


Kilchuimen Academy Improvement Plan 2014-2017 Year 1

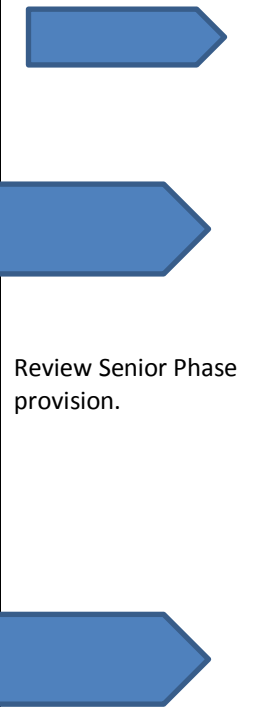
Kilchuimen Priorities linked to S&Q Report 2013-14	OUR IMPROVEMENT PROJECTS <small>I = Implemented C = continued E=evaluated</small>			What difference will we make?
	Year 1 – 2014-15	Year 2 – 2015-16	Year 3 – 2016-17	
How well do young people learn and achieve? (Authority Priorities) Improve the quality of assessment <i>for</i> learning Improve the quality of assessment <i>of</i> learning				
1.1 (Improvements in performance) and 2.1 (Learners' experiences)	<p>Maintain current in-house system of monitoring & tracking pupil progress across the age range until the school is able to move to SEEMIS Click + Go.</p> <p>Additional account will be taken of information from InCAS, SOSCA and Insight.</p> <p>Continue to raise attainment in identified subject areas at National & Higher, sharpening the focus on areas for improvement through Insight analysis.</p> <p>Continue to develop, refine and review S1-3 BGE programmes to take account of IDL, Significant Aspects of Learning and Subject Milestones.</p>	<p>Further develop systems for monitoring & tracking individual pupil progress via SEEMIS Click + Go.</p>		<ul style="list-style-type: none"> • Pupils will become more confident & independent learners benefiting from consistently reflective teaching, able to set appropriate targets for themselves. • Staff, pupils and parents will understand better where pupils are in terms of their individual progression, what their steps should be and how to get there. • Staff will develop knowledge and understanding, InCAS, P7 SPP, SOSCA and Insight data to inform future teaching. • Teacher confidence in the delivery and assessment of new courses will be strengthened.
How well does the school support young people to develop and learn?				

(Authority Priorities)

Ensure pupils receive a coherent and progressive curriculum from 3-18

Support the development of new Qualifications and ensure learner pathways lead to positive destinations

Supporting schools to meet the needs of all learners through universal and targeted support

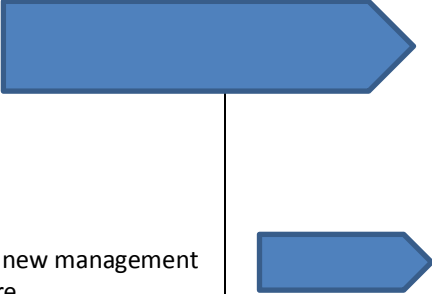
<p>5.1 (Curriculum) and 5.3 (Meeting Learners needs)</p>	<p>Construct the timetable to accommodate better wider achievement.</p> <p>Continue to develop, consult and review the curriculum with regard to BGE.</p> <p>Implement the new Higher in some subjects.</p> <p>Appoint a new PT SfL with a 3-18 management remit to ensure ASN provision across the age and ability range.</p> <p>Further develop use of Profiles/e-portfolios to build a clear picture of children's progress in learning & achievement across all the contexts of learning.</p>	<p>Review Diversity and Learning for Sustainability in the curriculum.</p> <p>Implement the New Higher across all subjects.</p>	 <p>Review Senior Phase provision.</p>	<ul style="list-style-type: none">• Pupils will be guaranteed a full entitlement to BGE (incorporating breadth, personalisation and choice) to underpin subject choices in Senior Phase.• Pupils will have as wide as possible access to SQA courses at the appropriate level; wider achievement, beyond SQA exams will be encouraged, certificated and celebrated.• For pupils there will be improved coherence to progression at each stage, particularly as KPS and KA move towards a formal 3-18 campus. The most appropriate AAAs will be in place for ASN pupils in relation to new SQA courses.• This too should help to ensure that staff, pupils and parents will understand better where pupils are in terms of their individual progression, what their steps should be and how to get there.
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How well does the school improve the quality of its work?

(Authority Priorities)

Continue to develop, and ensure impact of self-evaluation systems

Develop leadership capacity and provide a strategy for supporting Head Teachers

<p>5.9 (Self Evaluation)</p>	<p>Continue to review and improve practice in self-evaluation to ensure consistently high quality learning experiences for all young people.</p> <p>Work towards a strong 3-18 management structure.</p>	<p>Review new management structure</p>		<ul style="list-style-type: none"> • Clear focus for Lesson Observations to inform future teaching. • Shared practice within the school and with other schools will validate teacher judgements. • Wider canvassing of views from pupil, parent and partner focus groups will inform future planning. • Improved articulation between and amongst S&Q Report, SIP & DIP; streamlining of the school's QA Calendar. • Robust self-evaluation will underpin all future planning.
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School Priority project planning areas for in-depth action

3-18 strategy; tracking & monitoring (use of SOSCA, InCAS, Click + Go, Insight); Wider Achievement; implementing new SQA courses; evaluating BGE; self-evaluation.