

## Standards and Quality Report 2016-2017 Improvement Plan 2017-2018

School: Greenbrae School

Head Teacher: Anna Royle



At Greenbrae School we work together to provide a safe, happy, nurturing environment and encourage an ambitious, confident and creative ethos to allow pupils to achieve their full potential.

Website/blog: <http://www.greenbrae.aberdeen.sch.uk/>  
twitter: @Greenbraeschool

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## Context of the school:

Greenbrae is a two storey co-educational, non-denominational school which is situated in the Bridge of Don. The catchment area is a mixture of local authority housing, rented accommodation and private developments. New housing developments are underway with some being at the completion stage. The school roll is predicted to consistently grow in the coming years. Session 2016 17 saw the completion of a 2-storey extension to the school, comprising 8 classes this session (9 classes next session) and a gym hall. It was started in January 2016 and was completed in February 2017. During the summer of 2016 and into the new session, the internal area of the existing school was reconfigured and refurbished to accommodate an 80 place Nursery and 4 class areas. The Nursery operated from Glashieburn School whilst this work was undertaken. All pupils, parents and staff are delighted to have reached the completion stage of our new school extension and refurbishment. This new cutting edge technology, new facilities and space will provide a platform for the children in which to enjoy rich learning experiences.

In 2016/17 the school roll stood between 198 and 206. There was a 40 place Nursery at the beginning of the year situated at Glashieburn School. By the end of the year when relocated in our new school our Nursery roll went up to 80. The school had 8 classes, and a morning and afternoon Nursery class. The Senior Management Team, comprising a Head Teacher, Depute Head Teacher and a newly appointed Principal Teacher of Early Years (started post in August 2016), led teaching and support staff. Support for Learning was in operation from August until April in the form of 3 days a week with sessions available for P1-7 in 45 minute slots for both Literacy and Numeracy.

Our parents and pupils are encouraged to participate in the life and work of the school and many opportunities have been created for them to become actively involved and engaged in the improvement and Learning Journeys of the school. Together with Parent Consultations (with pupils in attendance) and various Parent/Pupil Councils, we have an open door policy so that parents feel welcome to come into school to discuss issues which may arise in any aspect of their children's education. Our annual pupil/parent audits give them a voice to contribute to improvements and holding parental/community/pupil workshops when creating our new Vision, Values and Aims has meant that it reflects a shared set of beliefs. This has given all stakeholders ownership of this shared

vision where we can work together to guide and inform what is on our improvement plan. As always through various communication channels, we keep our parents informed of on-going improvements within the school. Pupils are regularly consulted and views sought. This helps to ensure that the learning experiences are relevant and exciting.

The ASG has been working closely this session on Writing moderation. This has focused on familiarisation of the new benchmarking documents whilst using evidence to agree on the standards collaboratively. This will continue next session with a focus on the Learning Intentions and Success Criteria and Moderation will be extended from Writing to Reading and Numeracy.

The most recent school inspection took place in June 2013 and the Care Inspectorate reported on the Nursery in March 2017. The reports are available at <https://www.education.gov.scot> and <http://www.careinspectorate.com/type-of-care>

### **Free School Meal Entitlement**

1% of pupils Primary 4-7 registered to receive free school meals during session 2016/17

SIMD (Scottish Index of Multiple Deprivation)

The SIMD profile for Greenbrae School ranges from 2 SIMD to 10 SIMD

In 2015/16, less than 5% of children live in homes which are in the lowest 20% on the Scottish Index for Multiple Deprivation

### School vision statement:

At Greenbrae School we work together to provide a safe, happy, nurturing environment and encourage an ambitious, confident and creative ethos to allow pupils to achieve their full potential.

### School values and aims:

#### Values:

Honesty, friendship, determination, respect

#### Aims:

Working in partnership with staff, pupils, parents and the wider community we aim to:

- Create a welcoming, secure and nurturing environment for all
- Consistently provide innovative and stimulating approaches to learning and teaching
- Allow every child to feel included, valued and encouraged to achieve his/her full potential
- Have a happy, motivated and enthusiastic school community
- Celebrate the social and cultural diversity within our school
- Promote a high standard of behaviour and mutual respect throughout our school and wider community

The school aims were reviewed during session:2016/17

The school aims will be reviewed during session:2019/2020

## High Level Review of School Improvement Plan Progress 2016-2017

### 2016-2017 Improvement Priority 1: Raising attainment in Literacy with a focus on Early Literacy/phonological awareness and rolling out Reflective Reading in the Upper Stages

#### NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

#### NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

#### HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and 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
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

#### Progress: What has taken place? (High level evaluation)

- All staff have been using the new national benchmark documents for Literacy
- Members of staff from the Literacy Group visited Woodside School to sample good practice in Reflective Reading in the upper and Early Stages
- All staff planned and implemented one reflective short read per week
- P4-7 staff implemented one Reflective Reading 'long read' through novel study twice per year.
- Literacy guidelines and expectations were created for P1, P2/3 and P4-7
- P1 phonics /Literacy progression created in line with the Early level phonological awareness
- Audit of Literacy Learning and Teaching and resources used across the school so that a whole school approach can be taken
- Rolling out of the Highland Literacy Phonological Awareness Project pilot in P1
- Moderation tasks across stages/across whole school/across ASG have taken place in Writing
- The introduction of Talkboost in P1 by a trained PSA to individual children with speech and language developmental delay

#### Impact: Evidence of impact

- The new national benchmarking documents have been used in the first instance for moderation purposes and reporting. The moderation exercises for class teachers allowed staff an increased awareness and understanding of judgements in relation to the national standards with staff changing their prior predictions as a result of this. In turn this year there is evidence in pupil attainment in CfE levels across the board to have increased
- Between 75% and 93.5% of children from P1-7 achieved the expected CfE levels in Reading (an average of 83.6%) this session in comparison with between 73% and 76% (an average of 75%) last session which is a significant increase this year
- Between 74% and 90% of children from P1-7 achieved the expected CfE levels in Writing (An average of 79%) this session in comparison with between 57% and 75% (an average of 67%) last session. Again a significant increase this year
- SMT and peer monitoring has shown that there is now an increased awareness of expectations for Reflective Reading in Reflective Reading with most staff engaging effectively with the policy. This has had a positive impact on our CfE levels for Reading this year in comparison to last and given a level of consistency across the school which has increased the motivation of all staff
- Having been a part of and engaged in the Northern Alliance Highland Literacy Phonological Awareness Project has increased our P1 teacher subject knowledge of foundational Reading and Writing skills, enabling teachers to take a developmental approach to emerging Literacy.
- The above project has also given an improved understanding of teacher judgement of the progress and

achievement of children through the knowledge and skills acquired in taking a developmental approach to emerging Literacy. The collaboration has supported 'achievement of a level' teacher judgements in Early level

- Children are more proficient in Reading and Writing by end of P1 than in previous years.
- By the end of May 2017 almost 8 in 10 children (80%) in P1 were secure in almost all the phonological awareness skills assessed
- By the end of May 2017 9 in 10 children (91%) in P1 were secure in nearly all of the pre handwriting skills assessed. This is an increase of 14%, with just over three quarters of children measured (77%) secure in the majority of pre-handwriting skills in September 2016.

**Next Steps: To inform Improvement Plan**

- Continue into the second year of the Northern Alliance Phonological Awareness Project
- Continue the use of Talkboost for children with a speech and language developmental delay and train further PSAs
- Purchase of Nessie resource for use with children that have been diagnosed with dyslexia
- Continue to engage with Writing moderation activities with the introduction of Reading
- Continue to engage in the new benchmarking documents that are now in final form
- Continue to integrate the roll out of Reflective Reading strategies in the school and adhere to the newly formed policies and expectations for Literacy created by the Literacy Working group. Peer and SMT monitoring to continue
- Revisit aifl

## 2016-2017 Improvement Priority 2: Raising attainment in Numeracy with a focus on developing Big Maths, Little Big Maths and Mental Maths

### NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

### NIF Driver

- School leadership
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### Progress: What has taken place? (High level evaluation)

- Audit of approaches to the use of Big Maths. An evaluation done on what is working and shared expectations created
- Whole school staff engagement in the use of the draft benchmarks for Numeracy and Mathematics
- ASG moderation sessions at second level on the topic of volume and area
- Numeracy guidelines updated for Nursery, P1-3 and P4-7 at an Inset day by all staff
- CLIC daily lessons implemented for Mental Maths. Every member of staff used the CLIC terminology and planned 4 sessions weekly (Monday to Thursday). All staff used CLIC booklet with progress drives to plan these sessions
- Learn its in place every Friday in each class
- Numeracy Co ordinator trained in SEAL

