

Improvement Plans 2022-2023

Improvement Framework Priorities	HGIOS	Aberdeenshire Priorities:		
<p>1. Improvement in attainment, particularly in literacy and numeracy.</p> <p>2. Closing the attainment gap between the most and least disadvantaged children.</p> <p>3. Improvement in children and young people's health and wellbeing.</p> <p>4. Improvement in employability skills and sustained, positive destinations.</p> <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>	<p>1. Improving learning, teaching and assessment.</p> <p>2. Partnership working to raise attainment.</p> <p>3. Developing leadership at all levels.</p> <p>4 Improvement through self-evaluation.</p>		
<p>Priority 1: To improve learning and teaching through the creative use of digital technologies.</p>		<p>Data/evidence informing priority: Scottish Government manifesto commitment to providing every child and young person in Scotland with a device means that schools need to be prepared for a 1-1 rollout across Aberdeenshire, considering how it will be implemented at a local level ensuring that best use of the devices are made to support learning and teaching in a meaningful way.</p>		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
<p style="text-align: right;">On Track Behind Schedule Not Achieved</p>				
<p><u>Use Features of Highly Effective Digital Learning, Teaching and Assessment in Schools (education.gov.scot)</u> as a self-evaluation tool to assess where our school is at on our digital journey.</p> <p>Teachers to use the information from the self-evaluation exercise to develop and promote a clear digital strategy within the setting.</p> <p>Head Teacher to attend proposed event on the 7th September 2022 jointly presented by LoveLearning and Education Scotland, looking at</p>	<p>All school staff</p> <p>Teachers</p> <p>Head Teacher</p>		<p>Self-evaluation activity will be carried out at key points throughout the year to assess progress.</p> <p>All stakeholders have a clear idea of how digital pedagogy will be promoted and supported within the setting.</p> <p>Policy will be agreed and understood by all stakeholders. Limited number of occasions where sanctions have had to be used.</p>	

<p>Leading Digital Culture and the Curriculum (details to follow)</p> <p>Implementation of device responsible use policy throughout the school.</p> <p>Prioritise online safety throughout the school through the following actions: Online safety policy (360 SafeScotland template) Undertake the 360 SafeScotland review to identify areas where online safety need improving (https://360safescotland.org.uk/). Roll out Safer Schools App.</p> <p>Use challenge questions from 3.3 Creativity and Employability alongside GTCS standards for full registration to evaluate how well specific aspects, with regards to digital technologies, are fulfilled within the school.</p> <p>Set clear expectations around the use of devices to support learning and teaching. Monitor this within quality assurance processes.</p> <p>Agree on number of hours required within the Working Time Agreement to develop digital pedagogy within the school.</p> <p>Teaching staff to use self-reflection tool to identify their own learning needs with regards to digital pedagogy.</p> <p>Teaching staff to participate in CLPL offered by the LoveLearning team to ensure that their professional abilities are in line with the level of digital literacy expected within the GTCS Standards for Full Registration. Staff to access Aberdeenshire Digital Pedagogy Portal as a “one stop shop” for how to guides and videos for skills, ideas for learning and creative use, policy and acceptable use templates, and rationale, in order to support effective learning and teaching using devices available in the school. Staff can also access information and</p>	<p>All stakeholders</p> <p>All stakeholders</p> <p>Head Teacher and teaching staff</p> <p>Teaching staff</p> <p>Head teacher and teachers</p> <p>Teaching Staff</p> <p>Teaching staff and LoveLearning team</p>		<p>Online safety is a key feature that will be evident across the school. Pupils will be able to articulate how to keep themselves safe online and will demonstrate responsible use of technologies.</p> <p>Majority of statements RAG’d green in “3.3 Increasing Creativity and Employability Statements of Practice” document, with wide ranging evidence to support.</p> <p>Head Teacher will gather evidence of digital pedagogy taking place in the classrooms via quality assurance processes including: observations, professional dialogue taking place at PRD/professional update meetings, monitoring of forward plans, sampling of pupil work.</p> <p>Quality assurance processes will highlight areas of good practise to be shared across the school and areas where improvement is needed will be identified quickly and support put in place.</p> <p>Increase in digital skills across the whole of the school community. Tracking and monitoring processes identify an increase in engagement from pupils leading to an increase in attainment evident from analysis of data.</p> <p>Teachers will report an increase in confidence in their own digital skills and how they can use technology to support learning and teaching in their class.</p> <p>Staff will be confident in accessing the support they require from their digital leader, peers, or LoveLearning team.</p>	
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<p>training from Digilearn Scotland, Apple Teacher, MIE and Google.</p> <p>Identify Digital Leader within school staff who will work closely with the LoveLearning team and can cascade information and ideas.</p> <p>Review training needs for support staff. CLPL provided by LoveLearning team and/or school digital leaders to ensure support staff are aware of how to use devices in school – basic operation to support troubleshooting, and accessibility features to support pupils with ASN.</p> <p>Parental engagement exercise supported by LoveLearning team if required. Parents to be directed to Aberdeenshire Digital Pedagogy Portal for further information and FAQs.</p> <p>Consider a cluster, cross-curricular transition project with a digital focus for example, the STEM Fishing project developed by LoveLearning in conjunction with the RAiSE officer.</p>	<p>Digital leader/ staff/ LoveLearning team</p> <p>Head Teacher / PSAs / LoveLearning team</p> <p>Head Teacher / LoveLearning team</p> <p>Teaching staff working with cluster</p>		<p>Pupils will be confident in using technology to support their learning. They will be able to talk about the extent to which they use digital technology to support their learning. Pupils will be able to increasingly demonstrate choice in how they complete/present tasks in line with their own learning needs. Pupils will be able to demonstrate their creativity and use digital resources in innovative ways. Pupils will be excited to share their work with peers, teachers and parents. An ethos of success and achievement will be evident within the school.</p> <p>Feedback from support staff will show that they are confident in supporting pupils to use their devices.</p> <p>Pupils will be able to talk about who they can go to in school to get support with their device. It will be evident from their use that devices are customised to meet individual needs appropriately and teachers will have confidence that pupils will be able to access their learning using features that enable that to happen. Pupils will be able to use and demonstrate those confidently.</p> <p>Feedback from parents and pupils will be positive and demonstrate the benefits of using technology to support learning.</p> <p>Pupils are able to demonstrate their progress across the curriculum to key adults.</p>	
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<p>National Improvement Framework Priorities</p> <ol style="list-style-type: none"> 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 destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children’s progress</p> <p>School improvement</p> <p>Performance Information</p>	<p>HGIOS</p> <ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff/practitioners 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 Improving/ ensuring wellbeing, equality and inclusion <p>Specific to HGIOS 4</p> <ol style="list-style-type: none"> 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability 	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> 1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.
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<p>Priority 2: To raise attainment across learning.</p>	<p>Data/evidence informing priority: Scottish Government manifesto commitment to providing every child and young person in Scotland with a device means that schools need to be prepared for a 1-1 rollout across Aberdeenshire, considering how it will be implemented at a local level ensuring that best use of the devices are made to support learning and teaching in a meaningful way.</p>
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Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<ul style="list-style-type: none"> • Implement revised curriculum framework compiled session 2021-2022 and review. Ensure learning for Children’s Rights is planned through most aspects of the curriculum. • Implement and review new planning formats. • Plan collaboratively with other teachers for progression and sharing of learning experiences. • Involve pupils in planning learning experiences. 	<p>Teachers</p> <p>Pupils</p>	<p>From August 2022</p>	<ul style="list-style-type: none"> • Teachers are using new Framework, evaluating its effectiveness. Evidence of clear focus on Es and Os • Teachers have identified links to Children’s Rights and the Global Sustainable Goals – evidence from plans. • Evidence that new planning formats are in use and being evaluated. • Planning clearly shows learning and teaching and focus on outcomes. • Evidence that pupils are involved in planning their learning experiences. 	

