

A Reflective Toolkit to support the implementation of “Ambitious to Achieve Excellence Together: A Strategy for raising attainment and achievement”

Introduction

Our Moray Council Strategy for raising standards of achievement and attainment is a key document for Moray in terms of setting our sights high for our staff, our young people and their parents/carers. All our young people in our schools and in our pre school partner centres should have every single opportunity to reach their full potential both within and out with formal school settings. As a local authority, we have a duty to ensure this is the case and to ensure we focus the efforts of our staff, young people and their parents/carers on this vital agenda.

Our strategy is centred on expectations and entitlements. These are categorised into three groups;

- Expectations and entitlements for learners
- Expectations and entitlements for parents/carers
- Expectations and entitlements for staff and partners

This reflective toolkit is designed to make our strategy “come alive” by asking specific questions of learners, parents/carers and staff in terms of how good current provision is in terms of promoting a culture of ambition to succeed. Hopefully, by using this toolkit with management teams, staff groups, pupils and parent councils, Head Teachers will be able to ensure that a culture of **Ambitious to Achieve Excellence Together** is being developed and ultimately embedded in the life, work and ethos of schools and centres across Moray. The toolkits should allow Head Teachers to identify good practice to share with colleagues, but also to identify gaps where a school may need to focus additional efforts and/or resources.

This toolkit can be used in a variety of ways. For example, a Head Teacher may wish to focus on raising aspirations at a particular stage in the curriculum or in a particular curricular area. S/he can use the reflective questions with staff, parents and young people at that particular stage or within that curricular area to look at current practice and to action plan for the future. Equally, a school may have concerns that parents have low aspirations for their children and may choose to use the sections of the toolkit which are designed to look at parental involvement as a basis for making improvements. There is no specific order for using the toolkit, school leaders, staff and others can dip in and dip out as appropriate. What is vital, is that where gaps are identified, appropriate actions and outcomes can be identified to lead to sustainable improvements for learners.

In addition to our Moray reflective toolkit, the grid below produced by the Association of Directors of Education Scotland (ADES) shows how culture, ethos, vision, leadership, the strong professional practice of teachers and sound partnerships with parents, young people and communities can all contribute at

class, whole school and education authority level in terms of raising the bar and achieving substantial improvements for young people. This is underpinned by the belief that every child and young person matters and can achieve and it is essential that every single teacher in Moray signs up to this.

Raising Attainment, Improving Life-chances: Attributes of Success

Culture, Ethos and Vision	Classroom level	School Community level	Education Authority (EA) level
Effective, enabled leaders	<p>A classroom where there is a culture of respect, care and high expectations for every child. This culture is modelled by the teacher.</p>	<p>A school community which has as its core the highest aspiration for every child and a belief, permeating every classroom, that there is headroom for improvement in outcomes for every child. This belief is demonstrated personally by the headteacher and all staff.</p>	<p>An EA which has the highest ambition for all of its children and which actively seeks to celebrate strong performances in raising attainment. This ambition permeates every school community and is evidenced by a performance framework that values positive outcomes for all schools and learners regardless of social context.</p>
	<p>A classroom where praise and encouragement are used effectively, mistakes are used as a learning opportunity, and there is no fear of failure.</p>	<p>A school community where everyone feels valued and learning is seen to be fun.</p>	<p>An EA which is known for its positive support and effective use of praise.</p>
	<p>A classroom where good teacher management skills are evident in a business-like atmosphere, conducive to good learning where pupils know that their best is expected.</p>	<p>A school community where strategies to promote and support good behaviour, respect and pride in the school are clearly in evidence e.g. account is taken of details, presentation, punctuality, mutually respectful communication etc.</p>	<p>An EA which proactively creates an environment of integrity and trust expecting and exemplifying the highest standards of behaviour.</p>
	<p>A classroom where the teacher and those supporting pupil learning recognise the importance of effective partnership working to secure sustained progression for all children and young people.</p>	<p>A school community which recognises that investment in early and sustained intervention strategies fostered through effective partnership working is essential to secure sustained progression for all children and young people.</p>	<p>An EA which recognises that investment in early and sustained intervention strategies fostered through effective partnership working is essential to secure sustained progression for all children and young people.</p>
	<p>A classroom where the teacher takes full responsibility for leading the learning of every child and models the behaviour of being the lead learner, encouraging pupils to support others in their learning.</p>	<p>A school community which develops and appoints top quality leaders to the school.</p>	<p>An EA which develops top quality leaders for its schools and has excellent staff selection and appointment processes.</p>
		<p>A school community which appoints, develops, values and retains top quality teachers and other staff.</p>	<p>An EA which develops sophisticated work-force planning strategies, encouraging the best new teachers to join and remain in the profession, with excellent opportunities for professional development.</p>
	<p>A classroom where the teacher is a reflective professional, proactively engaging in performance review and development.</p>	<p>A school community which promotes effective performance review and development for all staff.</p>	<p>An EA which promotes effective performance review and development for headteachers.</p>
		<p>A school community which ensures that the development of educational strategy is led by teachers recognised for excellence in practice.</p>	<p>An EA which ensures that the development of educational strategy is led by headteachers recognised for excellence in practice, working with officers exhibiting the same qualities.</p>

