

WHERE ARE WE GOING NOW?

SESSION 2017—2018

NATIONAL PRIORITY:

To deliver excellence and equity in education

Areas for development:

1 To develop consistent, high quality learning and teaching approaches to improve attainment in literacy and numeracy.

2 To involve learners more fully in dialogue about their learning and skills, enabling them to assess their own progress and identify next steps.

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Self Evaluation

Based on a range of evidence the following evaluative judgements have been agreed:

SCHOOL	
Leadership of change	GOOD
Learning, teaching and assessment	GOOD
Ensuring wellbeing, equality and inclusion	GOOD
Raising attainment and achievement	GOOD

NURSERY	
Leadership of change	VERY GOOD
Learning, teaching and assessment	VERY GOOD
Ensuring wellbeing, equality and inclusion	VERY GOOD
Raising attainment and achievement	VERY GOOD

Toronto Primary and Nursery School

REPORT ON PROGRESS AND FUTURE DEVELOPMENTS



"Sharing our progress with pupils, parents and the community"



West Lothian Council



AREAS FOR DEVELOPMENT?

SESSION 2016-17

Area for Development 1

To develop knowledge and understanding throughout the school community of how to be a better learner using the cluster approach of Building Learning Power (BLP).

Area for Development 2

To further develop moderation to support consistency in standards and expectations throughout the school cluster.

KEY STRENGTHS:

- ★ High quality learning experiences leading to increased levels of attainment and pupil progress.
- ★ Pupils' pastoral and learning needs are well met by staff, parents and partner agencies.

OUR PROGRESS

1

- ✓ A large majority of parents/carers who responded to our BLP survey indicated they noticed a positive change in their child's attitude to learning and ability to manage distractions.
- ✓ There is an increased awareness of BLP approaches and principles across cluster schools.
- ✓ BLP becoming more explicit in learning and teaching.

WHAT DOES THIS MEAN FOR OUR CHILDREN?

- ★ Pupils are more able to persevere when they find learning challenging.
- ★ Pupils are developing a good understanding of how making mistakes helps us to learn.
- ★ Pupils across the cluster receive a consistent message about what it means to be an effective learner.

OUR PROGRESS

2

- ✓ Cluster staff worked well collaboratively to plan and deliver a clear and systematic moderation process.
- ✓ Staff reported increased awareness and confidence in using the moderation process and strongly valued professional dialogue with cluster colleagues.
- ✓ Staff strongly valued the opportunity create, moderate and trial holistic assessments.

WHAT DOES THIS MEAN FOR OUR CHILDREN?

- ★ Pupils across the cluster schools get a clear and more consistent approach to assessment.
- ★ Through teachers sharing next steps, pupils have a better understanding of what they need to work on to achieve Curriculum for Excellence levels.