# Greenbrae School

# Standards, Quality & Improvement Plan
# 21/22

Greenbrae Nursery

Greenbrae School

Together
we believe

Together
we achieve

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

PROUDLY WORKING TOGETHER AS ONE TEAM TO KEEP

CHILDREN, YOUNG PEOPLE AND COMMUNITIES SAFE, HEALTHY AND THRIVING

| National Improvement Framework Priorities | Local Outcome Improvement Plan (LOIP) Stretch Outcomes |
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| • Improvement in attainment, particularly in literacy and numeracy<br><br>• Closing the attainment gap between the most and least disadvantaged children and young people<br><br>• Improvement in children and young people's health & wellbeing<br><br>• Improvement in employability skills and sustained, positive school-leaver destinations for all young people | • 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026.<br><br>• 90% of children and young people will report that they feel mentally well by 2026.<br><br>• 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.<br><br>• 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.<br><br>• Child Friendly City which supports all children to prosper and engage actively with their communities by 2026.<br><br>• 25% fewer young people (under 18) charged with an offence by 2026. |
| **School Improvement Priorities 2020 - 2021**<br><br>Priority 1 – Learning, Teaching and assessment<br><br>Priority 2 – Ensuring wellbeing, equality and inclusion<br><br>Priority 3 –<br><br>Priority 4 – | **School Improvement Priorities 2021-2022**<br><br>Priority 1 – Improve attainment in Literacy with a particular emphasis on Writing<br><br>Priority 2 – Improve attainment in Numeracy with a particular emphasis on Mental maths and problem solving<br><br>Priority 3 –Update curriculum rationale and IDL progression<br><br>Priority 4 – Improvement in children and young people's health and wellbeing with a particular focus on RRS |

**Context of the school**:

**Vision:**

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.

**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

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. 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.

In 2019/20 the school roll stood between 251 and 290.  There was an 80 place Nursery from the beginning of the year.  The school had 12 classes, and a morning and afternoon Nursery class.  There are 13 classes this session and the school roll from August 2021 was 323. The Senior Management Team, comprising a Head Teacher, Acting Depute Head Teacher and Principal Teacher of Early Years, lead teaching and support staff. Support for Learning was not available in 19/20 as the SFL teacher was on maternity leave.  This session 20/21 there will be 4 days of SFL.

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 school has been working during session 19/20 on Writing moderation.  This has focused on use of the 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.

The most recent school inspection took place in June 2013 and the Care Inspectorate reported on the Nursery in November 2019.  The reports are available at https://www.education.gov.scot and http://www.careinspectorate.com/type-of-care

**Free School Meal Entitlement**

6% of pupils Primary 4-7 registered to receive free school meals during session 2020/21

SIMD (Scottish Index of Multiple Deprivation)

The SIMD profile for Greenbrae School ranges from 3.5 SIMD to 10 SIMD. In 2019/20, less than 5% of children live in homes which are in the lowest 20% on the Scottish Index for Multiple Deprivation. Including some or all of the following: school vision, value and aims; local contextual issues; Scottish Attainment Challenge involvement; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority review/inspection etc.

There has been a decrease in attainment within literacy and numeracy post covid over the past 3 years with the majority of  pupils meeting achievement targets in line with national average.  Further levels of scrutiny, however, are required within writing as this is an area which has remained constant and slightly below our virtual comparators.  Most staff are gaining confidence in the delivery of highly effective lessons with a focus on effective feedback which is having a positive impact on the learning cycle of the majority of learners. This will continue to be an area of development during session 21/22.

Regular tracking and review meetings, scrutiny of pupil data and assessment approaches ensure staff, learners and parents are aware of individual learning targets and are planning appropriate next steps together.  Interventions are reviewed regularly to ensure they are robust, appropriate and supporting individual learners to meet agreed targets.

Almost all learners are supported to reflect on their mental wellbeing.  Staff have a deeper understanding of mental wellbeing and how to support it.  This has led to improved planning of interventions to meet individual needs.  Some learners and families require more targeted interventions related to mental wellness and ongoing work through the Partnership Forum is supporting this.

# QI1.3 Leadership of Change

| | How well are we doing?<br><br>What's working well for our learners? | How do we know?<br><br>What evidence do we have of positive impact on learners? | What are we going to do now?<br>What are our improvement priorities in this area? |
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| **Developing a shared vision, values and aims relevant to the school and its community** | | | |
| Summary Statement | • All teachers are encouraged and empowered to embrace leadership through our Literacy, Numeracy, Digital Technologies and Health and Wellbeing 'Leaders of Learners' groups.<br><br>• All staff are part of a motivated team with almost all working together to improve the life chances of all learners.<br><br>• All stakeholders are aware of the schools current Vision, Values and Aims and the majority are involved in the current review and refresh of them. | • Leadership of Learning groups meet throughout the year as part of the QA Calendar. Each Leadership of Learning group has an action plan which has RAG ratings and dated targets. Action plans are reviewed and updated at each meeting to ensure that targets are met, and improvements are made in a consistent and timely manner. All plans are available for staff to view via Google Drive. | • Involve support staff in our 'Leaders of Learners' group.<br><br>• A class teacher has been taken out of class for the year to work with SMT on reviewing the vision, values, aims and curriculum rationale with consultation of pupils, colleagues and parents built into the QA Calendar.<br><br>• SLT need to focus on working collegiately with colleagues across departments and across the school with a particular focus on planning and assessment. |
| Vision and Values | • Most staff have consistently high expectations of all learners.<br><br>• All pupils, parents, partners and staff are involved in the creation and review | • Classroom Monitoring<br>• Jotter Sampling<br>• Pupil and Staff Audits<br>• Pupil learning conversations<br>• Whole school review October 2018 and 2021 | • A class teacher has been taken out of class for the year to work with SMT on reviewing the vision, values, aims and curriculum rationale |

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| | of the vision, aims and values of the school.<br><br>• Almost all learners are supported to understand the vision aims and values through the four contexts for learning.<br><br>• Most learners are supported to understand the vision, aims and values through the four contexts for learning. | • Pupil (P4-7) sample group working with CT on Curriculum refresh<br><br>• OSCAR Assemblies (Digital during Covid restrictions)<br><br>• Vision, Values and Aims are displayed in the classroom and in high traffic areas of the school. | • The review of the vision, values and aims of the school to ensure that it is ambitious and focuses on the improvement of outcomes for all.<br><br>• Ensure all leaders at all levels motivate and inspire others to sustain a collective commitment to the new shared vision through daily actions. |
| Senior Leadership | • Almost all Senior leaders guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable.<br><br>• All the school priorities are given careful consideration.<br><br>• All Senior leaders create conditions to support creativity, innovation and enquiry.<br><br>• Almost all Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. Careful consideration is given to how best to take forward priorities (e.g. use of a range of improvement methodologies). | • QA Calendar<br>• Staff Meeting Calendar<br>• Weekly SMT Meetings<br>• School self-evaluation questionnaires and audit<br>• SLT self-evaluation and reflection<br><br>• Leaders of Learning project plans | • Effective collegiate planning to include all departments<br>• Weekly SLT school improvement meetings<br><br>• School improvement plans shared with staff and reviewed throughout the session.<br><br>• QA Calendar<br><br>• Staff meeting calendar linked to school improvement priorities<br><br>• SLT should ensure a clear strategic overview of improvement priorities and effective procedures to evaluate impact. |
| Teacher Leadership | • Most teaching staff regularly reflect on and show commitment to the shared values as embedded in the GTCS standards. | • CLPL opportunities shared and encouraged on a regular basis<br>• Examples of effective staff Leaders of Learning groups<br>• School self-evaluation<br>• Professional dialogues | • Continue to use leaders of learning groups to drive school improvement |