A research-based approach to developing new strategies and adopting new practices, an appropriate use of evidence and data to support implementation of strategies and practice.

	<p>A classroom where the teacher is an informed professional, proactively engaging with school networks in order to identify and promote good practice.</p> <p>A classroom where the teacher is an evidence-led professional, proactively engaging in the development and use of research-based strategies and practices.</p>	<p>A school community which develops effective networks in its school and across associated groups of schools which help practitioners identify and promote best practice in raising attainment.</p> <p>A school community which develops research-based strategies and programmes which promote leadership and pedagogical development in the school community and across the wider associated schools' groups.</p> <p>A school community which proactively supports and challenges teachers who find raising attainment difficult.</p> <p>A school community which proactively supports and challenges leaders who find raising attainment difficult.</p>	<p>An EA which develops effective networks across schools which help school leaders and practitioners to identify and promote best practice in raising attainment in schools.</p> <p>An EA which develops research-based strategies and programmes which promote leadership and pedagogical development across and within schools.</p> <p>An EA which supports schools in dealing with weaknesses in teachers' skills.</p> <p>An EA which deals proactively with weaknesses are identified in school leadership.</p>
<p>Professional practitioners</p>	<p>A classroom with a culture of self-reflection and an appetite for reflecting and acting upon all available evidence about on each pupil's progress to establish how his or her learning can be enhanced.</p> <p>A classroom where there is a culture of openness, where lessons are observed by peers and where collegiate time is used to discuss teachers' practices and potential improvements in approaches.</p> <p>A classroom where teachers and learners feel accountable and responsible for their educational performance and their progress.</p>	<p>A school community where tracking, target-setting, mentoring and coaching are systematically features of every pupil's experience, particularly when at qualification interfaces.</p> <p>A school which communicates clearly, where staff are enabled to visit each others' lessons and where collegiate time is used to discuss improvements in pedagogy.</p> <p>A school which holds itself and all staff accountable for the quality of education provided for every child and young person, using rigorous quality improvement approaches which ensure that no child is left behind.</p> <p>A school community which develops well-researched programmes across the school and associated school group to improve pedagogy amongst teaching staff e.g. through teacher learning communities.</p>	<p>An EA which develops quality improvement systems which allow analysis of customer, staff, external stakeholder and other key performance information to help schools identify where there is headroom to raise attainment further.</p> <p>An EA which actively encourages and enables headteachers and other practitioners to visit schools where attainment is being raised significantly, to promote collegiate discussion on effective pedagogy.</p> <p>An EA which ensures that the analysis and review of attainment are taken seriously in every school, intervening swiftly with practical support for schools where improvements in attainment are required.</p>
<p>Excellent learning and teaching</p>	<p>A classroom where lessons are delivered enthusiastically and every attempt is made to make learning relevant and motivating for pupils.</p> <p>A classroom where learning is well planned and differentiated for all children to ensure that individual's needs are met.</p> <p>A classroom where learning intentions and success criteria are shared so that pupils understand them and where all pupils know what it is they are expected to be learning and what success will look like.</p>	<p>A school community where the curriculum is designed to meet the needs of all learners, including the more able and those whose prior attainment and earlier experiences are not positive.</p> <p>A school where systems are devised which ensure that teachers use summative assessment formatively and where this happens consistently.</p>	<p>An EA which develops well-researched programmes across the service and promotes improved pedagogy amongst teaching staff e.g. through teacher learning communities.</p> <p>An EA which ensures that the principle of raising attainment is at the core of the curriculum offered in schools, aligned with statutory guidance and national priorities.</p>

