

Improving Learning, Teaching and assessment					
What data/evidence informs this priority	Outcomes (Details Targets, %age etc. 19/20, 20/21, 21/22	Intervention(s)	Expected Impact	Measures (what ongoing information will demonstrate progress (qualitative, quantitative - short, medium, long term data))	Actual impact
<p><u>Literacy</u> New staff to school this session/ Staff questionnaires suggest time needs to be spent with new/all staff to ensure the progress we have made in the past two years continues despite staff changes. In particular time needs to be spent on Writing (Attainment shows that writing is below 70% at P4 and P7)</p> <p>Assessment and Moderation of Listening and talking was highlighted at a recent collegiate. Staff's confidence in evidencing this area was also highlighted in cluster collegiate assessment questionnaire.</p>	<p>All staff to be confident in delivering a consistent and progressive approach.</p> <p>Listening and Talking progressions created.</p> <p>Staff all confident in delivery and moderation</p>	<p>Dedicate part of August In-service Day to revisit progressions to ensure understanding of all. Offer of support throughout session from MT also.</p> <p>MT to create progressions inc benchmarks/Aberdeenshire progression Framework and staff to populate with egs of activities and assessment opportunities.</p> <p>Continue cluster working on evidencing a level and cross cluster in-service in October</p>	<p>Consistency in delivery throughout school</p> <p>Detailed progressions in place.</p> <p>Consistency across cluster in understanding of what an achievement of a level looks like.</p>	<p>Planning folders should evidence this. Feedback from MT. Informal staff discussions</p> <p>Staff questionnaire to monitor progress (issued in June).</p> <p>Professional judgements of data to be supported with valid evidence i.e. sample folders</p>	

<p>Data from Northern Alliance (Emerging Literacy) baseline assessments (P1) indicate further depth needs to be added to 'rhyming' activities to ensure a secure understanding.</p>	<p>More robust recording of children's progress through a level.</p>	<p>Cluster PT for Early Years to support nursery staff in this. During her visits she will deliver play-based activities and suggestions for follow through.</p>	<p>Greater understanding of rhyme.</p>	<p>Baseline assessments next session will confirm knowledge and understanding.</p>	
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<p><u>Numeracy</u></p> <p>Further training/discussions required on maths mastery in order to ensure consistency throughout the school. (Staff feedback through questionnaires confirms this).</p> <p>Training /Up-skilling of staff in order to move from away from traditional groupings (in line with research) to ensure challenge for all.</p> <p>Initial P1 assessments indicate children have a good knowledge/understanding of numbers but little knowledge of how to write them.</p> <p><u>Nursery</u></p> <p>Scottish government directive – all nursery pupils should be entitled to 1140 hours by 2020.</p>	<p>Staff confident and consistent in using a whole school approach to the delivery of numeracy/maths.</p> <p>1140 to be delivered from April 2020 (full start date August 2020)</p>	<p>Collegiate time throughout session.</p> <p>Critical Friend visits to classes.</p> <p>Lead teacher (Mr Duncan) to continue creating Resources overviews.</p> <p>Maths mastery books given to all staff to support pedagogy. Discussion at collegiate.</p> <p>Cluster PT for Early Years to support nursery staff in this. During her visits she will deliver play-based activities and suggestions for follow through.</p> <p>Staff roles/ responsibilities to be defined. Communication with parents and pupils regarding changes. Setting to be developed (once extension/alteration works have been confirmed).</p>	<p>Children will be more confident at writing numbers when they enter P1.</p> <p>Smooth transition to 1140 delivery. All staff aware of duties and responsibilities Children happy and settled Parents worries/concerns addressed Staff worries/concerns addressed</p>	<p>Parent Questionnaires</p> <p>Staff meetings</p> <p>Pupil feed back</p> <p>Assessments at the beginning of next session will confirm knowledge and understanding.</p>	
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		<p>Working with Michelle Wheat (EYSP) and other colleagues (inc Catering, Janitorial staff) to put processes in place in order to deliver full day sessions.</p>			
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Partnership Working to Raise Attainment					
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<p>Through tracking PEF funded children, it has been highlighted that there is a greater need for family learning/support.</p> <p>End of session parental questionnaires highlight the need for support in the following areas – Mental health, Internet, social media, behaviour.</p>	Throughout the session	<p>PSW & CLD to deliver monthly family learning sessions at school – cooking and STEM workshops.</p> <p>PSW to continue to work with individuals.</p> <p>Individual classes to present their learning in assembly. Parents to be invited to this and then back to class afterwards.</p> <p>Gail Penman (new Solution) to deliver staff training and parental workshops on the following - mental health and resilience, Social media and link to mental health and</p>	<p>Families requiring support will be upskilled/supported. Through these events we will hopefully see some of our more hard to reach families coming to school.</p> <p>Parents/carers to become even more knowledgeable about what their child is doing at school and to be supported in how they can continue learning at home.</p> <p>Staff and Parents/carers to develop a greater knowledge/understanding in these areas in order to support pupil's well-being</p>	<p>Parental questionnaires</p> <p>Continue to track school's contribution to community in end of year school survey</p>	

sleep and
Understanding anxiety
in children and
parents in January.
Fourth session to be
confirmed following
parental/staff
feedback.