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| | • All teaching staff attend annual personal review and development meetings with a member of SMT. | • Professional Review and Development record of meetings/targets | • Familiarise staff with the new GTCS standards through professional dialogue, staff meetings and QA calendar |
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| School context | • Most staff are committed to change which results in improvements for learners.<br><br>• Most staff are clear on the school strengths and areas for development based on a range of evidence. Some of this is used to create a clear rationale for future improvements.<br><br>• Most learners and staff have the opportunity to engage in critical and creative thinking.<br><br>• Almost all staff have a sound understanding of the social, economic and cultural context in which children and families live. This helps them to deliver the school's vision, values and aims and meet the needs of the children and their families. | • Pupils, Staff, Parent/Carers Questionnaires<br>• Regular PRD meetings linked to the GTCS standards<br>• Proactive and responsive planning to changes to the context of the school.<br>•  eg digital learning and health and wellbeing<br>• Improved effectiveness of communication with parents through Twitter, School Website, Seesaw, Google Classroom, phone calls, emails, Reporting to Parents Calendar | • Drive forward the positive change in digital learning and health wellbeing |
| Impact | • SMT and almost all  teaching staff use the updated values and aims to inform and evaluate improvements. | • School self-evaluation questionnaires | • Review vision, values and aims<br>• Review and update Curriculum Rationale with the integration of meta skills. |
| **Strategic planning for continuous improvement** | | | |
| Culture for change | • All staff are involved in the process of change and in evaluating the impact of improvements.  This is supported by carefully planned individual and collective career long professional learning. | • All members of staff engaging in Leaders of Learning groups shows evidence of a willingness to change and adapt<br><br>• Whole school response to COVID-19 pandemic; | • Improved collaboration and engagement in SQUIP throughout the year – see SQUIP calendar |

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| | • Almost all SLT provide a culture where most staff feel confident to contribute to, and at times lead on, school improvement. The majority of staff across the school are empowered to develop the curriculum within their specialist areas.<br><br>• Most staff are committed to change which results in improvements for learners. | 1. All teaching staff upskilled in the use of Google Classroom and Seesaw.<br>2. All PSAs upskilled in the use of Google Classroom and digital devices in order to support children's learning at home and in the hub.<br>3. Delivery of digital assemblies.<br>4. Online staff meetings and collegiate working<br>5. Online reporting to parents<br>6. Digital assessment of pupils learning via Google classroom and Seesaw<br>7. Digital equity- devices for those in need, dongles applied for and distributed | |
| Evaluation | • All staff are clear on the school's strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements. | • Staff communicated in a HGIOS audit that they felt they were able to reflect and put forward their opinion without the opinion of others influencing their thoughts.<br><br>• All staff participated in a pilot of a digital HGIOS evaluation. | • Continue the same HGIOS approach and expand into other indicators.<br>• Our 'Leaders of Learning' groups will use the same approach.<br>• Complete moderation cycle audit tools for SMT, teaching staff and pupils at start and end of session digitally.<br>• Use HIGIOURS with Pupil Council<br><br>• Evaluate curriculum improvements and reflect on progress before making further changes<br><br>• Refreshed Vision, Values and Aims in place and regularly reviewed and curriculum rationale in place and learning, teaching and assessment policy in place. |
| Management of change | • All SLT have guided the strategic direction of almost all improvements and the pace of change is well managed almost all of the time. | • School self-evaluation<br>• A review of the Leaders of Learning action plans | • Ensure that the positive changes that have been implemented are consistently applied.<br><br>• CPD co-ordinator to be appointed |
| Achieving change | • Almost all  SLT and wider staff teams have identified the need to continue to monitor | • School self-evaluation<br>• A review of the Leaders of Learning action plans | • Ensure that the positive changes that have been |

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| | and measure the impact of change and improvement. | | implemented are consistently applied.<br><br>• CPD co-ordinator to be appointed |
| Collegiate learning | • All SLT empowers all members of teaching staff to take various leadership opportunities across the school.<br><br>• The majority of practitioners use systematic opportunities to review and refresh their pedagogical practice. | • Leaders of Learning calendar<br>• Collaboration with EIS<br>• Leadership Opportunities - probationer mentor ect | • We need to extend collaborative leadership opportunities to all staff linked to evidence based improvements.<br><br>• Moderation Calendar<br><br>• Staff to engage in forms of practitioner enquiry as a regular feature of approaches to continuous improvement. |

**Implementing improvement and change**

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| Summary statement | • All teachers are encouraged and empowered to embrace leadership through our Leaders of Learning groups. | • There is an increasing sense of collective responsibility to improve outcomes for all children.<br><br>• Leaders of Learning groups<br>• Curriculum refresh | • SMT should promote further a culture of consultation and shared decision making.<br><br>• Support staff to be encouraged and empowered to embrace leadership through our Leaders of Learning groups. |
| Looking outward | • The HT encourages all staff to look outward and develop their practice by sharing approaches with other schools and colleagues. | • All staff participated on whole school learning and teaching moderation in Literacy (writing) | • staff to resume moderation opportunities across our ASG<br>• Increased opportunities for SLT to engage with national CLPL<br><br>• QA trio to work together on tracking and monitoring, problem solving and outdoor learning.<br><br>• Brian Carney to visit other schools in his time out. |
| Equity | • We have set out plans for the use of PEF with Adventure Aberdeen and a new class set of iPads. | • Tracking of historical evidence and triangulation of the data<br>• Evaluation of PEF plans and impact had with interventions. | • Continue to use our new data sets for future PEF planning<br>• SMT to review PEF remit |

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| Planning for Self-evaluation | • Self-evaluation continued in almost all areas with almost all staff in a virtual capacity. | • <br>• Leaders of Learning audits<br>• PRD which took place virtually during lockdown | • Improved collaboration and engagement throughout the year - see SQUIP Calendar. |
| Self-evaluation including all stakeholders | • The majority of staff have been participating in self-evaluation of their day-to-day practice. | • <br>• CfE Level termly planning meetings (QA Calendar)<br>• MLN Meetings<br>• SfL Consultations<br>• IEP and Child Plan creation with all stakeholders<br>• Seesaw and Google Site Profiles | • <br>• Support children to understand the self-evaluation processes so that their views are valued and acted upon.<br><br>• Resume monitoring as part of the 2021/22 QA Calendar<br><br>• Complete Moderation Cycle Audits |
| Professional learning | • Almost all staff are positive about the professional learning opportunities provided.<br>• Most opportunities are linked to targets within the school improvement plan. | • Almost all staff are given the opportunity and encouraged to attend and lead CLPL opportunities available at a local and national level.<br>• Staff members currently attending/leading- The Compassionate and Connected Classroom, UNCRC Rights Respecting School CLPL, Worldwide PE CLPL delivery, Curriculum Rationale refresh sessions through Education Scotland Learning Festival and Northern Alliance, Safer School App roll out | • Senior leaders to appoint CPD co-ordinator who can signpost staff towards relevant opportunities that link into the school improvement plan. |
| Planning for improvement | • All 'Leaders of Learning' groups priorities are evaluated four times yearly. | • Tracking and monitoring<br>• MLN Meetings<br>• School self-evaluation<br>• Ongoing audits – Pupil, Staff, SLT, Parents/Carers<br>• Liaising with parent council<br>• Community workshops<br>• Leaders of Learning groups are attended by all members of staff and given priority in the WTA and QA Calendar | • Have regular SQUIP evaluation dialogue at SLT meetings.<br>• Regular auditing of 'Leaders of Learning' action plans four times yearly. |

# QI2.3 Learning, Teaching & Assessment

| | How well are we doing?<br><br>What's working well for our learners? | How do we know?<br><br>What evidence do we have of positive impact on learners? | What are we going to do now? What are our improvement priorities in this area? |
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| **Learning and engagement** | | | |
| Culture, ethos and relationships | • All learners' views are sought and acted upon through pupil groups such as the charities committee. | • Outcomes of discussions with pupils about their learning. 65% of pupils told us that enjoy their learning.<br><br>• Focused observations of staff/pupils' interactions both in and out of classes. This was evident in almost all the learning episodes observed.<br><br>• Feedback from Google Form surveys and pupil dialogue/focus groups. (P5-7)<br><br>• Almost all classes have a Wow wall in and around the classroom<br><br>• Monthly Oscar awards at assembly<br><br>• Almost all classes use Gold Cards to recognise positive behaviours on a weekly basis.<br><br>• Almost all pupils display positive behaviour in the classrooms and around the school. | • Revisit vision, values and aims from Nursery to P7. Member of staff out of class to work on updating the curriculum rationale.<br><br>• Continue to work towards Rights Respecting Schools (RRS) Silver Award. Rights to be embedded in all classes from Nursery to P7. School Behaviour Policy to be reviewed and updated in line with RRS.<br><br>• Introduction of Pupil Profiling across whole school.<br><br>• Share good practice throughout the school to develop opportunities for all learners to lead their own learning<br><br>• Provide opportunities for staff to share good practice across the school and exemplify this in the school's learning and teaching policy.<br><br>• Continue to provide opportunities for all learners to discuss next steps and targets. |