APPENDIX 2

	<p>A classroom where teachers are skilled in identifying next steps in learning for each learner on a regular basis.</p> <p>A classroom where teachers use contextual assessment to manage and turn to the learners' advantage the variables in the learning situation.</p> <p>A classroom where good teacher management skills are evident in a business-like atmosphere conducive to good learning where pupils feel safe and valued and know the boundaries of engagement.</p> <p>A classroom where learning intentions and success criteria are shared so that learners understand what it is they are expected to be learning and what success will look like.</p> <p>A classroom where the teacher actively seeks to engage the parent/carer in their child's learning, believing that they have a key role in raising attainment.</p> <p>A classroom where targets for pupils are agreed and discussed and where strategies to improve further are identified, involving parents, carers and supporters.</p>	<p>A school where pupils are strongly supported to make appropriate course choices based on "cautious optimism" for all pupils.</p> <p>A school community that ensures that the system of child-centred planning stretches all pupils to make well-paced progress in their learning.</p> <p>A school community where the views of pupils are listened to, heard and acted upon.</p>	<p>An EA which promotes effective partnership approaches at pupil, school and wider school group levels which focus collectively on achieving best life-chance outcomes. All staff know and understand the roles they play.</p> <p>An EA which promotes children's and young people's rights and responsibilities and where their views are listened to, heard and acted upon.</p>	
<p>Successful Learners</p>				
<p>Parents, carers and the wider community</p>		<p>A school community where the views of parents/carers are listened to, heard and acted upon.</p> <p>A school community which develops systems and exploits every opportunity to involve parents, carers and the wider community to raise attainment and promote achievement by bringing the outside world into the classroom and the learner into the wider world.</p>	<p>An EA where the views of parents/carers are listened to, heard and acted upon.</p> <p>An EA which develops sophisticated systems and a mature partnership with other children's services where valued outcomes are shared and efforts are well coordinated and targeted towards greatest need and risks.</p>	
		<p>A belief, modelled by all teachers and leaders, that every child or young person matters and can achieve</p>		

In 2012, Education Scotland also published some reflective questions for schools and practitioners which can be used by school staff when considering how they approach attainment in their own particular setting. This can be accessed at www.education.scotland.gov.uk/Images/RaisingAttainmentLeaflet_tcm4-711135.pdf

I hope all schools find this toolkit useful in reflecting on their own practice as leaders and teachers and also in their work with young people and their parents/carers.

Laurence Findlay
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 August 2014

Entitlements and Expectations for Parents: Reflective Toolkit

This section of the reflective toolkit is to be used by Head Teachers and staff when considering how they involve parents and carers in being ambitious to achieve excellence for their child(ren). Some possible examples of sources of evidence are given for you for the first reflective question.

Entitlement/Expectation	Reflective Questions	Sources of Evidence	Evaluation and Next Steps
<ul style="list-style-type: none"> Parents should be ambitious to achieve excellence for their child(ren) 	<ul style="list-style-type: none"> To what extent does your school encourage parents/carers to be ambitious for their child(ren)? To what extent are your parents/carers aware of what excellence looks like? 	Regular sharing of information relating to attainment, achievement and progress Learning and Teaching styles discussed with parents and carers Success criteria shared with parents and carers	
<ul style="list-style-type: none"> Parents and carers are expected to ensure regular pupil attendance and punctuality 	<ul style="list-style-type: none"> To what extent does your school encourage good attendance and punctuality? To what extent do you communicate with parents/carers with regard to good attendance and punctuality? What supports do you have in place to assist parents/carers in promoting regular attendance and punctuality? 		
<ul style="list-style-type: none"> Parents and carers are expected to cooperate with the school and take advice as appropriate from school staff and other agencies 	<ul style="list-style-type: none"> To what extent does your school have an “open door”, whereby parents and carers feel welcome in the school and happy to take advice from school staff and partners? 		

<ul style="list-style-type: none"> Parents and carers are expected to support and challenge pupils with their learning by supporting the completion of homework and keeping track of their progress 	<ul style="list-style-type: none"> To what extent is your homework policy parent friendly? To what extent does the school assist parents/carers in supporting their Children’s learning and homework? 		
<ul style="list-style-type: none"> Parents and carers are expected to support the dress code of the school and ensure their child is adequately equipped for learning 	<ul style="list-style-type: none"> To what extent does the school promote the dress code among parents? To what extent does the school support parents in ensuring young people are adequately equipped for learning? 		
<ul style="list-style-type: none"> Parents and carers are expected to attend parent appointments and communicate with the school about their child(ren) 	<ul style="list-style-type: none"> To what extent does the school promote good attendance and parents’/open evenings? How effective is home/school communication? To what extent is home/school communication parent friendly? 		
<ul style="list-style-type: none"> Parents and carers are expected to ensure pupils are fit to learn by being well nourished and well slept 	<ul style="list-style-type: none"> To what extent are the GIRFEC wellbeing indicators shared with and understood by parents? To what extent does the school signpost parents/carers to support which is the most appropriate? 		
<ul style="list-style-type: none"> All parents and carers are expected to support their children when performing, playing sport or otherwise representing the school 	<ul style="list-style-type: none"> To what extent does the school promote events and encourage parents/carers to become fully involved in the life and work of 		

