Questions for Professional Reflection/Dialogue

Secondary Schools Fieldwork Summary Report

November 2015 – March 2016
The questions below can be used to support self-evaluation through professional reflection/dialogue in schools. They can be used on their own or in conjunction with the Secondary Schools Fieldwork Summary Report (November 2015 – March 2016).

### Strategic planning for the 3-18 curriculum to promote equity and raise attainment for all

1. **What is the nature of the strategic planning currently in place and what is its intended impact on taking forward the 3-18 curriculum?**

   (You may wish to consider curriculum design and development in both the BGE and the Senior Phase; progress in developing flexible learning pathways to ensure progression and meet the needs of all learners; strategies for raising attainment, particularly in literacy and numeracy.)

### Progress towards better transitions for all learners

2. **In what ways do your transition procedures and programmes ensure continuity and progression in learning for all learners at all transition points?**

   (You may wish to consider how you are using transition information, including attainment and achievement data, to plan progressive learning pathways; using profiling and personal learning planning to ensure continuity in learning at points of transition; involving young people, parents and partners; supporting staff to develop a shared understanding of standards and what progression looks like.)

### Effective analysis and use of data and intelligence to support improvement (attainment and progress, achievement, quality of learning and teaching, curriculum design), with particular focus on Insight and use of local data and intelligence.

3. **(a) How are you making effective use of data and intelligence to support improvement?**

   (You may wish to consider how you use intelligence gathered on the quality of learning and teaching; how you gather and use data on progress and attainment and data on achievement; tracking and monitoring approaches including the use of Insight; how you are using data such as labour market intelligence and support from partners such as SDS to support curriculum design.)

3. **(b) What systems are in place to promote equity of success and achievement for all young people?**

   (You may wish to consider how you are identifying and supporting different groups of learners e.g. the most disadvantaged young people.)

### Improving CfE outcomes and building confidence in education through effective collaboration and partnerships (learners, parents/carers, wider community, employers/business sector, specialist services/external agencies)

4. **In what ways are you taking forward partnership working to improve learning provision and secure positive impacts for children, young people and families in your community?**

   (You may wish to consider partnerships you have in place to deliver the curriculum; collaborative planning approaches; arrangements for information sharing; and the impact this is having on outcomes for young people)
### Developing the Young Workforce (employability and skills)

**5. (a)** What progress have you made in embedding vocational qualifications / work related experiences in your senior phase?

**5. (b)** How are you planning to use the new Standards for Career Education and Work Placements to support curriculum planning and better prepare young people for the world of work?

### Delivering the New National Qualifications

**6. (a)** In what ways are you building on your experience of the New National Qualifications?

(You may wish to consider how you are planning progression from programmes and courses in the BGE, experience of implementing new Highers and progress with new Advanced Highers.)