| | | | • PSAs to be further trained in ELSA |
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| | | | • PSAs and Teaching Staff to be further trained in use of Emotion Works. |
| Learner engagement | • In most classes, teachers share learning intentions and success criteria with pupils. The majority are becoming more skilled in using a blend of learning and teaching approaches to engage pupils in learning tasks. In most classes pupils are aware of themselves as learners and the minority are setting targets for themselves.<br>• Overall most pupils are motivated and engaged in their learning. The inclusive ethos promoted by all adults in the school supports our pupils to participate in their learning.<br>• There is a warm and friendly atmosphere in school and most pupils report that they enjoy school and are treated with respect. They in turn are supportive of their peers.<br>• Across the school, relationship between pupils and almost all staff are very positive. | • Feedback from parents and partners confirmed that 95% viewed the school as having a very positive ethos. Pupils also told us that with the exception of a few, staff treat them with respect.<br><br>• Almost all children are very comfortable talking about their own learning journey and what they feel they need to do to improve with most children stating they regularly get the chance to discuss the next steps in their learning.<br><br>• Pupil Audit – E and O Success Criteria Audit on Google Form, created using the pupil audit from the Moderation Cycle (Education Scotland) resources on Glow.<br><br>• Recovery Curriculum/ Curriculum Refresh Focus Group (P4-7 Pupils) | • Develop consistent learning and teaching approaches by revisiting the moderation cycle.<br><br>• We will further involve pupils in shaping their success criteria.<br><br>• We will continue to make sure there is consistency across the school in terms of target setting and how feedback from teachers can support this. |
| Pace, challenge and relevance to learning | • Our pupils benefit from mostly appropriate learning experiences. Where the majority are differentiated. | • Most lessons observed showed the use of LIs and SC.<br>• Most pupils are confident in talking about their learning and what their next steps are.<br><br>• Almost all teachers observed are using a range of learning and teaching approaches including differentiation. | • Provide opportunities for staff to share good practice across the school and exemplify this in the school's learning and teaching policy.<br><br>• We will further involve pupils in co-constructing their success criteria.<br><br>• We will continue to make sure there is consistency across the |

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|  |  |  | school in terms of target setting through the use of profiling and look at how feedback from teachers can support this.<br><br>• We will further develop the use of differentiation and increase pace and challenge across the school.<br><br>• We will raise our pupils' awareness of the skills they are developing and how these relate to career education.<br><br>• We will make this an integral part of teachers' planning. |
| Learner use of digital technology | • The majority of learners have shown an increase in confidence when using all tools in Google Classroom. | • Through increased use of Google classroom through online learning and interactions between staff and pupils.<br>• All homework now takes place on digital platforms (N-P2=Seesaw, P3-P7=Google Classroom) | • Continued google suite training for all staff<br>• Continue the Digital Technologies working party to enable to support the curriculum. |
| Learner Leadership | • Almost all learners exercise choice, including appropriate use of digital technologies. In most classes pupils have the opportunity to lead cross curricular and interdisciplinary learning.<br><br>• In the ELC, all learners routinely lead their own learning. | • 75% of pupils are involved in leadership roles within Greenbrae School.<br><br>• Evidence of ELC pupils leading their own learning is observed by all SLT and SEYPs during learning walks and is evident on planning documents which are displayed in the ELC setting. | • Increase pupil leadership to 100% and raise staff and parental awareness of the systems and processes that are in place to support understanding of views being acted upon.<br><br>• Explore approaches to involve learners from ELC to P3. |
| **Quality of teaching** |  |  |  |
| Summary statement | • In almost all classes clear class routines are supported with effective visual supports where appropriate. | • During monitoring SLT saw evidence of effective visual supports where appropriate in most classes.<br>• Leaders of learning groups<br>• QI 2.3 visit | • Review our learning, teaching and assessment policy |

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| Range of teaching approaches | • The purpose of learning is shared in almost all classes.<br>• The quality of learning intentions and success criteria is variable across the school.<br>• In the majority of lessons teachers give clear explanations and instructions.<br>• Almost all learners are encouraged to express resilience when encountering challenges.<br>• Staff work to provide appropriately challenging and enjoyable learning experiences.<br>• Our overall quality of learning and teaching is satisfactory. Across the school pupils are generally engaged in their learning and most work well together in pairs and small groups. | •<br>• Planning meetings and professional dialogue.<br>• Linking skills across the curriculum to real life to make learning relevant and fun.<br>• Staff are continually engaging in CLPL in order to better the quality of lessons and for ideas for creative teaching approaches.<br>• Consultations with job share, PSAs<br>• Planning Meetings, ELC meetings, Seesaw online learning journals.<br>• SLT observed pupils during monitoring observations almost all pupils being given the opportunity to work in partners and small groups. | • Develop a shared standard across the school to ensure high quality learning and teaching.<br>• We will continue to develop the use of high-quality questioning to promote curiosity making this a part of our learning observations and peer monitoring.<br>• We will continue to share best practice on Aifl with a particular focus on pace, challenge, differentiation and feedback through the moderation cycle. |
| Digital technology used to enhance learning | • Seesaw used to link learning between home and school in Nursery and P1.<br>• In the majority of classes Digital Technologies is used to enhance learning and, in many situations, supports learning effectively. | • Planning Meetings<br>• Almost all pupils talk positively about using ICT and most have expressed the desire to have more opportunities to do so. | • Develop the use of Digital Technology to support and enhance learning across all stages.<br>• Continue to share the Digital Champions CLPL calendar.<br>• Through our Digital Champion continue to upskill staff and embed in curriculum planning to enrich pupil's digital skills across school. |
| Delivery of learning, explanations and instruction | • The purpose of learning is shared in the majority of classes.<br>• The quality of learning intentions and success criteria is variable across the school<br>• In the majority of lessons teachers give clear explanations and instructions.<br>• Children are frequently asked for their opinion on how they feel they are doing to gauge understanding and support if necessary. | • During classroom monitoring SLT observed learning intentions and success criteria being shared in most of the classes.<br>• During classroom monitoring SLT observed varying quality of learning intentions and success criteria being shared in most of the classes. | • Continue to train staff using the moderation cycle resources from Education Scotland on Glow. |

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| Questioning | • <br> • Skilled questioning techniques to promote HOTS is variable across the school. <br><br> • Effective questioning is evident by most practitioners in the ELC. | • <br> • Pupils over time become good at asking questions themselves, usually to those of a similar ability to begin with. <br><br> • Staff use effective questioning in lessons | • Create opportunities to share good practise across the school. <br><br> • Continue to develop the use of high-quality questioning to promote curiosity and independence. |
| Purpose and relevance of learning | • In some areas of the curriculum, pupils plan their learning with peers and staff. <br> • Children know what they are learning if asked and what they have to do in a particular activity. <br><br> • Children practise skills over a period of time to enable them to see their own progress. | • <br> • Project planners <br> • Big Questions <br> • KWL Grid <br> • Seesaw Learning Journals <br> • Classroom Monitoring <br> • Google Profiles | • Vision, Values and Aims, Curriculum rationale and curriculum framework to be reviewed by member of teaching staff who will be out of class in conjunction with SMT.  Ensure our curriculum rationale provides relevance to the local context. <br><br> • All teachers should continue to ensure that the purpose of learning is implicit to relate it to the skills. |
| Differentiation of learning | • <br> • All staff engage with the systems in place to identify and support specific learning needs. <br> • Good communication and intervention with outside agencies to meet learner needs. <br> • Use of LI and SC during writing lessons throughout school ensures children are clear about how they can be successful <br><br> • In the majority of lessons, staff effectively plan differentiated activities and tasks, which meet the needs of all learners. <br><br> • Through professional dialogue across the school we observe learners closely to inform appropriate and well-timed interventions. | • Professional dialogue <br><br> • Meeting Learners' Needs/Tracking Meetings/SFL consultations/multi-agency meetings are identifying interventions which are having a positive impact on the majority of pupils. <br><br> • Learning intention and success criteria on most displays and in literacy jotters. | • Continue to ensure interventions are timely and support future learning. <br><br> • Staff to become more confident in differentiating success criteria particularly in the early years. <br><br> • Pupils to become more confident in the co-construction of success criteria, with a particular focus on writing |