<ul style="list-style-type: none"> All parents and carers are expected to encourage their child to behave well and respect the rights and interests of others in the school community 	<ul style="list-style-type: none"> To what extent does the school provide support to allow parents/carers to attend events as appropriate? 		
<ul style="list-style-type: none"> Parents and carers are expected to treat all school staff with courtesy and respect 	<ul style="list-style-type: none"> To what extent have parents been involved in formulating the school's behaviour policy? To what extent is every one aware of the policy and how parent/carer friendly is it? 		
<ul style="list-style-type: none"> Parents and carers are entitled to be treated with courtesy, respect and be welcomed into the school Parents and carers are entitled to regular reports on pupil progress where appropriate 	<ul style="list-style-type: none"> To what extent are parents/carers aware of the expectations the school has of them in relation to how they behave in school? To what extent does the school have a welcoming, open ethos? To what extent is your school parent/carer friendly? To what extent do parents/carers receive meaningful progress updates? 		
<ul style="list-style-type: none"> Parents and carers are entitled to be kept regularly informed of the life and work of the school, including school policies and procedures 	<ul style="list-style-type: none"> To what extent does the school have good communication procedures? To what extent are parents/carers involved in developing school policies? 		
<ul style="list-style-type: none"> Parents and carers are entitled to have their views regularly sought and acted upon where appropriate 	<ul style="list-style-type: none"> To what extent does the school actively seek the views of all parents/carers? 		

<ul style="list-style-type: none"> • Parents and carers are entitled to have enquiries/complaints dealt with timeously and thoroughly 	<ul style="list-style-type: none"> • To what extent does the school signpost to parents/carers towards what they need to do should they have an enquiry/complaint? <ul style="list-style-type: none"> • To what extent are parents/carers aware of the Named person for their child(ren)? 		
<ul style="list-style-type: none"> • All parents and carers are entitled to know how to seek help, advice and support when things go wrong or they wish to make a complaint 	<ul style="list-style-type: none"> • To what extent does the school actively promote support available to parents/carers and signpost how this can be accessed? • To what extent does the school deal well with complaints and enquiries? 		
<ul style="list-style-type: none"> • When a request for information by a parent or carer is made in relation to their child, they are entitled to have their request dealt with within a reasonable timescale 	<ul style="list-style-type: none"> • To what extent do parents/carers feel comfortable and confident in contacting the school for further information specific to their child(ren)? 		

Entitlements and Expectations for Parent Councils: Reflective Toolkit

This section of the reflective toolkit is to be used by Parent Councils when considering how they are encouraged by their school to be ambitious to achieve excellence for their child(ren). Some possible examples of sources of evidence are given for you for the first reflective question.

Entitlement/Expectation	Reflective Questions	Sources of Evidence	Evaluation and Next Steps
<ul style="list-style-type: none"> Parents should be ambitious to achieve excellence for their child(ren) 	<ul style="list-style-type: none"> In what ways does the school encourage parents/carers to be ambitious for our child(ren) How does the school explain to us what success and excellence look like and how it can be achieved? 	Qualifications information evenings Open afternoons to see learning in classes Parents sent information on how to help their children study Parents involved in developing school’s vision and values	
<ul style="list-style-type: none"> Parents and carers are expected to ensure regular pupil attendance and punctuality 	<ul style="list-style-type: none"> How are parents made aware of the importance of good attendance and punctuality? How does the school communicate with parents/carers with regard to good attendance and punctuality? What supports does the school have in place to assist parents/carers in promoting regular attendance and punctuality? 		
<ul style="list-style-type: none"> Parents and carers are expected to cooperate with the school and take advice as appropriate from school staff and other agencies 	<ul style="list-style-type: none"> How does our school have an “open door”, where we feel welcome in the school? 		