### Impact: Evidence of impact

- SMT and peer monitoring has shown that there is now an increased awareness of expectations for the delivery and implementation of BIG Maths and the use of the strategies for effective learning and teaching with most staff engaging with the policy and guidelines in the correct way. This has had a positive impact on our CfE levels for Numeracy and Mathematics and also our Mental Arithmetic this year in comparison to last and given a level of consistency across the school which has increased the motivation of all staff
- Between 83% and 90% of children from P1-7 achieved the expected CfE levels in Numeracy and Mathematics (An average of 86%) this session in comparison to between 63% and 93% (an average of 80%) last session
- Results of assessments in Mental Agility show increased application of skills at all stages (refer to pips and incas overview of results)
- SMT monitoring in this area this year has shown improvement in mental maths accuracy, speed and strategies in almost all classes

### Next Steps: To inform Improvement Plan

- Implementation of the Aberdeen City Council progression framework in Numeracy and Mathematics to identify clear pathways through the levels, which in turn will aid assessment and planning
- Implementation of the Aberdeen City Council Numeracy and Mathematics vocabulary progression booklet
- Continue to engage in moderation activities across stages, school and ASG in line with national model and Quality Assurance and Moderation Support Officer work that will continue to be rolled out next session
- Continue to implement and adhere to the agreed policy and guidelines that have been agreed upon last session across the school
- Peer monitoring of the above in different stages in order to see the progression across school
- Policy to be written for the use of BIG Maths

- Parental engagement event
- Roll out Little Big Maths in the Nursery

**2016-2017 Improvement Priority 3: Use 360 safe tool to enhance and develop the provision of internet safety and responsible use and provide staff with training in the use of the new digital technology within the school**

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**NIF Driver**

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**HGIOS?4 QIs**

- |   |   |
|---|---|
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|---|---|

**Progress: What has taken place? (High level evaluation)**

- Aberdeen City Digital skills progression has been shared with staff
- Staff have all been trained in how to operate the dual technology within schools
- Opportunities have been provided for staff to gain knowledge about the use of technology to enhance learning and teaching
- Continuation of working through the 360 safe Evaluation
- ICT reps established (P4-7) to help monitor and update equipment in the school
- P4-7 staff started using google classroom to set and receive homework
- Twitter account established for the school and all staff to tweet at least once a month

**Impact: Evidence of impact**

- With the distribution of the ICT progression format and integration of it into our planning systems, staff are aware of the expectations for delivering ICT
- All staff are now able to operate effectively the technology in their classrooms
- The dual technology is being used to enhance teaching and learning in all classes
- Our ICT policies and practices are at the expected standards with regards to the 360 Safe tool
- All pupils now have a voice in the ICT strategy and technology is managed more effectively
- Staff/pupils and parents are now familiar with and using Google Classroom regularly in P4-7
- Twitter has provided a platform for the school to share achievements with the wider community by most

**Next Steps: To inform Improvement Plan**

- Provide further opportunities for staff to gain knowledge about the use of technology for learning and teaching. Sheila Morrison to provide CPD for all staff next session
- Continue to use the 360 safe tool
- Richard Eliot to further train staff in our new technology next session now that it is up and running
- Continue to integrate the Aberdeen city council Digital skills progression
- Continue to use school twitter account

## 2016-2017 Improvement Priority 4: Implementation of Co operative Learning

### NIF Priority

1. Improvement in attainment, particularly in literacy and numeracy
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### NIF Driver

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School Improvement
- Performance Information

### HGIOS?4 QIs

- 1.1 Self-evaluation for self-improvement
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### Progress: What has taken place? (High level evaluation)

All staff are now trained in Co-operative Learning and so our first steps to creating a culture were as follows:

- Co-operative Learning approaches being used in all classes
- To develop whole school social skills all staff focused on the same social skill (2 every 6 weeks). This was reinforced by all staff and at school assemblies
- A specific Co-operative Learning teacher learning community was established through peer monitoring in this area in Term 2

### Impact: Evidence of impact

- Engagement in more regular active learning within all classes and a greater involvement of all pupils in their learning. This was witnessed in peer observation visits within term 2
- The pupils' social skills have been developed across the whole school and enhanced within and outwith the classroom. There has also been a greater involvement of all pupils in their learning
- The teachers' confidence has grown in Co-operative Learning delivery and sharing of good practice. There has also been an enhancement of experiences for all the children eg. all pupils now contributing in group activities
- Consistency across the school

### Next Steps: To inform Improvement Plan

- Ongoing use of Co –operative Learning approaches in all classes
- Continue to introduce 2 social skills every 6 weeks in the classroom and introduced in assembly by SMT
- Board to be established to display 5 basic elements, resources and ideas of where to find them, the social goal to be focused on and a 'help me' area where staff can ask/answer questions
- Evaluation to be done with all staff and pupils
- Provide introductory training to all the PSAs and any new members of staff
- Co-operative Learning showcase at Open Day