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| Feedback for learners | • In the majority of classes feedback is used effectively to inform next steps and learning.<br><br>• In our most recent jotter sampling the quality of written feedback is variable across the school. In the best examples, staff frame feedback well to support children to have a clear understanding of their next steps in learning. There are a few positive examples of children making use of targets and peer and self-assessment to take forward their learning. | • In most pupils' jotters showed individualised and specific feedback was supporting pupils' learning effectively<br><br>• In most lessons observed good use of verbal or written feedback to pupils and evaluation of learning. | • Embed the learning, teaching and assessment policy to ensure consistency.<br><br>• We will monitor learning and teaching to ensure a consistent approach and high standards across the school.<br><br>• Training on effective feedback through the moderation cycle |
| **Effective use of assessment** | | | |
| Summary statement | | | |
| Assessment Approaches | • In most classes AifL strategies are used throughout learning to review learners' progress and identify next steps.<br><br>• In a few classes pace and challenge is appropriate for the majority of learners.<br><br>• The use of self-assessment is evident in almost all classes.<br><br>• KWL grids are used by all classes at the beginning of a new project.<br><br>• Moderation is taking place in all classes for the area of writing. | • Most pupils' jotters showed evidence of some Aifl strategies being used.<br><br>• In a few lessons pace and challenge was observed during class observations.<br><br>• The use of self-assessment was observed in almost all classes during class observations.<br><br>• Most classes display KWL grids which are viewed by SLT on learning walks.<br><br>• Staff are planning in stages using moderation approaches for writing and will be reviewing the evidence to help to agree on the standards and come to a more accurate agreement on the professional judgement of the levels. | • Continue to share best practice in AifL with a particular focus on pace, challenge and differentiated feedback.<br><br>• To ensure that pace and challenge is appropriate for all learners across the school.<br><br>• Increase opportunities for meaningful peer assessment in all classes.<br><br>• Roll out pupil profiling across the school in the form of Seesaw form N-P2 and Google Site from P3-P7.<br><br>• QAMSO approaches are to be continued and holistic questions rolled out in the area of Numeracy in order to allow pupils to transfer their knowledge and understanding into unfamiliar contexts in their learning. |

| Impact of assessment on planning | • The minority of staff are planning assessment approaches from the outset. | • Professional dialogue | • Senior management and staff will plan in CfE levels three times yearly. |
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| Moderation | •<br>• The minority of staff are moderating from the planning stages. | •<br>• Jotter sampling for Literacy and Numeracy<br><br>• Professional dialogue | • With a noted attainment dip in writing we plan to progress a moderation cycle in this area from the planning stages through to the evidence stage. |
| **• Planning, tracking and monitoring** | | | |
| Planning for learning | • Curriculum structures and pathways support progression of experiences and outcomes. Most planned learning is linked to the E&Os and assessment is planned and linked to the benchmarks/milestones at the outset.<br>• In most classes curriculum policies are consistently used to support progression. Our curriculum rationale underpins the curriculum planning in all classes. | • Regular discussion about individual progress with colleagues and SLT, including MLN meetings / Tracking meetings<br><br>• Mark Burns CPD and training | • Development of digital resources to support the 'Our World' contexts<br><br>• Curriculum refresh underway during Session 2021/2022 |
| Planning with the learner | • Summative and formative assessment approach take place in all classes for IDL topics.<br><br>• Almost all children are involved in the planning process through identifying what they would like to learn within a given context.<br><br>• Almost all children in the ELC are involved in planning for their learning and in planning creative learning contexts. | • SLT monitoring curriculum plans<br>• Stage planning meetings<br>• Moderation Meetings<br>• Nursery planning formats | • Curriculum Rationale and IDL progressions to be reviewed. Teaching member of staff out of class to progress with management.<br><br>• Writing topics to be linked to IDL when possible to ensure relevance and depth of learning.<br><br>• Explore the L&T benchmarks.<br><br>• Opportunities for outdoor learning into the curriculum and on weekly timetables.<br>• Develop a system (linked to SHANNARI) for tracking Health & Wellbeing |
| Tracking and monitoring arrangements / processes | • All staff track their learners twice yearly using SEEMIS and meetings are held to discuss with management alongside meeting learners needs.<br>• Action plans are created to review impact by all teachers. | • Professional dialogue<br>• Tracking and monitoring meetings<br>• SFL consultations<br>• Reporting to parents | • Meetings to be held four times yearly (termly) and tracking meetings to be held termly.<br><br>• Creation of new tracking tool to incorporate historical data, |

| | As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on all learner's attainment across literacy and numeracy. Dialogue successfully supports the ongoing self-evaluation of the quality of learning and teaching within all classes in the school. | | standardised assessments, teacher professional judgements, outside and inside school achievements, PEF etc |
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| Impact of tracking and monitoring, including those with additional challenges | • The triangulation of data takes place in all P1, P4 and P7 classes which includes ongoing evidence in order to guide professional judgement. | • There are rigorous conversations between school staff focused on the progress of individual young people, as well as monitoring the progress of groups of young people facing additional challenges.<br>• Staff know children's strengths and needs very well. They use this knowledge very effectively to plan appropriate learning experiences<br><br>• Tracking and monitoring meetings<br>• Curriculum planning<br>• Attainment data<br>• Timely and responsive SfL interventions | • A focus on aligning the curriculum to be more relevant and a particular focus to the moderation of writing.<br><br>• New tracking system to support further impact on pupil attainment. |

## QI3.1 Ensuring Wellbeing, Equality and Inclusion

| | How well are we doing?<br><br>What's working well for our learners? | How do we know?<br><br>What evidence do we have of positive impact on learners? | What are we going to do now?<br>What are our improvement priorities in this area? |
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| **Wellbeing** | | | |
| Wellbeing of all refer to Wellbeing indicators | • Most staff demonstrate a good understanding of the wellbeing indicators and use these to reflect on the wellbeing of the pupils.<br><br>• The minority of pupils demonstrate a good understanding of the wellbeing indicators and use these to reflect on their wellbeing. | • Children learn in detail about their bodies and what it means to feel safe,healthy, achieving,nurtured,active,respected, responsible and included.<br>• Some learner choice throughout the school. House rewards etc..<br>• Assemblies linked to wellbeing indicators<br>• Daily mile<br>• Question box in classroom<br>• Friendship Terrace<br>• Opportunities to participate in school football team, basketball club, music group, fitness | • SHANARRI targets will be made by pupils to be included in their profiles.<br><br>• Continue the Health & Wellbeing focus for regular OSCAR assemblies and link wellbeing indicators.<br><br>• Continue the already established nurture group led by PSAs using their ELSA training and Emotion Works training.<br><br>• Almost all pupils will be supported to focus on |

| | | | specific targets for improvement in relation to the wellbeing indicators. |
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| Quality L&T for all | • The majority of our pupils benefit from a high quality education. | • In the majority of classes-<br>• -Open discussions in the classroom.<br>• -Various topics covered and opinions shared.<br>  - Wow walls<br>  - gold card winners<br>  - house points displays<br><br>• Staff (and parents) run extra curricular activities to promote health and well being<br>• Pupils excited to learn and take part in PE<br>• Activities such as jigsaw and more recent resources.<br>• SCARF resources<br>• RSHP<br>• Explicit teaching of emotions in some classrooms through book-emotional literacy activities<br>• Use of Golden groups and clubs in non-covid times.<br>• High quality PE lessons | • Develop the use of the outdoor environment to support Health and Wellbeing - staff access relevant resources and training opportunities to familiarise themselves with CfE Outdoor Learning document.<br><br>• Share good practice in outdoor learning<br><br>• Roll out of SCARF resources and evaluation of impact. |
| Relationships of all | • Almost all social connections within the school community are positive.<br><br>• Almost all staff and most learners request support if and when required.<br><br><br>• Almost all staff strive to build positive relationships and base behaviour management on them. | • Learners share personal issues with members of staff<br>• Children can discuss emotions, how to manage emotions and how to help others who are experiencing uncomfortable emotions.<br>• Pupil Google Form survey<br>• SHINE Audit<br>• Children happy to approach staff to discuss a variety of issues.<br>• Children comfortable asking questions in RSHP lessons.<br>• House points/ house rewards<br>• Daily check ins for mood | • Review the school vision, values and aims.<br><br>• Plan regular 'check in's' with learners, staff and parents.<br><br>• Attendance and roll out of 'The Connected and Compassionate Classroom' by the H&WB Champion.<br><br>• Plan a pupil survey using the new vision and values. |
| Children's individual needs and rights | •<br>• All children and staff are working towards Silver Rights Respecting Award. | • Children learn that they are all unique and to celebrate diversity.<br>• Achievement of RRS awards<br>• Class charters.<br>• Individual behaviour management books, charts etc.<br>• Some work has been done on including SHANARRI in the classroom/across the school. | • Continue the journey to becoming a Rights Respecting School (Silver Award) through online assemblies.<br><br>• |

