



Literacy Working Group

Priority 3

To improve our approach to Learning, Teaching, and Assessment (LTA)

Priority 5

To improve approaches to raise attainment through Tracking, Monitoring, and Reporting (TMR)

What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability

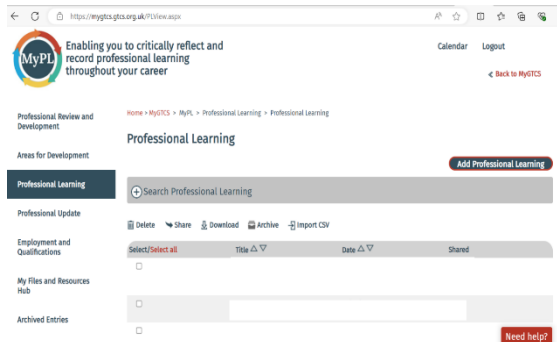
What is our capacity for improvement?

2.3 Learning, Teaching & Assessment

3.2 Raising attainment and achievement

At Banchory Academy we participate in individual and collective professional learning opportunities to allow us to ensure the highest quality education and experience for all our pupils.

Our commitment to Professional Learning & GTCS standards



Standard for Career-Long Professional Learning	
Being a teacher in Scotland	
1.1 Professional Values	<ul style="list-style-type: none"> ■ Social Justice and Sustainability ■ Trust and respect ■ Integrity
1.2 Professional commitment	
1.3 Standard for Career-Long Professional Learning	
Professional Knowledge and Understanding	
2.1 Curriculum and Pedagogy	<ul style="list-style-type: none"> ■ Have a depth of knowledge and understanding of Pedagogical Theories and Professional Practice ■ Have a depth of knowledge and understanding of Research and Engagement in Practitioner Enquiry ■ Have a depth of knowledge and understanding of Curriculum Design ■ Have a depth of knowledge and understanding of Planning for Assessment, Teaching and Learning
2.2 Professional Responsibilities	<ul style="list-style-type: none"> ■ Have a depth of knowledge and understanding of Education Systems ■ Have a depth of knowledge and understanding of Learning Communities
Professional Skills and Abilities	
3.1 Curriculum and Pedagogy	<ul style="list-style-type: none"> ■ Plan effectively to meet learners' needs ■ Effectively utilise pedagogical approaches and resources ■ Effectively utilise partnerships for learning and wellbeing ■ Effectively employ assessment, recording and reporting as an integral part of the teaching process to support and enhance learning
3.2 The Learning Context	<ul style="list-style-type: none"> ■ Effectively organise and manage learning ■ Effectively utilise learner participation ■ Build positive relationships for learning
3.3 Professional Learning	<ul style="list-style-type: none"> ■ Engage critically with literature, research and policy ■ Engage in reflective practice to develop and advance career-long professional learning and expertise

Priorities for 2024/25

1. Literacy as Responsibility of All

Consult with faculties and identify priorities for Literacy skills; develop an agreed approach to teaching skills across subjects and share with staff at INSET day in February

2. Pupil Voice

BGE pupils' views on literacy skills and the approaches that help them demonstrate these skills effectively; identifying what the students themselves feel are the priorities for literacy

2. Reading Schools Award

Collate and submit evidence from across the school to work towards Reading Schools Award

Programme in school – Group meetings to be held on a **Friday lunchtime in Room 5**
(12.45 – 13.15)

27/9/24

Check calendar of meetings; outline of areas of focus; forming subgroups

1/11/24

Update from subgroups' first meetings; update from FB re progress with updating literacy workbook; request for feedback from department/faculty meetings re literacy focus – what do staff think our priorities should be?

29/11/24

Discussion on feedback from departments/faculties and how this informs INSET presentation; feedback from subgroups; feedback from FB re progress on literacy booklet

24/1/25

(Senior Pupils on study leave)

Discussing/finalising input for INSET day

28/2/25

Last feedback from senior pupils on pupil voice BGE

Reflection on INSET and next steps

25/4/25

(Senior pupils on study leave from this point forward)

9/5/25

6/6/25