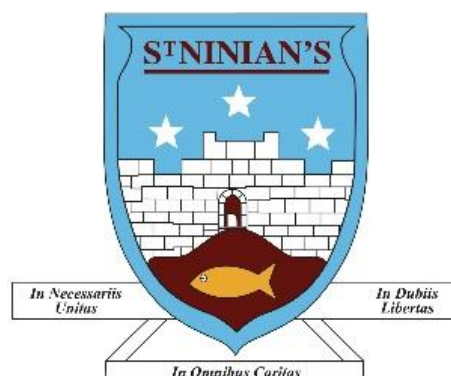


Rationale

Our shared vision in St. Ninian's sets out our direction as a learning community of aspiration that nurtures and develops the unique talents of each individual. We strive to ensure that our young people are fully prepared for life in the 21st century equipped with literacy and numeracy skills to achieve in life, and with the resilience and perseverance to deal with the challenges they may face.

Our values underpin this vision and shape our relationships and approaches to ensuring Excellence and Equity for all, to deliver the best possible outcomes for our pupils. We are aware of the needs of our community and acknowledge the right for all to succeed regardless of their background. We actively promote fairness and justice in everything that we do within an inclusive learning environment. Our creativity encourages us to pursue innovative approaches to develop our pupils to respond to the ever changing needs of a global world, through collaborative partnership working to equip our pupils with the skills for learning, life and work.



Our Focus

There are **five** main areas that the **ARC** will be supporting:

- Literacy
- Numeracy
- Health & Wellbeing
- Developing Young Workforce
- Raising Attainment

Our Team	Area of Responsibility
PT Literacy	Literacy
PT Numeracy	Numeracy
PT Pupil Support	Health & Wellbeing
PTs Raising Attainment	Achievement & Attainment
PT DYW	Employability & Work Placement

Numeracy



Parental Engagement

- We work closely with our Parents to provide interactive numeracy workshops for S1 to provide information on the curriculum at levels 2 and 3, and the common methods used to develop numeracy skills.
- We provided a workshop on 'Numeracy across Learning' for S2 Parents to share the methods used in numeracy across the curriculum and to show how marks are allocated for working.

Learning and Teaching

- We are using strategies from 'Maths Recovery' to target pupils with the support they require in numeracy.
- We have introduced numeracy starter questions for S1, S2 and S3 to reinforce numeracy skills.
- We have developed 'Numeracy Ninjas' for S1, S2 and S3 to consolidate skills and develop confidence in number.
- We target pupils in S1, S2 and S3 through small groups to provide additional support to support their progress.
- We have developed posters highlighting numeracy skills and share our methods with all teaching staff to ensure our pupils have a consistent experience across their learning.
- We are using the numeracy benchmarks to ensure that we have shared understanding of progress in numeracy skills.
- We are developing an approach to 'Mastery in Numeracy'.

Tracking and Monitoring

- We review the progress of our numeracy target groups of pupils in S1, S2 and S3 monthly and termly. This includes tracking monthly information on effort, homework and progress within working levels three times in the session.
- We use P7 transition data and results from standardised assessments to track progress.
- We use the data from S3 standardised assessments, alongside a range of evidence, to make a professional judgement on achievement of a level at the end of S3.
- We analyse pupil performance at levels 4 and 5 using Insight to inform improvement planning in the Broad General Education (BGE).

Literacy



Parental Engagement

- We have provided a Literacy Information Evening for S1 Parents focusing on how the skills of Reading, Writing, Talking and Listening are taught and assessed in a variety of subjects.
- We have provided an Information evening for targeted S2 Parents to offer guidance and provide resources to support the development of literacy skills at home.

Learning and Teaching

- We have introduced a Literacy class for targeted pupils in S2 to support the development of reading skills to enable pupils to access the curriculum more fully.
- We are using senior pupils in S6 to develop a paired reading programme to support targeted pupils to enhance their reading skills.
- All departments were represented at the S1 Literacy Day, showcasing the relevance of literacy skills in different contexts.
- We have developed posters for highlighting literacy skills and have developed a common correction code.
- We are using the Literacy benchmarks to develop a shared understanding of progress in literacy skills.
- We are using moderation activities at whole-school level to ensure a consistent approach to assessing literacy skills using marking grids.
- Most departments are represented on the Literacy Improvement Team to ensure the ongoing development of Literacy across the Curriculum.