<ul style="list-style-type: none"> Parents and carers are expected to support and challenge pupils with their learning by supporting the completion of homework and keeping track of their progress 	<ul style="list-style-type: none"> Is the homework policy parent friendly? How can we get support in helping our child(ren) with their homework? 		
<ul style="list-style-type: none"> Parents and carers are expected to support the dress code of the school and ensure their child is adequately equipped for learning 	<ul style="list-style-type: none"> How is the school dress code promoted among parents? How well does the school inform us how to ensure our child(ren) is/are adequately equipped for learning? 		
<ul style="list-style-type: none"> Parents and carers are expected to attend parent appointments and communicate with the school about their child(ren) 	<ul style="list-style-type: none"> How are we encouraged to attend open evenings? How effective is home/school communication? Is school communication parent friendly? 		
<ul style="list-style-type: none"> Parents and carers are expected to ensure pupils are fit to learn by being well nourished and well slept 	<ul style="list-style-type: none"> How do we know how best to support out child(ren) as learners? How does the school inform parents/carers of support which is the most appropriate to meet their child(ren)'s needs? 		
<ul style="list-style-type: none"> All parents and carers are expected to support their children when performing, playing sport or otherwise representing the school 	<ul style="list-style-type: none"> Are we encouraged to be involved in the life of the school? What supports are in place to allow us to attend events as appropriate? 		
<ul style="list-style-type: none"> All parents and carers are expected to encourage their child to behave well and respect the rights and interests of others in 	<ul style="list-style-type: none"> How have we been involved in reviewing and/or creating the school's behaviour policy? 		

<p>the school community</p> <ul style="list-style-type: none"> Parents and carers are expected to treat all school staff with courtesy and respect Parents and carers are entitled to be treated with courtesy, respect and be welcomed into the school Parents and carers are entitled to regular reports on pupil progress Parents and carers are entitled to be kept regularly informed of the life and work of the school, including school policies and procedures Parents and carers are entitled to have their views regularly sought and acted upon where appropriate Parents and carers are entitled to have enquiries/complaints dealt with timeously and thoroughly All parents and carers are entitled to know how to seek help, advice and support when things go wrong or they wish to make a complaint All parents and carers are entitled to received information specific to their child when they request it 	<ul style="list-style-type: none"> How parent-friendly is the school's behaviour policy? Are we aware of the expectations the school has of us in relation to how we behave in school? Is our school parent/carer friendly? Do we receive meaningful progress updates? Does the school have good communication procedures? Are parents/carers involved in developing school policies? How does the school actively seek our views? Do we know how to make a complaint if we need to and how this will be dealt with? Do we know who our child(ren)'s Named Person is? Do we know how we can request additional support and help? Does the school deal well with complaints and enquiries? Do we feel comfortable in contacting the school and requesting information? 						
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Entitlements and Expectations for Learners: Reflective Toolkit

This section of the reflective toolkit is to be used by school leaders and staff when considering how they are encouraging by their learners to be ambitious to achieve excellence for themselves. This section splits the entitlements and expectations into two separate sections. Some possible examples of sources of evidence are given for you for the first reflective question.

Entitlements

Entitlement	Reflective Questions	Sources of Evidence	Evaluation and Next Steps
<ul style="list-style-type: none"> Learners are entitled to a curriculum which is coherent from 3-18. This includes a broad general education through to a senior phase with national qualifications 	<ul style="list-style-type: none"> To what extent is your curriculum coherent? 	<ul style="list-style-type: none"> Observation of classroom practice Planning Folders Curriculum structures 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Learners are entitled to a progressive and well planned learning experience, which is designed to meet individual needs 	<ul style="list-style-type: none"> To what extent is your curriculum: <ul style="list-style-type: none"> Well planned Progressive Designed to meet individual needs? 		
<ul style="list-style-type: none"> Learners should have their prior learning taken into account when future outcomes are being determined, for both curriculum and personal development 	<ul style="list-style-type: none"> To what extent does your curriculum take account of pupils' prior learning? 		
<ul style="list-style-type: none"> Learners are fully involved in identifying clear and challenging targets, appropriate to their age, prior attainment and stage of development 	<ul style="list-style-type: none"> To what extent do you fully involve the learner in identifying clear and challenging targets etc: 		