## Core Quality Indicator Evaluations

Quality Indicator	School Self-Evaluation
1.3 Leadership of change	4
2.3 Learning, teaching and assessment	5
3.1 Ensuring wellbeing, equity and inclusion	4
3.2 Raising attainment and achievement	4

6	<b>Excellent</b>	outstanding sector leading
5	<b>Very Good</b>	major strengths
4	<b>Good</b>	important strengths with some aspects for Improvement
3	<b>Satisfactory</b>	strengths just outweigh weaknesses
2	<b>Weak</b>	important weaknesses
1	<b>Unsatisfactory</b>	major weaknesses

### Capacity for continuous improvement statement

Evaluations from the Improvement Planning 2016-2017 and a focus on the core QI'S indicate attainment is high and interventions are having a positive impact on learners.

Staff are increasingly confident and skilled in tracking attainment over time with a view to ensuring that progress is maintained. This, alongside effective moderation in writing this session has allowed staff to agree on the standards with increasing confidence. Barriers to learning have been identified through effective tracking of progress over time.

The Leadership of change is developing more effectively over time with the streamlining of leaders of learning groups in Session16/17 having a positive impact and therefore the school is well placed to continue to improve. With the addition of a Principal Teacher and stability of the Senior Management Team we are now in a position to take a collaborative approach to driving the school forward with our newly established Vision, Values and Aims.

# IMPROVEMENT PLAN 2017-2018

Greenbrae School



## PART TWO: School Improvement Plan 2017-2018

### Key Priorities informing Improvement Planning - National, Local and School 2017-2018

National Priorities	ECS Themes	School Improvement Plan Priorities
<p><b>Cross Cutting Themes</b></p>	<ul style="list-style-type: none"> <li>• Expansion of early years in line with Scottish Government advice</li> <li>• Continue supporting the development of inclusive practices.</li> <li>• Continued strategic rollout of Google classroom</li> </ul> <p><b>Please note</b></p> <ul style="list-style-type: none"> <li>• 1+2 Roll out of programme to primary 4 and 5.</li> <li>• Locality plans and emerging partnership forum plans</li> </ul>	
<p><b>NIF Priority 1:</b> Improvement in attainment, particularly in literacy and numeracy</p>	<p><b>Improvement in Attainment: Literacy and Numeracy</b></p> <ul style="list-style-type: none"> <li>• ACC strategy advice and guidance on developing literacy and numeracy</li> </ul>	<p><b>School Improvement Priority 1</b> Implementation of the school's new curriculum design, rationale and newly created policies which encompass Literacy, Numeracy and IDL</p>
<p><b>NIF Priority 2:</b> Closing the attainment gap between the most and least disadvantaged children.</p>	<p><b>Closing the attainment gap</b></p> <ul style="list-style-type: none"> <li>• Effective use of data to inform PEF priorities</li> <li>• Continued rollout of GIRFEC including the Implementation of partnership forums</li> <li>• Establish forums for sharing best practice</li> <li>• Continue to develop effective assessment and moderation practices</li> <li>• Parental engagement strategy</li> </ul>	<p><b>School Improvement Priority 2</b> Moderation with a focus on planning Learning, Teaching and Assessment in Literacy and Numeracy</p>
<p><b>NIF Priority 3:</b> Improvement in children and young people's health and wellbeing.</p>	<p><b>Communities Experiencing Socio-Economic Disadvantage</b></p> <ul style="list-style-type: none"> <li>• Poverty Proofing Schools</li> <li>• Improve support with children and young people with mental health needs</li> </ul>	<p><b>School Improvement Priority 3</b></p>
<p><b>NIF Priority 4:</b> Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p>	<p><b>Developing the Young Workforce</b></p> <ul style="list-style-type: none"> <li>• Development and implementation of Developing Young Workforce Strategy</li> </ul>	