Tracking and Monitoring

- We review the progress of our literacy target groups of pupils in S1, S2 and S3 monthly and termly. This includes interpreting monthly information on effort, homework and progress within working levels three times in the session.
- We track effort, behaviour and homework on a monthly basis to measure the engagement of our target groups, and record progress in working levels in Reading, Writing and Talking and Listening.
- We use transition data from P7 as a baseline to track progress within the BGE.
- We use data from standardised assessment in S3, together with other evidence, to make a professional judgement on achievement of a level in reading, writing, listening and talking at the end of S3.
- Full analysis of pupil performance at levels 4 and 5 from Insight to inform improvement planning in the BGE.



Health & Wellbeing

The wellbeing of our pupils is at the centre of everything that we do. We are working with Live-n-Learn to develop a Growth Mindset approach to learning and achievement. Our aim is clear: to develop resilience and confidence in all of our pupils so that they are ambitious in their targets and recognise that effort and hard work are essential to this process.

We are delivering workshops to all pupils to develop their understanding and approaches to having a Growth Mindset. All our pupils will be involved in workshops with follow up sessions for targeted pupils. Our whole school approach involves staff, pupils and parents.

FIXED MINDSET		GROWTH MINDSET
<ul style="list-style-type: none">• SOMETHING YOU'RE BORN WITH• FIXED	SKILLS	<ul style="list-style-type: none">• COME FROM HARD WORK.• CAN ALWAYS IMPROVE
<ul style="list-style-type: none">• SOMETHING TO AVOID• COULD REVEAL LACK OF SKILL• TEND TO GIVE UP EASILY	CHALLENGES	<ul style="list-style-type: none">• SHOULD BE EMBRACED• AN OPPORTUNITY TO GROW.• MORE PERSISTANT
<ul style="list-style-type: none">• UNNECESSARY• SOMETHING YOU DO WHEN YOU ARE NOT GOOD ENOUGH	EFFORT	<ul style="list-style-type: none">• ESSENTIAL• A PATH TO MASTERY
<ul style="list-style-type: none">• GET DEFENSIVE• TAKE IT PERSONAL	FEEDBACK	<ul style="list-style-type: none">• USEFUL• SOMETHING TO LEARN FROM• IDENTIFY AREAS TO IMPROVE
<ul style="list-style-type: none">• BLAME OTHERS• GET DISCOURAGED	SETBACKS	<ul style="list-style-type: none">• USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME.

We are working with CANI coaching to deliver our Parental Empowerment Programme to improve outcomes for targeted pupils and their families.

Raising Attainment

Whole School Monitoring & Tracking

Working alongside Depute Head Teachers, tracking and monitoring of pupils in the Senior Phase, S4, S5 and S6, is ongoing. Evidence is collated and analysed on a monthly basis. Individual class teachers input information on all pupils which includes:

- Target grade (based on prior level of attainment)
- Current working grade
- Effort
- Homework

Assertive Mentoring

The mentoring program uses tracking and monitoring data to identify pupils who are at risk of underachieving. These pupils are assigned a staff mentor.

Staff involved in mentoring meet on a regular basis with pupils to agree an action plan to improve performance in the area of concern. Progress is measured through comparison of monthly tracking data e.g. improvement in working grade, improvement in homework rating.

Equity & Raising Attainment

The mentoring program supports all pupils, but has a particular focus on equity.

Supported Study

Supported study is available to all pupils in S4, S5 and S6 across a wide range of subjects. This may involve lunchtime or after school timetabled sessions. Attendance is monitored closely by Principal Teachers of Raising Attainment and DHTs.

Alongside our current supported study program, a targeted program is being developed to focus on pupils involved in the mentoring programme. This program will be tailored to pupils' individual needs. Strategies will be put in place to assist these pupils with their homework tasks, study skills, or other required interventions.

Easter School

To supplement the supported study program, timetabled sessions for many subjects are available to pupils during the Easter break, prior to the SQA examinations. A targeted program will also be initiated which will mirror the structure of the targeted supported study.

Pupils identified within the equity profile are provided with transport home from supported study.

Developing the Young Workforce

Skills for learning, life and work.

Our focus is on ensuring all our pupils have the opportunities throughout their school life to make informed career decisions resulting in a positive and sustained destination when they leave school.

We support three main areas:

1

CAREER EDUCATION STANDARD (3-18)

S1-S6. All staff, pupils and parents engage with the standard

2

PARTNERSHIPS

A wide range of partnership working, in a variety of forms, is embedded into the culture of the school.