		<ul style="list-style-type: none"> ↗ For their age ↗ For their prior attainment ↗ For their development 	
<ul style="list-style-type: none"> • Learners are entitled to one to one quality conversations to support them in articulating their achievements, both academically and personally 		<ul style="list-style-type: none"> • To what extent do you engage learners in one to one quality conversations: <ul style="list-style-type: none"> ↗ About their academic achievements ↗ About their personal achievements 	
<ul style="list-style-type: none"> • Learners should be aware of their learning intentions and what success looks like, and they should be clear about expected outcomes 		<ul style="list-style-type: none"> • To what extent are learners aware of: <ul style="list-style-type: none"> ↗ Their learning intentions ↗ What success looks like 	
<ul style="list-style-type: none"> • Learners are entitled to a wide range of opportunities in order to achieve success, through class work, tests and presentation for national qualifications. These also might include extra-curricular activities, volunteer programmes, enterprise activities and a range of outdoor learning experiences. <p>These should enhance learners' skills for learning, life and work in order to ensure</p>		<ul style="list-style-type: none"> • To what extent does your curriculum provide opportunities to achieve success: <ul style="list-style-type: none"> ↗ In subject areas ↗ In interdisciplinary learning ↗ In personal achievements ↗ in the life and work of the school ↗ In skills for learning, life and 	

<p>that they are successful learners, confident individuals, effective contributors and responsible citizens</p>	<p>work</p>		
<ul style="list-style-type: none"> Learners are entitled to be treated with respect, in the same way that we expect them to treat others in the same way 	<ul style="list-style-type: none"> To what extent do you: <ul style="list-style-type: none"> Treat learners with respect Encourage them to treat others with respect 		
<ul style="list-style-type: none"> Learners are entitled to have their views regularly sought and acted upon 	<ul style="list-style-type: none"> To what extent do you regularly: <ul style="list-style-type: none"> Seek the views of learners Act upon the views of learners 		
<ul style="list-style-type: none"> Learners are entitled to appropriate support to help them move into positive and sustained destinations beyond school 	<ul style="list-style-type: none"> To what extent do you provide opportunities for learners to move into positive, sustained destinations? 		

Expectations

Expectation	Reflective Question	Sources of Evidence	Evaluation and Next Steps
<p>Expectation of Learners Learners are expected to...</p> <ul style="list-style-type: none"> attend regularly and adhere to relevant school policies 	<p>School Reflection To what extent do learners...</p> <ul style="list-style-type: none"> attend regularly and adhere to relevant school policies 	<p>Evaluative Evidence How do you know? Policy to Promote Equality, Diversity, Pupil Care, Welfare and Positive Discipline Absence figures</p>	

		Policy for absence in school time	
<ul style="list-style-type: none"> take responsibility for their learning which includes completion of homework and contributing to target setting 	<ul style="list-style-type: none"> take responsibility for their learning, complete their homework and contribute to target setting 		
<ul style="list-style-type: none"> contribute to the life of the school 	<ul style="list-style-type: none"> contribute to the life and work of the school 		
<ul style="list-style-type: none"> develop resilience and independence 	<ul style="list-style-type: none"> develop resilience and independence 		
Learners should... <ul style="list-style-type: none"> demonstrate their school or establishment values in their everyday lives display the highest standards of behaviour 	<ul style="list-style-type: none"> demonstrate their school values in their everyday lives display the highest standards of behaviour 		
<ul style="list-style-type: none"> be actively involved in their learning which includes contributing to the planning of what they will learn and how 	<ul style="list-style-type: none"> involve themselves actively in their learning contribute to planning their learning 		
<ul style="list-style-type: none"> treat peers, school staff, school property, partners and members of the local community with respect 	<ul style="list-style-type: none"> treat peers, school staff, school property, partners and members of the local community with respect 		
Learners are entitled to... <ul style="list-style-type: none"> have high expectations of themselves 	<ul style="list-style-type: none"> have high expectations of themselves 		

