



### People - Improvement guides A collective commitment to improvement

#### A school is good to the extent that...

It has a planned programme for evaluating classroom practice and a comprehensive learning and teaching policy, which includes a focus on meeting learners' needs. It is sustainable and regularly reviewed, taking account of national and local advice.

The management team sets a clear agenda for improvement, including a range of partners and an approach focused on '*Getting it right for Every Child*'. Learning visits focus on the experiences of all learners. They establish how well literacy, numeracy, health and wellbeing are developed across the school.

Leaders create opportunities for sharing good practice across a range of sectors. They are confident, open, objective and transparent about their work.

There is a planned programme for evaluating classroom practice with self evaluation embedded into classroom teaching. There is a focus on continuously improving learning and teaching.

#### A school is excellent to the extent that...

High levels of motivation and success for learners drive improvements and all other policies and practices. Policies provide a framework for ensuring that all learners are treated fairly, equally and with respect, and are included in learning. They ensure that all their needs, including additional support needs, are met.

The commitment of staff to identifying areas for improvement and challenges for the future is secured and sustained.

Leaders are proactive in identifying areas for improvement involving a wide range of stakeholders. Development/improvement plans include priorities relating to learning and teaching and developing children in line with principles and practice of Curriculum for Excellence.

Staff discuss their practice, share knowledge of their craft and observe and help one another. Feedback and self-evaluation are embedded into classroom routines so that there is a focus on continuously improving learning and teaching.



People - Improvement guides

## A collective commitment to improvement

Staff are committed to identifying areas for improvement. Learning permeates priorities in all development/improvement plans at school, department, stage and team level. The school or centre community takes a joined-up approach to improvement across all that it does.

Development plans/improvement plans take full account of challenges for the present and the future.