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| | | • RR language starting to be used.<br>• Children treated as individuals- for example not all respond to red/yellow cards so have their own 'system' based on what works for them.<br>• Achievement of Bronze RRS award<br>• Staff have growing awareness of GIRFEC and UNCRC. | • Assembly and Positive Relationship Policy update.<br><br>• All pupils to be part of a Pupil Voice Group. |

| • **Fulfilment of statutory duties** |
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| Statutory duties and requirements | •<br>• Almost all pupils feel safe when they come to Greenbrae School.<br><br>• Almost all children have 100% attendance rates. | • Can access SEEMIS<br><br>• Child protection procedure followed when necessary<br>• Pupils involved in transition activities for S1<br>• Enhanced transition provided for pupils with needs.<br>• Dialogue and communication for S1 transition with staff.<br>• Staff familiar with Seemis and logging of incidents on pastoral notes.<br>• Staff check in with management regularly about wellbeing/CP issues for advice.<br>• Designated health and safety/child protection officer in place<br>• Annual training (such a child protection) to ensure everybody is up to date with any changed<br>• Regular communication and correspondence to parents/carers<br>• Good links with outside agencies | • Final update of H&WB policy to be finished and shared with staff.<br><br>• Update the school safeguarding policy.<br><br>• Refreshing the safeguarding policy in line with ACC guidance to support consistent practise and understanding.<br><br>• Share and implement non attendance procedure and link to children missing in education protocol.<br><br>• Roll out of our Safer School new app with all partners.<br><br>• Maintain the current clear risk assessments to support all phases of return to school buildings after the summer holidays and ensure consistent H&S practices. |

| **Inclusion & Equality** |
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| Inclusion and appropriate support | •<br>• Across the school the majority of staff members work hard to ensure all children are fully included, engaged and | • Pupil Leaders of Learning Groups<br><br>• Regular MLN with management to ensure needs are being met | • Plan regular ' check in's' with learners, staff and parents. |

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| | involved in school life.<br><br>• The minority of staff have effective supports in place in order to support young people with a range of additional support needs. | • Some children are able to express their understanding of race, discrimination and diversity. | • Ensue communications are clear, concise and regular.<br><br>• Develop the Leaders of Learning Groups so that all class teachers lead a group and introduce Leaders of Learners time in the timetable.<br><br>• Consider roles and remits of all staff to promote greater consistency across the school to meet the needs of all learners.<br><br>• Improve links and transition activities within the ASG. |
| Equality including support and challenge of discrimination | • Children in our school are mostly understanding of others and their needs/ difficulties. This is modelled by staff throughout the school. | • Regular SfL consultations where triangulated data and teacher judgement is used to plan targeted support.<br><br>• SFL and other agency involvement<br><br>• The achievements of all learners are celebrated - not just those of high achievers through wow walls, Google profiles, Seesaw, OSCAR assembly and gold cards and Star Awards in the ELC.<br><br>• Race, religion, and discrimination spoken about in some classrooms<br><br>• Resources brought in to assist with barriers (for example, Nessy)<br><br>• Jigsaw addresses issues regarding inclusion and equality<br><br>• All staff are committed to ensuring children and parents feel valued, included and respected<br><br>• In some classrooms, links are made to "real life" scenarios involving race, religion, discrimination, diversity etc<br><br>• Pupils engaged in additional helping duties when they can't undertake activities in PE due to physical limitations and/or injuries, | • Develop new tracking tool<br><br>• Continue to use SCARF resource<br><br>• Purchase further resources to support this area<br><br>• Class to participate in Anne Frank Award |

# QI3.2 Raising Attainment & Achievement

| | How well are we doing?<br><br>What's working well for our learners? | How do we know?<br><br>What evidence do we have of positive impact on learners? | What are we going to do now? What are our improvement priorities in this area? |
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| **Attainment in literacy and numeracy** | | | |
| Progress from prior levels | • The majority of learners make very good progress from their prior levels of attainment in Literacy and Numeracy. | • Triangulation of evidence using ongoing standardised assessments and analysing data. | |
| Raised attainment in literacy & numeracy | • We have raised attainment in Literacy and Numeracy for the majority of learners. | • All teachers and EYPs use ACC curriculum progressions for Literacy & English and Numeracy & Maths. These include the CfE experiences and outcomes and benchmarks.<br><br>• Forward Plans, MLN Meetings, Classroom Monitoring, Leaders of Learning Meetings, Pupil and Teacher Audits, Jotter Sampling, Learning Walks, Assessment Folders<br><br>• Leaders of Learning Literacy and Numeracy Groups<br><br>• New Grammar planner has been created and shared with each year group to ensure a consistent and progressive approach from Early to Second Level.<br><br>• Updated and refreshed sets of novels purchased for Second Level to increase enjoyment of reading and to expose children to a wider range of text.<br><br>• Talk for Writing CLPL completed and implemented throughout the school from Early Level to Second Level. Resources purchased and distributed throughout the school. Example planning and support given to all staff members to help with the roll out.<br><br>• Handwriting progression updated and introduced from Early level to Second Level. | • Re-open and continue to develop the school library due to relocation and re-introduce consistent use by all school members with covid restrictions in place.<br><br>• Review the planning formats introduces in session 2021 to ensure these are sufficiently streamlined and effective.<br><br>• Create a Listening & Talking Assessment resource to ensure more accurate teacher professional judgements.<br><br>• Continued roll out of Talk for Writing and evaluate how it is going. Further Second Level CLPL from Talk for Writing.<br><br>• Research and implement a new mental maths progression/resource.<br><br>• Research and implement a new P2 maths progression/resource. |

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| **Attainment over time** | | | |
| Raising attainment over time across all curricular areas | • Attainment levels in Literacy and Numeracy are an essential feature for improvement. | • Tracking and monitoring meetings<br>• Analysis of assessment data<br>• QA monitoring and sampling of pupil work<br><br>• Whole school analysis of tracking data has been analysed and used to inform decision making over the last four years - Click Here<br><br>• Our data demonstrates that some attainment has declined in specific areas of the curriculum. This has been analysed and there are clear reasons why.<br><br>• Whole school tracking has been established so that attainment can be tracked over time. This was in place 5 years prior to Covid, and this has since been replaced with the Seemis Module.<br><br>• Meeting Learners Needs Meetings are in place termly to discuss timely interventions with children who present with a barriers to their learning.<br><br>• In P1 attainment had increased in all areas in 17/18 to 18/19 however there has been a 12% decline in Listening & Talking ,11% in Reading, 10% in Writing and 9% in Numeracy in 19/20.<br><br>• In P4 attainment had increased in all areas in 17/18 to 18/19 however there has been a decline of 22% in Listening and Talking, 13% in Reading, 14% in Writing and 15% in Numeracy in 19/20.<br><br>• In P7 attainment in Writing and Numeracy has declined between 17/18 and 18/19 whilst there was a slight increase in attainment in Listening and Talking and Reading. Over the last two years attainment has dropped in Listening and Talking by 8%, 34% in Reading, 20% in Writing and 20% in Numeracy. | • Renewed QA Calendar focusing on raising attainment<br>• Learning walks<br>• Continuation of tracking and monitoring meetings<br>• Talk for Writing/SCARF<br>• SHINE<br>• Moderation cycle - writing<br>• Stage level planning<br>• Continuation of using Seemis for tracking attainment<br>• New tracking tool to be created |
| Learners Progress from prior levels over time | • Historical robust tracking available. This gives a clear picture of the trends within our data over time. This data highlights the impact that COVID-19 has had on attainment during recent times. | • Tracking and monitoring<br>• Planning meetings<br>• Jotter sampling<br>• Professional dialogue<br><br>• Attainment Tracking - Click Here<br>• Seemis and SNSA- Click Here<br>• Support Needs Overview- Click Here | • QA Calendar - Click Here<br><br>• Continual Review of Literacy and Numeracy Project Plans-<br>• Numeracy - Click Here<br>• Literacy - Click Here |