Nursery to also
structure more
relaxation/yoga
sessions into their
daily routines.

Developing Leadership at All Levels		(1.2, 3.2 and 3.3)			
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<p><u>Making Thinking Visible</u></p> <p>Previous standardised assessments indicate that children in general are not working to their full potential (Developed ability)</p> <p>SNSA results (P7) for session 2018/19 have highlighted word problems in maths as being low i.e. 43% of pupils were unable to complete the task. This suggests children are not as independent in their thinking as we would like.</p>	<p>Learning Routines are embedded, creating a culture of thinking throughout the school. (Session 21/22)</p>	<p>Teacher (Catherine Albiston) to take lead on this. Authority training which she will then present to school staff (via 5 collegiates).</p>	<p>Increased attainment across the curriculum. Higher levels of pupil and staff engagement as leaders of learning. Children take increasing ownership of their own learning and thinking.</p>	<p>SNSA results and tracking data. Classroom observations using the Leuven scales to measure. Baseline taken in August of a sample of children (3 at each stage – requiring Support, On Track and Exceeding expectations) and then reviewed in June 2020.</p>	

<p>Feedback</p> <p>Through sampling of jotters and some critical friend visits it is clear that children require appropriate feedback in order to identify next steps in learning.</p>	<p>Throughout session 2019/20 this should become more evident within the school (following sessions)</p>	<p>Staff collegiates (using Shirley Clarks books for reference) and then partnership working between teacher and child in order to improve understanding of where they are at in their learning. These collegiates will be held working in partnership with Redmyre, Luthermuir and Marykirk Schools.</p>	<p>High quality feedback will be given throughout the school to all learners. Through this, children will evidence a secure knowledge of where they are at in their learning and what their next steps are.</p>	<p>Critical friends visits as well as sampling will evidence this, as well as MT conversations with pupils about learning.</p>	
<p>Digital Learning</p> <p>Staff feedback indicates– “Digital literacy - we need to build in more higher quality technology experiences for our pupils with a need for a better understanding amongst staff of what these should look like”.</p>		<p>DHT to lead on development of Digital Learners who will up skill themselves on resources / useful apps and who will then ‘teach’ staff and pupils the effective use of it. Collegiate will also be provided where staff will explore what ‘digital learning’ should look and the expectations within this school.</p>	<p>Technology is used effectively throughout school and within all curricular areas to support learning.</p>	<p>Staff feedback will report a greater confidence in using technology. Visits to classes will evidence effective use of it.</p>	

<u>School Sports Awards</u>					
<p>Feedback from questionnaires indicate that well-being needs to be explored further within the school. The sports Award will allow us to self-reflect and continuously improve in the area of PE. It will ensure our pupils are at the forefront of the decision making and planning process of PE and sport within our school and also help to increase pupils opportunities and engagement.</p>		<p>Mark (Active Schools Co-ordinator) and Lisa (P% teacher) to lead on this. A 'sports council' will be formed (2 pupils from each class) who will liaise between their class and the council. The award will be 'worked through' and information shared on our progress with all stake holders.</p>	<p>A 'gold' award achieved. Pupils will feel fully involved in PE /Health and wellbeing planning and staff will have been afforded the time/opportunity to explore how they can continue to improve their HW/PE lessons.</p>	<p>Greater participation of pupils in Planning for /evaluating PE. Award achieved.</p>	
<p>A suggestion from staff has also been made that we start an annual sponsored walk. This they feel would enable the whole school to work collaboratively on a sporting event.</p>	<p>To take place on Wednesday 25th September 2019</p>	<p>Sponsored walk to be organised. Support from various organisations within the community will be sought. Mark (Active Schools to lead)</p>	<p>A general feeling of well-being amongst all participants. Greater community involvement within our school.</p>	<p>Participation in event.</p>	

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Improvement Through Self-Evaluation		Q.I 1.1			
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<p>The current educational landscape is such that - The political direction of travel is towards a change of school governance, HT Charter gives HTs more power, authority but also responsibility and ultimately accountability , Educational guidance highlights expectations around collaboration and moderation at all levels of the system, planned reduction of support from the 'centre' in line with budget savings require us to identify alternatives to the QIV model offer.</p>	<p>Opportunity for leaders across the system to collaborate in moderation of school practices.</p>	<p>Liaise with HTs from Banchory Devenick and Glenbervie. Visit to Banchory Devenick in Term 1 and VSE in St Cyrus Term 2 Session 2019/20.</p>	<p>Increased confidence amongst all stakeholders in the validity of our own self evaluations.</p> <p>Significant and sustained improvement and raised attainment (2019 – 21)</p>	<p>Reports/feedback following visits</p>	

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