## Improvement Plan 2017-2018

**Improvement Priority 1: Year 1 of 3**

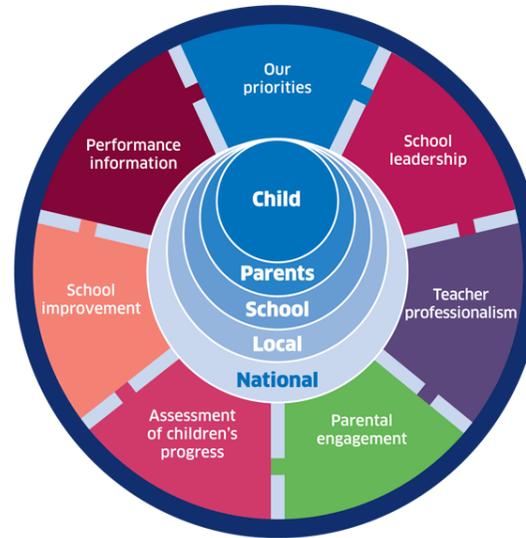
Implementation of the school's new curriculum design, rationale and newly created policies which encompass Literacy, Numeracy and IDL

**Lead Responsible:**

Miss Royle, Mrs Powell, Mrs du Plessis

**NIF Priorities**

1. Improvement in attainment, particularly in literacy and numeracy
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**Focus HGIOS?4 Quality Indicators**

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
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- 3.3 Increasing creativity and employability

**Linked to National Improvement Driver(s)**

Assessment of Children's Progress      Teacher Professionalism      Parental Engagement  
 School Leadership      School Improvement

**Curriculum for Excellence – Entitlements for all children and young people**

1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18
2. Every child and young person is entitled to experience a broad general education
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.
4. Every child and young person is entitled to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which **Curriculum for Excellence** can provide
6. Every young person is entitled to support in moving into a positive and sustained destination

**Improvement Priority 1 Intended Outcome(s):**

- Practitioners have an increased understanding of the totality of the curriculum based on the school's new vision, values and aims and clear curriculum rationale
- Learners' experience high quality curriculum pathways where the curriculum is the key driver, promoting equity and raising attainment for all children
- Roll out the new IDL themed planner that was created based on our new vision, values and aims and curriculum rationale making sure that it

**gives challenge , application, and depth through opportunities and also is the driver for interventions**

- **Make connections with creativity and skills for life and the world of work**
- **Learning activities should have a strong element of personalisation and choice, thought provoking starting points and open ended enquiry**

Improvement Priority 1:					
Specific Actions	Resource Time / People / CLPL	Measures of Success How will we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)	Timescale	Progress	Intended Impact What difference will it make to learners?
				On Track	
				Behind Schedule	
Not Actioned					
Roll out our 1 year whole school context plan with themed pathways and progressions which ensure the Broad General Education is offered in a progressive and cohesive manner across the stages. Generic themes affords the opportunity for whole school collaboration whilst ensuring that individual classes have the opportunity to tailor their learning to match interests in individual classes	Head Teacher lead – Management time All staff	Staff response to challenge questions and audit task  Ongoing project plans reviewed and updated with staff in leaders of Learning time agreed within the working time agreement	August 2017-June 2018		<ul style="list-style-type: none"> <li>• Delivery of an improved curriculum rationale and design ensuring equity of opportunity and the totality of the curriculum for all learners</li> <li>• Increased engagement and motivation in learning of all 100% learners</li> <li>• Increased achievement and attainment across the curriculum for all 100% of learners</li> <li>• Staff increased knowledge and understanding of curriculum pathway progression across all levels has a positive impact on learners</li> <li>• 100% of pupil views being sought to inform curriculum planning</li> <li>• Curriculum developed to take account of pupils' entitlements</li> <li>• Improved planning of curriculum enhancing learners' skills in Literacy, Numeracy, Health and wellbeing, creativity, digital and employability in a progressive way across the curriculum</li> </ul>
Continue into the second year of the Northern Alliance Phonological Awareness Project	PT – Lead Lower stages staff	Start and end phonological awareness assessment P1/P2	August 2017-June 2018		
Staff to audit practice using the new vision, values and aims and curriculum rationale as a measure and HGIOS4	HT - Lead	Staff response to challenge questions and audit task	May 2018		
Implementation of the Aberdeen City Council progression framework in Numeracy and Mathematics to identify clear pathways through the levels, which in turn will aid assessment and planning and implementation of the Aberdeen City Council Numeracy and Mathematics vocabulary progression booklet	DHT Lead P3-7 PT Lead N-P2	To be implemented in all classes Audit staff views following implementation Policy to be written for Big Maths Roll out Little Big Maths in the Nursery	August 2017-2018		
Continue to integrate the roll out of Reflective Reading strategies in the	PT and DHT Lead for this	All classes to implement the minimum requirements stated in the new Literacy policy	Aug 2017 onwards		

school and adhere to the newly formed policies and expectations for Literacy created by the Literacy Working group.					
Continue to implement and adhere to the agreed policy and guidelines that have been agreed upon last session across the school for Numeracy	PT and DHT Lead for this	All classes to implement the minimum requirements stated in the new Literacy Policy	Aug 2017 onwards		
Continue to integrate the Aberdeen city council Digital skills progression	DHT lead	Monitoring of teaching and learning and planning discussion meetings			