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| Effective use of assessment to make judgements | • Our staff are beginning to 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. | • Moderation in writing<br>• Tracking and Monitoring<br>• MLN Meetings<br><br>• All P1 staff are using emerging literacy results to inform daily planning of learning and teaching. | • See Quality Assurance Calendar<br>• Holistic Assessment<br>• Further moderation both across year groups and across the whole school focusing on all levels from Early to Second.<br>• **In order to ensure greater consistency and reliability of staff professional judgement in attaining a CfE level, teachers should now engage further with a variety of moderation activities and national benchmarks.** |
| Tracking systems and interventions | • A robust tracking/MLN system together with effective interventions ensures progress is monitored for all learners across the curriculum and at all phases in their education, including points of transitions. | • Tracking and monitoring<br>• Effective use of intervention for example 'Emerging Literacy- Assessment and Strategies' , Talk Boost, ELSA, Dyslexia Screener, SfL, Read & Write. | • Targeted support for learning<br>• IEP training<br>• Building capacity within our SfL team ( 4 days a week) |
| Attainment of individuals and groups over time | • For children with additional barriers to their learning, the majority are attaining appropriate to their individual level of need and making satisfactory progress from prior levels of attainment. | • Tracking and monitoring<br>• MLN Meetings<br>• IEPs<br>• Child Plans | • Tracking groups and individuals of targeted pupils over time. Interventions actioned accordingly with appropriate support being put in and measured.<br>• IEP training on writing effective IEP targets.<br>• New tracking system will be created and implemented across the whole school. |

## Overall quality of learners' achievement

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| Learner Achievements | • The minority of children's achievements within and out with school are celebrated on displays and assemblies. | • Celebrated through weekly assemblies/displays<br>• Use of SEESAW 'Learning Journal' to share successes between home and school from Nursery to P1. | • Extend the use of SEESAW from Nursery to P2.<br>• Introduction of Google profiles from P3-7. |

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| | | | • Reintroduction of STAR Awards in the ELC |
| Development of learner skills | • Early Years Developmental Overview used across ELC to track skills progression for all pupils. | • ELC tracking of individual pupils using appropriate Early Years Developmental Overviews and identified gaps addressed.<br><br>• Planning/Meeting Learners Needs meetings | • A Staff member has been taken out of class to focus on IDL and skills progression to ensure consistency across the school.<br><br>• All staff to share benchmarks with pupils as part of the learning process (child-friendly version).<br><br>• Roll out the use of Skills Development Scotland framework. |
| Learners taking ownership of individual pathways | • We record the minority of children's wider achievements to ensure that all children have equal opportunity to lead their own learning.<br><br>• The minority of pupils are involved in the co-construction of LI and SC.<br><br>• All pupils experience pupil-directed play-based learning opportunities in Early Years. | • Tracking and Monitoring<br>• Seesaw/Google classroom evidence uploaded from home<br>• IDL summative and formative assessments<br>• Pupil-led Play-Based learning opportunities in the Early Years. | • Track children's wider achievements more rigorously to ensure that they achieve a range of skills and attributes through a wide range of activities by adding this into the new tracking system.<br>• Introduction of whole-school profiling.<br><br>• As part of our recovery plan, and when restrictions are lifted, resume pupil Leaders of Learning groups across the school.<br><br>• Make use of the Moderation Cycle audit tools in order to ensure that all pupils have the opportunity to direct their learning journey. |

## Equity for all learners

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| Systems which promote equity | • PEF funding used to fund Adventure Aberdeen for the minority of P2-4 and P5-7 pupils.<br><br>• The minority of children's school achievements are recognised through the four capacities, health and wellbeing | • Tracking and Monitoring<br>• Data analysis<br>• SNSA<br>• MLN Meetings<br>• Adventure Aberdeen<br>• Youth Workers<br>• ELSA<br>• SfL | • Develop data dialogue work<br>• Improved understanding of whole school data and trends over time for all staff<br>• Support all teachers to be skilled and confident in leading the creation and |

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| | indicators and the school values by holding monthly OSCAR Award ceremonies. | • Seesaw and Google Classroom<br>• Wow walls<br>• Star Writers<br>• Google Profiles P3-7 | updating of meaningful IEPs and Child Plans<br><br>• Staff need to use and analyse the data available to class teachers further, to help identify ways in which they can reduce such barriers to learning and further raise attainment. |
| Raised attainment of the most disadvantaged learners | • The majority of staff within the school are committed to reducing any gap in attainment as a result of children's socio-economic circumstances and/or additional support needs.<br><br>• | • IEPs/Child Plan<br><br>• Support Dialogue forms from MLN meeting<br><br>• Tracking of disadvantaged learners<br><br>• Effective Meeting Learners Needs/Planning meetings are in place to support the individual needs of our pupils, which allow us to identify appropriate interventions.<br><br>• Effective partnership working is in place with a number of appropriate agencies to ensure effective outcomes for learners.<br><br>• Historical tracking of PEF/SFL pupils is in place. | • Build capacity within our SFL team (4 days per week)<br><br>• Support all teachers to be skilled and confident in leading the creation and updating of meaningful IEPs and Child Plans |
| Positive Destinations | • The minority of children are being given the opportunity to build skills for learning, life and work in order to prepare them for the world of work. | • Frequent DHT/PT ASG Network meetings<br><br>• Google Classroom/Seesaw<br><br>• Positive links with ASG schools to support transitions and to ensure continuity (N-P1, P7-S1)<br><br>• Feel Good Friday assemblies promoted and encourage active participation in the local community, and a skills-based approach to learning. | • Member of staff out of class to develop skills progression/DYW<br><br>• As part of our recovery plan, and when restrictions are lifted, resume pupil Leaders of Learning groups across the school.<br><br>• The use of Skills Development Scotland Framework 4.0 and the integration of these skills in our curriculum refresh. |
| Impact of tracking and monitoring, including those | • Tracking / MLN Meetings and SfL and our tracking system are having a positive impact on the majority of our learners. | • Tracking and monitoring | • Targeted support for learning<br>• IEP training |

| with additional challenges | | | • Effective use of intervention for example 'Emerging Literacy-Assessment and Strategies', Talk Boost, ELSA, Dyslexia Screener, SfL, Read & Write. <br><br> • GIRFEC/Multi-agency meetings and action plans <br><br> • A robust tracking/MLN system together with effective interventions ensures progress is monitored for all learners across the curriculum and at all phases in their education, including points of transitions. <br><br> • For children with additional barriers to their learning, the majority are attaining appropriate to their individual level of need and making satisfactory progress from prior levels of attainment. <br><br> • Effective partnership working is in place with a number of appropriate agencies to ensure effective outcomes for learners. | • Building capacity within our SfL team ( 4 days a week) <br><br> • Tracking groups and individuals of targeted pupils over time. Interventions actioned accordingly with appropriate support being put in and measured. |

**Action Plan Template**

| 2.3 Learning, Teaching & Assessment | | | | | |
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| Improvement Actions/What do we hope to achieve? | Actions Required **What do we need to do?** | Measures of Success **How will we know this has been achieved?** *What evidence will we have?* | Timescales | Resources **Who and what is required? (including cost/fund)** | RAG |
| Ensure that the ethos and culture of our school reflects a commitment to children's rights and positive relationships. | 1. Revisit the visions, values, and aims from nursery to P7. <br> 2. Continue to work towards Rights Respecting Schools (RRS) Silver Award. Rights to be embedded in all classes from Nursery to P7. School Behaviour Policy to be reviewed and | 1. Updated vision, values and aims and curriculum rationale. <br> 2. Rights to be embedded in all classes from Nursery to P7. Behaviour Policy to be reviewed and updated in line with RRS. Silver award achieved. | June 2022 | 1. Member of staff out of class to work on updating the curriculum rationale. £0 <br> 2. Leaders of Learning Rights Respecting (Staff and Pupil Groups) £0 | |

