will know this via observations of learning. Pupil Voice via electronic surveys, focus groups and/or learner conversations will allow young people to tell us how and where they are developing the four capacities/specific skills being developed. Initial baseline examples will be used to chart improvement. Course plans will include mapped examples of where home learning tasks are embedded.	CfE documentation All Saints' Learning, Teaching & Assessment Strategy Document Professional Learning: Collegiate time / Enhanced CLPL Programme / other professional learning opportunities. Professional Reading Time for development / collaboration Regular working group meetings. Relevant allocated collegiate time.

4. We will include home learning tasks* across the S1 experience in all departments.	*Supported via Parental Engagement Strategy		All departments will include home learning tasks in their course plans for S1. All young people in S1 will have opportunities to regularly engage in learning with their parents/carers at home. We will develop an example of good practice around curriculum design.	Pupil & parent surveys/ learning conversations will be used to evaluate the extent and impact of this learning.	Development / Implementation time at Faculty level. Faculty documentation. Analysis of baseline evidence. Analysis of progress evidence. Learner Voice Staff/stakeholder voice