### Monitoring and Evaluative Comments / Impact – Evidence of Excellence and Equity through the plan

*(To be completed during the course of the session to inform the audit for SQUIP 2018-2019.)*

#### Evaluation:

- Do we pay particular attention to ensure children and young people experience increasing levels of challenge as they develop skills for learning, life and work?
- Are learning pathways based on the experiences and outcomes and design principles and support young people to build on their prior learning and ensure appropriate progression for all learners?
- Is there a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum?
- Do we take very good account of the four contexts for learning and cross cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement?
- To what extent does our curriculum promote equity and raise attainment for all children and young people?
- Is the level of personalisation and choice improving outcomes for children?
- Do we have a shared understanding of what progression looks like?
- To what extent does our school team have a shared understanding of interdisciplinary learning and how to develop it as an important context for learning?
- How effective is our themed progression in ensuring children's knowledge and skills are built up over time?
- Is the entitlement of learners to Learning for sustainability being met?

#### Evidence:

**Improvement Priority 2: Year 2 of 3**

Moderation with a focus on planning Learning, Teaching and Assessment

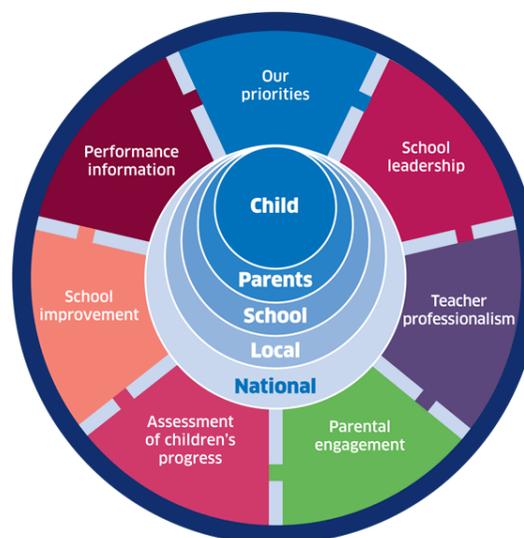
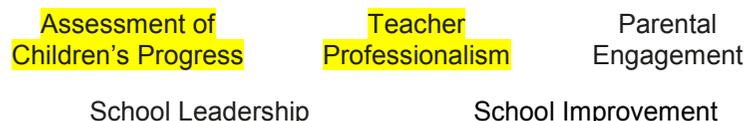
**Lead Responsible:**

**Miss Royle, Mrs Powell, Mrs du Plessis**

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**Linked to National Improvement Driver(s)**



**Focus HGIOS?4 Quality Indicators**

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership of management and 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
- 3.2 Securing children's progress (ELC)
- 3.3 Increasing creativity and employability

**Curriculum for Excellence – Entitlements for all children and young people**

1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18
2. Every child and young person is entitled to experience a broad general education
3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications.
4. Every child and young person is entitled to develop skills for learning, skills for life and skills for work, with a continuous focus on literacy and numeracy and health and wellbeing
5. Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which **Curriculum for Excellence** can provide
6. Every young person is entitled to support in moving into a positive and sustained destination

**Improvement Priority 2 Intended Outcome(s):**

Increased teacher confidence in making more robust and reliable judgements on achievement of a level (CfE)

A deepening understanding of learning intentions and success criteria, holistic assessment and standards, keeping a focus on the moderation process with a continuing focus on Numeracy and Writing

Introduction of support for reading moderation and Listening and Talking (same format as numeracy and writing last session, four sessions during the year)