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| | updated in line with RRS. | | | | |
| Ensure that our pupils are highly motivated and fully engaged and have increasing opportunities to lead their learning. Pupils will also play an active role in the school and wider community. | 1. Increase the number of pupils involved in 'Leaders of Learning' Groups from ELC to P3.<br>2. Further involve the pupils in co-constructing success criteria.<br>3. Develop the use of Digital Technology to enhance learning at all stages.<br>4. Develop the use of outdoor environment to support health and wellbeing- staff to access relevant resources and training opportunities to familiarise themselves with CfE/CI outdoor learning documents.<br>5. Staff to share good practice in outdoor learning. | 1. All pupils will be involved in 'Leaders of Learning' Groups from ELC to P3.<br>2. SLT monitoring in writing lessons.<br>3. Increased use of Digital Technologies visible in planning and during classroom monitoring.<br>4. Outdoor learning opportunities will be visible in planning and through classroom monitoring.<br>5. Curriculum development evenings. | January 2022<br><br><br><br>November 2021/April 2022<br><br><br>Planning Meetings (Termly)<br><br><br><br>Planning Meetings (Termly)<br><br><br><br>June 2022 | 1. SLT to establish new 'Leaders of Learning' groups. £0<br>2. All members of staff. £0<br>3. Digital Technologies Leaders of Learning Group<br>4. Juliet Robertson, CfE/CI Outdoor Learning documents £0<br>5. All staff and SLT £0 | |
| Learners' experiences are appropriately | 1. We will further develop the use of | 1. SLT monitoring in writing lessons. | November 2021/April 2022 | 1. All staff and SLT £0 | |

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| challenging, enjoyable, and well matched to their needs and interests. | differentiation and increase the pace and challenge across the school.<br>2. Continue to ensure that interventions are timely and support future learning.<br>3. Staff to become more confident in differentiating success criteria particularly in the early years.<br>4. Pupils to become more confident in the co-construction of success criteria with a particular focus on writing. | 2. Pupils will meet their targets in their IEPs and Child Plans.<br>3. SLT class and jotter monitoring.<br>4. As above | | | |
| Learning is enriched and supported by our effective use of digital technologies. | 1. Through our Digital Champion continue to upskill staff and embed in curriculum planning to enrich pupils' digital skills across the schools.<br>2. Increase staff engagement with the Digital Progression.<br>3. Create a Pupil Voice Group for Digital Technologies. | 1. All staff will have the opportunity to attend CLPL events.<br>2. Professional dialogue during planning meetings.<br>3. Pupil voice group will be established. | June 2022 | All staff and Digital Champion<br>£0 | |
| Staff to become more familiar with the | 1. Review our learning, teaching | 1. Learning, Teaching and | June 2022 | All staff and SLT | |

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| moderation cycle and implement this in their learning and teaching. | and assessment policy.<br>2. We will continue to share best practice on Aifl with a particular focus on pace, challenge, differentiation, feedback, and effective question though moderation cycle training.<br>3. Continue to provide opportunities for all learners to discuss next steps and targets.<br>4. Increase opportunities for meaningful peer and self-assessment in all classes.<br>5. Focus on the skills progression and integrate this in our revised curriculum.<br>6. Writing moderation across the school | assessment policy will be reviewed, and any relevant updates made.<br>2. SLT will see evidence of moderation cycle during monitoring classroom visits.<br>3. P3-7 pupils will plan their next steps in their Google Site profiles.<br>4. Self and peer assessment opportunities will be evident in jotter monitoring and classroom monitoring.<br>5. Skills progression will be created and integrated and part of the new curriculum.<br>6. More accurate teacher professional judgement. | | | |
| We use a variety of assessment approaches. | 1. Continue to keep assessment folders up to date across all stages.<br>2. SNSA carried on in P1, P4 and P7<br>3. Triangulation of data to identify development needs | 1. Assessment folders will be up to date.<br>2. SNSA will be carried out in accordance with the SNSA calendar. | June 2022 | All staff and SLT £0 | |

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| | for individual learners and specific groups during MLN/tracking/SfL meetings (held termly) 4. New tracking system to support further impact on pupil attainment. | 3. MLN/tracking/SfL meetings (held termly) to review the impact. 4. New tracking system will be created and rolled out across the school. | | | |

| 3.1 Ensuring Wellbeing, Equality and Inclusion | | | | | |
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| Improvement Actions/What do we hope to achieve? | Actions Required **What do we need to do?** | Measures of Success **How will we know this has been achieved?** *What evidence will we have?* | Timescales | Resources **Who and what is required? (including cost/fund)** | RAG |
| **Ensure our school community has a shared understanding of wellbeing needs** | • Pupils will continue to reflect on their own wellbeing using the wellbeing indicators (SHANARRI). Pupils will be supported to set achievable targets to improve their wellbeing. School staff to consider the impact of lockdown when supporting pupils to achieve HWB target <br> • School staff will highlight the Wellbeing Indicators and continue the Health & Wellbeing focus for regular OSCAR and SCARF assemblies <br> • Pilot and roll out the new SCARF resources (which is linked to the SHANARRI indicators to support consistent and progressive | • Staff and learners will demonstrate a good understanding of the wellbeing indicators and use these to reflect on their own wellbeing. <br> • Almost all pupils will be supported to focus on specific targets for improvement in relation to the wellbeing indicators | • Ongoing | • SCARF resources <br> • PSAs to be further trained in ELSA and Emotion Works <br> • Juliet Robertson to provide ideas re resources, contacts, CPD <br><br> • SHINE surveys | |

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| | delivery of HWB curriculum and evaluate to measure impact<br>• Continue the already established nurture groups led by PSAs using their ELSA training skills and Emotion works training and continue to roll this out to vulnerable learners in school<br>• Develop the use of the outdoor environment to support Health and Wellbeing - staff to access relevant resources and training opportunities to familiarise themselves with CfE Outdoor Learning document<br>• Develop more class specific programmes of work that support resilience building and mindfulness opportunities. PSAs to work with groups of learners using emotion works training and ELSA training and build on this<br>• Share good practice in outdoor learning<br>• Review the school vision, values and aims<br>• Final update of H&WB policy to be finished and shared with staff<br><br>• Update the school Safeguarding policy<br><br>• Carry our SHINE digital surveys with P6-7 | | | | |

| Relationships across the school community are strong and supportive | • Plan regular 'check ins' with learners, staff and parents<br>• Ensure communications are clear, concise and regular<br><br>• Health and Wellbeing Champion to recognise, celebrate and identify examples of resilience and positive coping strategies to support one another | • Social connections and interactions are positive.<br>• Learners and staff request support if and when required | • Ongoing | • Health and Wellbeing Champion<br>£0 | |
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| **All children and young people access a responsive health and wellbeing curriculum** | • Ongoing review of current programmes and resources to support the health & wellbeing curriculum as this has to be a dynamic area.<br>• Scope how best to build space into the curriculum to enable a focus on wellbeing/IDL and give time to process recent events.<br>• Continue to highlight reading and resources to support professional skills and knowledge allowing for a positive impact on learners.<br>• Continue working towards Silver RRS award through online assemblies<br><br>• Roll out the use of SCARF resource<br><br>• SHINE surveys to be completed online by P6/7 | • Most Covid-19 need is reflected in the H&W programmes delivered to children and young people | • Ongoing | • SCARF resources<br><br>• Class teacher out of class to focus on updating the IDL aspect of the curriculum | |
| **Increase the number of children and young people** | • Staff should engage with professional Learning to ensure that they are able to recognise and | • Identified mental health needs receive a universal, targeted or | • December 2021 | • Eventbrite | |

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| **with mental health needs being effectively supported** | proactively respond to mental health needs at different levels (LIAM, Emotion Coaching, ELSA etc where there is capacity to release staff for training.)<br><br>• Use of SHINE survey results to identify areas to support<br><br>• Develop systems for engaging regularly with learners and families in relation to wellbeing targets, including IEPs/Child's Plans<br>• Review engagement arrangements from health professionals and third sector agencies to support individual pupil needs and consider how this will look<br>• Input on setting SMART targets on IEP's and carrying out wellbeing assessment on Child's Plan | specialist intervention within working parameters of partners. | • ongoing | • EP | |
| **Improve the effectiveness of supports for children and young people with a range of additional support needs** | • • Consider roles and remits of all staff in supporting wellbeing to promote greater consistency<br>• Fully consider the ongoing and improved use of digital resources to support children, families and staff<br>• Specialist/enhanced transition identified for Nursery/P1 and P7/S1 | • children and young people with identified additional support needs receive universal, targeted or specialist interventions | • June 2021 | •<br>• Read/Write resource<br>• variety of accessibility resources/apps<br>• Secondary staff<br>• ASG transition network<br>• Autism outreach transition support | |