3

WORK EXPERIENCE

S4-S6. Flexible timetables and targeted support allow for meaningful work placements



Working towards and in line with Scotland's 7-year DYW plan.



Working in partnership with SDS to ensure positive and sustained destinations for all young people.



Supported through our My World of Work Ambassadors we strive to ensure all young people and their families are fully engaged with My World of Work.

Spotlight on DYW

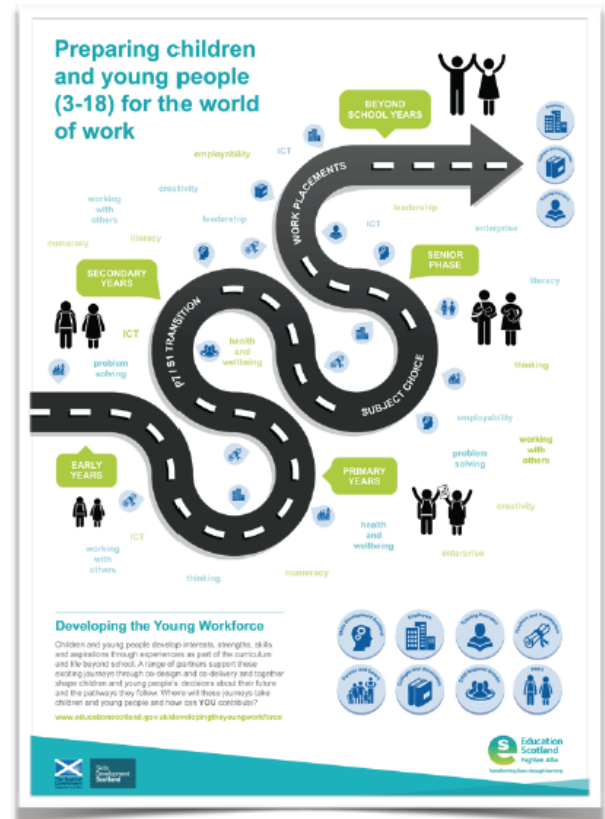
Driving forward Scotland's 7-year programme to reduce youth unemployment by 40% by 2021

We have an excellent track record of continuing to increase pupil participation in several areas year on year:

- Work Placements - all placements are meaningful and flexible with pupils being supported and given responsibility to find suitable opportunities
- Vocational qualifications including Foundation Apprenticeships as supported by East Dunbartonshire Senior Phase Partnership Programme
- Wider achievement qualifications including Sports Leaders, Duke of Edinburgh and Prince's Trust.

This is mainly due to the **flexibility** afforded by our Senior Phase timetables, which give our young people the opportunity to follow highly **bespoke** and **individualised** curriculums.

“A focus on preparing all young people for employment should form a core element of the implementation of CfE”



UNIVERSAL & TARGETED SUPPORT

- Target groups (S4-S6) identified and supported with interventions via rigorous monitoring and tracking methods.
- Events such as S3 Careers Day and Women into Engineering (S2) form part of our whole school approach to ensuring skills for learning, life and work are fully embedded across the curriculum.
- Through flexible curriculum design all young people opportunities to follow a meaningful and purposeful curriculum.
- My World of Work is embedded within our Supporting Learners Programme across all levels (S1-S6).



Family Learning

2017-2018

Date	Event
04/09/2017	S1 Numeracy Workshop
11/09/2017	S1 Literacy Workshop
14/09/2017	S1 BGE Information Evening
19/09/2017	Growth Mindset Parental Evening
09/10/2017	S1 ICT Workshop
24/10/2017	S2 Numeracy in Science Workshop
15/01/2018	S1 Numeracy Workshop
07/02/2018	Parent Empowerment Programme (x 5) Delivery x 4 workshops in March 2018 with evaluation in May 2018.

**WHAT YOU
DO TODAY CAN
IMPROVE ALL YOUR
TOMORROWS!**



Our Parents said

Numeracy Workshops

I understand how important it is to show all working

I feel much clearer about the content covered and how to support my son

Understanding the methods used means that homework is no longer a source of tension

The breakdown of marks for assessments

Literacy Workshop

It's good to see how literacy skills are common in all

Knowing that various departments have the same standard and encourage my child to develop skills across the curriculum

Information and suggestions about how I could help my son moving forward