Increased attainment for learners

Improvement Priority 2:					
Specific Actions	Resource Time / People / CLPL	Measures of Success How will we know? (Performance Data / Documentation / Challenge Questions / Stakeholders' Views)	Timescale	Progress	Intended Impact What difference will it make to learners?
				On Track	
				Behind Schedule	
Not Actioned					
Continue the moderation process following the Education Scotland process for Writing and Numeracy. Planning for learning, teaching and assessment should be carried out using the Experiences and Outcomes. The Benchmark statements support teachers' and practitioners' professional judgement of both progress towards and achievement of a level when considering a range of evidence	HT	All staff know and apply the same standards to create planned assessments. Holistic assessments created with support from the authority and QAMSOs	September 2017 onwards		Up to 5% increase in pupil attainment in Reading, Writing and Numeracy as a result of the cycle of planning for learning, teaching and assessment being underpinned by moderation
A focus on holistic assessments for Writing, Reading and Numeracy. Ongoing assessment takes place on a day to day basis or, alternatively, at the end of blocks of learning. This may provide challenge for learners depending on the presentation and level of the task. However, for the purposes of periodic/holistic assessments, the learner should draw on a broad range of prior learning that has taken place over a period of time; not necessarily in recent weeks	All staff	A clear understanding of the professional judgement of a level after considering the breadth of learning. A bank of evidence created for Writing, Reading and Numeracy to be used for moderation purposes and arrival at an agreed level	September 2017 onwards		CfE level for all 100% pupils in Literacy and Numeracy. This will be confirmed through staff engaging in regular moderation activities throughout the year using a range of evidence. This will be done at both ASG and school level.

or months					Pupils should be clear of the Learning Intentions and Success Criteria. The involvement in the creation of these should help facilitate self and peer assessment, an understanding of what evidence is being asked for and also the ability to understand, create and respond to next steps.  100% pupils should be making progress from one year to the next`  All pupils will demonstrate an ability to apply their knowledge and skills in real-life contexts through the provision of carefully planned practical assessment tasks
Refresher of aifl with a focus on Learning intentions and success criteria and also next steps for all learners	All staff	This will be a key area when monitoring this year. Expectations will see children engaging in the creation of LI and SC with CT	Nov 2017 and May 2018		
Extend profiling for all learners from Nursery into P4-7 to develop children and young people's awareness of themselves as learners and support them to recognise the skills for learning, life and work they are developing to inform the planning of future learning	DHT and upper stages staff (Nursery staff to continue)	Nursery and P4-7engaging in the profiling process			
Continue to develop our new tracking and monitoring tool to aid the validity of teacher professional judgement in relation to the CfE levels	DHT and all staff	We are using evidence from tracking meetings to inform and support progress in learning and support well-timed interventions and future learning			
When considering achievement of a level, learner evidence will demonstrate breadth, challenge and <b>application</b> , but will not capture everything. It is not necessary to demonstrate evidence of every aspect of learning within the benchmarks but there should be no major gaps, for example, with respect to the relevant organisers in each curriculum area	All staff	All staff know and can apply the same standards to create planned assessments. Holistic assessments created re Authority and Education Scotland support	Aug 2017- June 2018		

### Monitoring and Evaluative Comments / Impact – Evidence of Excellence and Equity through the plan

*(To be completed during the course of the session to inform the audit for SQUIP 2018-2019.)*

**Evaluation:**

- Is assessment integral to our planning of learning and teaching?
- Are learners fully involved in planning learning?
- Do our questioning strategies enhance the learners' experience and enable higher-order thinking skills?
- Do we enable all children to engage in self and peer assessment to improve their learning?
- Do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?
- Do we observe learners closely to inform appropriate and well timed interventions and future learning?
- Do we use feedback effectively to inform and support progress in learning?
- Within our school and with our learning community do we engage regularly in effective quality improvement and moderation activities and have agreed standards and expectations?
- Do we regularly interrogate data, making use of digital technology to support this where relevant and appropriate?
- Do we actively seek out and share good practice within and beyond the school and demonstrate improvement as a result?
- Does our school have a culture of collegiate learning culture demonstrated through, for example, collaborative practitioner enquiry, peer learning, constructive feedback, professional dialogue and debate?
- Is our assessment evidence valid and reliable?
- Across our learning community do we have shared expectations for standards to be achieved, and have robust arrangements for moderation across stages

**Evidence:**

and across the curriculum?

- Is assessment evidence used to inform teacher judgements?
- Do our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing?

## Continuing Development Work 2017-2018

Continued from session 2016-2017	Responsibilities
Continue implementation of 1+2 Modern Languages Strategy	CT – Leaders of Learning responsibility
Continue into 2 <sup>nd</sup> year of Northern Alliance Phonological Awareness Project	PT
Continue the use of Talkboost for the pupils with a Speech and Language developmental delay in P1 and P2 and train further PSAs	PT
Digital Technologies – Continue to use the 360 Safe tool and integration of digital skills progression with the new technology	DHT and CT Leaders of Learning responsibility
Health and Wellbeing – Continued engagement in SHANARRI work	CT Leaders of Learning responsibility
Global Citizenship – pupil rights	DHT and CT
Continue Co-operative Learning	Whole staff responsibility

## Excellence and Equity - Initial Pupil Equity Fund Plan

### How are you ensuring excellence and equity for all learners in your school? Removing Barriers and Closing the Gap – All our work to interrupt the cycle of deprivation and its impact on children's progress

We have been allocated £3600 of PEF funding. This is for 2 pupils in SIMD 2, both of whom are high achievers. The other pupil who we have been allocated funding also receives free school meals. He has been diagnosed privately as being dyslexic.