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| **Increased staff confidence in ability to identify and respond to child** | • Refresh Safeguarding Policy in line with ACC updated guidance to support consistent practice and understanding<br>• Share and implement non-attendance procedure and link to children Missing in Education protocol.<br>• Roll out the use of the Safer Schools app with all partners | • Almost all staff report greater levels of confidence when addressing the needs of all learners<br>• Almost all learners or higher response from children and young people when asked if they feel safe | • Following completion of ACC guidance | SLT and all staff |
| **Maintain level of safety felt by children and young people.** | • Carry out Google Form Survey to identify their safety requirements. | • 95% of non-attendance is dealt with as per agreed procedure<br><br>• Almost all learners or higher response from children and young people when asked if they feel safe | December 2021 | All Pupils and SLT |
| **Citywide school compliance with H&S issues** | • Develop clear risk assessments to support all phases of return to school buildings and ensure consistent health and safety practices. Update the risk assessments as guidance changes in response to Covid-19<br><br>• Update Fire Safety policy | • Data provided by internal/external audits | • ongoing<br><br>• October 2021 | • Health and Safety Officer |

| 3.2 Raising Attainment and Achievement | |
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| Improvement Actions/What do we hope to achieve? | Measures of Success **How will we know this has been achieved?** *What evidence will we have?* | Actions Required **What do we need to do?** | Timescales | Resources **Who and what is required?** **(including cost/fund)** | RAG |
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| Learners to make very good progress from their prior levels of attainment in Literacy and Numeracy. | Attainment in Literacy and Numeracy to be raised by 10% from prior levels in all classes. | A focus on targeted interventions driven by our Leaders of Learning Groups. The triangulation of data during MLN and tracking meetings to determine timely interventions. | June 2022 | Teachers, SLT Tracking and MLN meetings, SfL, Assessment evidence £0 | |
| Re-open and continue to develop the school library. | Staff and Pupil Audit Library Timetable/Schedule | Establish a culture of reading across the school to engage all stakeholders in the use of the library. Create School Librarians from each class and issue job remit. Identify a member of staff to lead library. | June 2022 | Staff, Pupils, SLT, PSA's Literacy LOL Prefects £ TBC with PTA | |
| Review the planning formats introduced in session 2021 to ensure these are sufficiently streamlined and effective. | Staff Audit Teachers Planning Folders Attainment tracking | Align the tracking of children's progress and achievement with the planning of learning, differentiation and SfL. Create new robust tracking tool. | June 2022 | Staff, SLT – DHT to measure SfL interventions impact. £0 | |
| Collate Problem Solving resources in school and audit what needs to be purchased/made to provide a wider range of experiences in Maths that will allow the pupils to apply their | Children will be able to apply their knowledge and understanding in a different context as they will have been given opportunities to achieve the appropriate Numeracy and Maths Benchmarks for the level. | Staff are going to carry out holistic questions created for Numeracy and Maths by Education Scotland for use with the QAMSOs. | October 2022 February 2022 | Staff, SLT | |

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| knowledge in other contexts and scenarios in order to solve problems. | | Monitoring of Problem Solving | | | |
| Pupil use of technology becomes a regular feature in most classes. | Classroom Observation and Monitoring Pupil and Teacher Questionnaires | Increase the consistency of the use of Digital Technologies to enhance learning | June 2022 | Digital Technologies LOL Prefects £ 12,000 | |
| All Numeracy and Maths lessons are to be introduced by a Mental Maths activity which will allow the Pupils to be given the opportunity to develop and improve their Mental Maths Skills. | Mental Maths is planned for and linked to current class Numeracy and Maths Topics. Pupils should get the opportunity to use these skills in a variety of scenarios/situations. | 10-15 minutes Mental Maths input at the beginning of each lesson to be monitored by SMT. Agreement on materials to be used/followed and purchased. CLPL where needed after monitoring feedback is given. | June 2022 | Numeracy LOL £ PTA funding | |
| The introduction of 'Learning Logs/Profiles' across the whole school in order for pupils to recognise their achievements, become reflective practitioners, celebrate their achievements and create targets for their next steps in learning. | Profiles/Learning Logs will be updated on a weekly basis and used to communicate with parents. | Seesaw will be introduced to P2 and continue within P1 and the Nursery this year. Google Site Profiles introduced from P7 down to P3. With P7 starting first. | Profiles to be in place by June 2022 in all classes | DHT Staff £ 0 | |
| Introduction of a skills progression within our recovery curriculum/updated Curriculum Rationale/ Vision, Values & Aims | Skills scaffolding will be visible within IDL. Embed the use of community/business partnerships and the use of the parent/carer skill/carer database | Staff to gain a deeper understanding of the 'Skills 4.0' (Skills Development Scotland) A Skills Model to Drive Scotland's Future Document and introduce the ACC Skills for Employability Framework | June 2022 | All School Stakeholders Documents referred to previously Brian Carney – CT SLT | |
| Create a Listening & Talking Assessment | 1. Curriculum development | 1. More accurate | June 2022 | All staff and SLT | |

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| resource to ensure more accurate teacher professional judgements. | input focusing on the benchmarks in order for staff to become more familiar and make more accurate judgements.<br>2. Leaders of Learning Literacy Group to create Listening & Talking assessment. | teacher professional judgement in the area of Listening & Talking.<br>2. Better understanding of the Listening & Talking benchmarks. | | | |
| Continued roll out of Talk for Writing and evaluate how it is going. Further Second Level CLPL from Talk for Writing. | 1. Continues roll out of Talk for Writing and evaluate how it is going.<br>● | ● Further CLPL for Second Level Talk for Writing. | June 2022 | All staff and SLT | |

| 2.2 Curriculum | | | | | |
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| Improvement Actions/What do we hope to achieve? | Actions Required **What do we need to do?** | Measures of Success **How will we know this has been achieved?** *What evidence will we have?* | Timescales | Resources **Who and what is required? (including cost/fund)** | RAG |
| **Update our vision, values, aims, curriculum rationale and curricular structure (IDL) - whole school and Nursery** | • Update the vision, values and aims with staff, parents, pupils, community members through consultation sessions<br><br>• Curriculum rationale to be created<br><br>• IDL progression to be created and piloted<br><br>• Explore the Listening and Talking benchmarks<br>• Evaluate current practice in mental maths and problem solving across the school<br>• Continue to develop use of effective questioning and higher order thinking skills across the school<br>• Improved use of feedback to inform next steps in learning (pace, challenge and differentiation) | Our vision, values, aims and curriculum rationale will be embedded in all areas of school life and will be visible for all stakeholders | June 2022 | | |
| **Outdoor learning is a regular, progressive, curriculum led experience for all learners.** | • Numeracy – opportunities for outdoor learning to be built into the curriculum/weekly timetable.<br>• CPD opportunities to be shared with staff.<br>• Staff to share good practice. | | June 2022 | | |

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| ● Buy in Juliet Robertson books<br>● Juliet Robertson- CLPL | |

**PEF Summary of proposed spend**

| Non-Staff Intervention/resource | Cost | Staffing | FTE | Cost | |
|---|---|---|---|---|---|
| Adventure Aberdeen | £2,000 | | | | |
| iPads | £10,350 | | | | |
| | | | | | **Total for 2021/22** |
| **Non-Staff Total 2021/21** | £2,000 | **Staff Total 2021/22** | 2.5 | £10,350 | £12,350 |

**High Level Plan**

## Year 1 (2020-2021)

As we return to school buildings there will be significant focus on ensuring the wellbeing of staff, children and families is carefully considered.

1. Improving and developing our approaches to Learning, Teaching & Assessment

2. Supporting the Wellbeing of all

3. Physical Return to School buildings

## Year 2 (2021-2022)

1. Improve attainment in Literacy with a particular emphasis on Writing

2. Improve attainment in Numeracy with a particular emphasis on Mental Maths and Problem Solving

3. Update Curriculum Rationale and IDL progression.

4. Improvement in children and young people's health and wellbeing with a particular focus on UNCRC

## Year 3 (2022-2023)