Expectation of Learners Learners are expected to...	School Reflection To what extent does this happen?	Evaluative Evidence How do you know?	Evaluation and Next Steps
<ul style="list-style-type: none"> attend regularly and adhere to relevant school policies 	<p>Generally good attendance figures Parents challenged for unexplained absences Parents encouraged to arrange appointments and holidays outwith the school day Ethos of expected behaviours – learners actively engaged and motivated</p>	<p>Policy to Promote Equality, Diversity, Pupil Care, Welfare and Positive Discipline Absence figures Policy for absence in school time School handbook</p>	
<ul style="list-style-type: none"> take responsibility for their learning which includes completion of homework and contributing to target setting 	<p>All lessons follow AifL pattern with time for learner reflection and planning of next steps at the end Homework completed but more time for practising reading – accelerated reader</p>		
<ul style="list-style-type: none"> contribute to the life of the school 	<p>Learners very motivated 100% support at all events out with the school All very keen to be involved</p>		
<ul style="list-style-type: none"> develop resilience and independence 	<p>Developing confidence is key – learners frequently try beyond their comfort zone. Participating in and experience of lots of different events away from Dallas helps</p>		
<p>Learners should...</p> <ul style="list-style-type: none"> demonstrate their school or establishment values in their everyday lives 	<p>Learners very loyal to each other but need support to accept newcomers – often involve children’s workers Learners very enthusiastic about learning and participating in school</p>		
<ul style="list-style-type: none"> display the highest standards of behaviour 	<p>Very few problems with behaviour Excellent parent support if there is a</p>		

	problem		
<ul style="list-style-type: none"> be actively involved in their learning which includes contributing to the planning of what they will learn and how 	As before all lessons follow AifL pattern and are designed to promote active learning. Any learner who is struggling is supported fully by teacher/ classroom assistant		
<ul style="list-style-type: none"> treat peers, school staff, school property, partners and members of the local community with respect 	Expected behaviours both at school and at home. Opportunities provided to show this – visits, visitors etc		
<p>Learners are entitled to...</p> <ul style="list-style-type: none"> have high expectations of themselves 	Sometimes parents are over protective which restricts learners expectations and also resilience		

Entitlements and Expectations for Staff and Partners: Reflective Toolkit

This section of the reflective toolkit is to be used by Staff/Partners when considering how they are encouraged by to be **Ambitious to Achieve Excellence** for children and young people. Some possible examples of sources of evidence are given for you along with a few examples of impact. You may find it useful to identify next steps for you/the school.

Entitlements of staff	School Reflection	Sources of Evidence	Evaluation and Next Steps
<p>Entitlements of Staff/Partners Staff are entitled to...</p> <p>Staff in Moray are entitled to high quality, meaningful professional review and development</p>	<p>School Reflection To what extent do staff...</p> <p>To what extent do staff in your school/centre experience high quality, meaningful professional development?</p>	<p>Evaluative Evidence How do you know?</p> <p>(e.g. records of PR&D, ERDP)</p>	<p><i>Almost all staff have completed an annual PR&D/ERDP. Those who have not are on extended absence for valid reasons.</i></p> <p><i>Ensure that this is discussed as part of the return to work process.</i></p>

APPENDIX 2

<p>Staff are entitled to work in a collegiate, supporting and professionally challenging environment which promotes and develops professional growth</p>	<p>To what extent do staff work in an environment which</p> <ul style="list-style-type: none"> • is collegiate, supporting and professionally challenging? • promotes and develops professional growth? 	<p>(e.g. staff surveys)</p>	<p>As a result of staff survey, some staff would benefit from more opportunities across the school to have challenging conversations about meeting learners' needs and the curriculum offered.</p> <p>Consider planning such opportunities during working time agreement discussions.</p>
<p>Partner services are entitled to access to our schools to support the young people who are most in need of their support</p>	<p>To what extent do partner services access your school to support the young people who are most in need of their support?</p>	<p>(e.g. IEPs, planning, records of meetings, etc)</p>	
<p>Staff are entitled to work in a pleasant, safe and comfortable environment</p>	<p>To what extent do staff work in an environment which is</p> <ul style="list-style-type: none"> • pleasant • safe • comfortable? 	<p>(e.g. staff surveys)</p>	

Expectations of Staff/Partners	School Reflection	Sources of Evidence	Evaluation and Next Steps
<p>Expectations of Staff/Partners are expected to...</p> <p>Staff should be Ambitious to Achieve Excellence for our young people and should ensure that young people are consistently at the heart of everything they do</p>	<p>School Reflection</p> <p>To what extent do staff...</p> <p>To what extent are staff Ambitious to Achieve Excellence for our young people?</p> <p>To what extent do staff ensure that young people are consistently at the heart of everything they do?</p>	<p>Evaluative Evidence</p> <p>How do you know?</p> <p>(e.g. target setting, learning conversations)</p>	
<p>Staff must have the highest expectations of all learners, regardless of ability and must encourage young people to be the very best they can be with a "can do" attitude</p>	<p>To what extent do staff have the highest expectations of all learners, regardless of ability?</p> <p>To what extent do staff encourage young</p>		