Analysis of our SIMD information indicates that 37.5% of our pupils fall into SIMD decile 7, 1.5% decile 8, 44.5% decile 9 and 15% decile 10.

Attainment data indicates that 18% of pupils who are not achieving as expected are within SIMD 7, 21% within SIMD 8, 14% within SIMD 9 and 20% within SIMD 10. This indicates a largely even spread within the deciles.

As a result of this analysis we have decided to focus our funding towards raising attainment in literacy, targeting the pupils throughout the school/ in the early years who have significant speech and language and also developmental delays which is having a significant impact on their attainment in Literacy.

### Pupil Equity Fund Based on the rationale for QI 3.2, Raising Attainment and Achievement, what is your planned use of PEF money for session 2017-2018?

#### Budget Allocation April 2017 = £3600

#### Proposed Interventions

Early Intervention and prevention targeted approaches will be taken for the pupils we have identified. For the individual who receives free school meals we will purchase a year's subscription to the Nessie software program which is aimed specifically at developing and improving the reading and spelling skills of dyslexic pupils. This pupil particularly enjoys and can be motivated by the use of technology as a learning and teaching tool. The cost for a year's subscription is £60. The child and any other child with dyslexic tendencies will benefit from this resource and also the purchase of Textease that was recently highlighted at a recent Head Teacher meeting.

Targeted support approaches including targeted support for Literacy (with a focus on Speech and

#### Impact Measurement

The measure of success will be a raise in reading and spelling age of more than one year for the children involved with the Nessie Programme which is the dyslexic support tool.

We would be looking for all pupils involved with Talkboost programme by the end of P1 to have achieved Early level in Listening and Talking.

All P1 –P2 pupils are involved in the Northern Alliance pilot, working with our PT. We will be looking for all the pupils that are involved to be achieving first level in Literacy across the board by the time they reach the end of Primary 4. The start and end assessments will be assessing the progress the pupils will be

Language) will be introduced in the form of Talkboost in the Nursery and P1. It would be most beneficial to employ and train a PSA for 3 hours a week to deliver this programme in conjunction with the parents and the class teacher. As this is a family learning programme with a focus on Literacy it will involve working closely with families to ensure parents are fully informed of the key literacy skills taught in school and provide strategies that can be used at home to support improvements in this area.

The Northern Alliance will be entering year 2 in our school and in order to deliver it effectively we will need to purchase some new Emerging Literacy Phonological Awareness resources to boost our programme and make it a success.

making in P1 and P2. By taking a developmental approach to literacy, we want to ensure that literacy teaching and learning reflects the developmental stages of the children - focusing on Oral language, concepts of print, phonological awareness and fine motor skills. Carrying out focused assessments in the key areas of Phonological Awareness and Pre-handwriting skills allows teachers to assess the skill levels of pupils and to address gaps using a range of developmentally appropriate activities. These assessments and interventions will continue at regular intervals throughout P1 and P2 to ensure that these foundations of literacy are secure, and will provide children with the necessary reading and writing skills to progress with confidence beyond the early years. There are clear ideas and activities for families to carry out at home to support this programme, which will be shared at our Curriculum evenings and by email to ensure a collaborative approach.

### Summary of Improvement Plan 2017-2018

<b>Participants</b>	<b>Engagement</b>
<b>Staff</b>	<b>Staff Session Self evaluation – Staff Meeting – School Improvement Plan Date – Mon 21 Aug ‘17</b>
<b>Pupils</b>	<b>Pupil Council Meeting – September ‘17 Pupil Survey – Sept ‘17</b>
<b>Parents</b>	<b>Parent Council Meeting – Tues 25 August ‘17 Parent Feedback issues on Improvement Priorities - September</b>
<b>Partners and Volunteers</b>	<b>Feedback sheet issued on Improvement Priorities – Sept ‘17</b>
<b>Associated School Group</b>	<b>ASG Meeting discussing ASG priorities – Thurs 22 June ‘17</b>
<b>ASG Partnership</b>	<b>ASG partnership meeting on Fri 9 June discussing ASG school priorities</b>