<p>Head Teachers/Partner Managers and other leaders must have the highest expectations of all the staff in the establishments which they lead and manage and equally our staff must have the highest expectations of their leaders</p>	<p>people to be the best they can be with a “can do” attitude?</p>		
<p>Teaching staff/practitioners must plan lessons where the intentions are clearly defined and shared and where every learner is aware of what success looks like and how they will achieve it</p>	<p>To what extent does your Head Teacher/Manager and other leaders have the highest expectations of staff in your school?</p> <p>To what extent do staff have the highest expectations of their leaders?</p> <p>To what extent do teaching staff/practitioners plan lessons where</p> <ul style="list-style-type: none"> the intentions are clearly defined and shared every learner is aware of what success looks like and how they will achieve it? 		
<p>Teachers/practitioners must create an environment which is conducive to high quality learning and where success is valued and promoted</p>	<p>To what extent do teachers/practitioners create an environment</p> <ul style="list-style-type: none"> which is highly conducive to high quality learning where success is valued and promoted? 		
<p>Teachers/practitioners must plan based on their prior knowledge of young people and giving due attention to appropriate pace and challenge for learners of different abilities</p>	<p>To what extent do teachers/practitioners</p> <ul style="list-style-type: none"> plan based on their prior knowledge of young people give due attention to appropriate pace and challenge for learners of different abilities? 		
<p>Staff must strive to develop positive and supportive relationships with their learners</p>	<p>To what extent do staff strive to develop positive and supportive relationships with their learners?</p>		
<p>Staff must give quality, focussed feedback to learners linked to individual learner’s</p>	<p>To what extent do staff give quality, focussed feedback linked to</p>		

<p>improvement and to next steps in learning</p>	<ul style="list-style-type: none"> • individual learner's improvement • next steps in learning? 		
<p>Staff must demonstrate a commitment to equality and inclusion for all and to fairness in working with young people</p>	<p>To what extent do staff demonstrate a commitment to:</p> <ul style="list-style-type: none"> • equality and inclusion for all • fairness in working with young people? 		
<p>Staff must respond swiftly and appropriately to underachievement</p>	<p>To what extent do staff respond swiftly and appropriately to underachievement?</p>		
<p>Staff must welcome and promote parental involvement in the learning, attainment and achievement of young people</p>	<p>To what extent do staff welcome and promote parental involvement in the</p> <ul style="list-style-type: none"> • learning • attainment • achievement of young people? 		
<p>Staff and partners must want the very best for every young person with whom they come into contact</p>	<p>To what extent do staff and partners want the very best for every young person with whom they come into contact?</p>		
<p>Staff should be aiming to engage young people in a wide variety of learning experiences which fully reflect the design principles of the curriculum and which develop their skills at an appropriate level</p>	<p>To what extent do staff aim to engage young people in a wide variety of learning experiences which</p> <ul style="list-style-type: none"> • fully reflect the design principles of the curriculum • develop their skills at an appropriate level? 		
<p>Staff should be using Assessment is for Learning approaches to ensure learning is of the highest standards</p>	<p>To what extent do staff use Assessment is for Learning approaches to ensure learning is of the highest standards?</p>		
<p>Staff should be setting and regularly reviewing challenging and aspirational targets</p>	<p>To what extent do staff set and regularly review challenging and aspirational targets</p>		

with their learners	with their learners?		
Staff should be encouraging their learners to think critically and to evaluate in relation to their learning and achievement	To what extent do staff encourage their learners to <ul style="list-style-type: none"> • think critically • evaluate in relation to their learning and achievement? 		
Staff are expected to have regular professional dialogue with colleagues and pupils.	To what extent do staff engage in professional dialogue with <ul style="list-style-type: none"> • colleagues • pupils? 		
Staff are expected to engage in the PR&D process	To what extent to staff engage in the PR&D process?		
The local authority expects all staff and others to work closely in partnership to ensure a clear and consistent focus on young people's attainment and achievement	To what extent do all staff and others work closely in partnership to ensure a clear focus on young people's attainment and achievement?		
The local authority expects all staff to regularly review and scrutinise attainment and achievement targets and to respond to these as required to ensure young people's attainment and achievement remains a key priority for everyone	To what extent do all staff <ul style="list-style-type: none"> • regularly review and scrutinise attainment and achievement targets • respond to these as required to ensure young people's attainment and achievement remains a key priority for every one? 		
Staff should appreciate and respect the diversity of the school community.	To what extent do staff appreciate and respect the diversity of the school community?		