<ul style="list-style-type: none"> • Involve pupils in co-constructing success criteria. • Identify opportunities for high quality assessments at the planning stage. • Implement and review updated learning frameworks in Modern Languages, Technology and Literacy. 	Teachers		<ul style="list-style-type: none"> • Evidence that pupils are involved in the co-construction of success criteria. • High quality assessments show opportunities for breadth, challenge and application of knowledge and skills. • Evidence of tracking attainment using the frameworks to ensure progression, pace and challenge. 	
<ul style="list-style-type: none"> • To further develop 'pupil voice' in learning – by setting targets, using the bank of AifL strategies agreed in session 2021-2022, developing effective questioning and feedback and involving pupils in self and peer evaluation. 	Teachers / pupils		<ul style="list-style-type: none"> • Evidence from classroom monitoring and discussion with staff and pupils. • Evidence from questionnaires. 	
<ul style="list-style-type: none"> • To use HGI OURS as a tool for pupil participation in self-evaluation and school improvement. 	Teachers / Pupils	Term 1	<ul style="list-style-type: none"> • Evidence from Part 1 – Features of Highly Effective Practice and Challenge questions. • Evidence from pupils' self-evaluation to triangulate evidence. 	
<ul style="list-style-type: none"> • To introducing Seesaw profiling P1-P7 – familiarise staff with the app and use with pupils. Teachers to ensure Seesaw is only used for profiling learning. 	Teachers / pupils	August 2022	<ul style="list-style-type: none"> • Pupils are using Seesaw to profile learning. Parents are engaging with the resource and commenting on pupil posts. Pupils are using evaluative language linked to outcomes rather than describing what they have done. 	
<ul style="list-style-type: none"> • To introduce standardised assessments in reading and numeracy. 	Teachers	August 2022	<ul style="list-style-type: none"> • Assessments are purchased and pupils complete at start and end of each term. Teachers moderate results and plan next steps in learning. Evidence from data, professional dialogue. 	
<ul style="list-style-type: none"> • To develop a framework for skills for learning, life and work to support work in Developing the Young Workforce. Link to Plan 1 technology. • Staff to read / engage with Career Education Standard (3-18) and other Education Scotland resources to support development. 		Term 3	<ul style="list-style-type: none"> • Self-evaluation activity – QI 3.3 – Creativity Skills / Increasing employability skills. • Framework has been compiled and is beginning to be used by teachers and pupils. 	
<ul style="list-style-type: none"> • Attend CLPL sessions on teaching early number – Maths Recovery with Cluny and Echt. 	Teachers	November In Service Day and CAT Sessions.	<ul style="list-style-type: none"> • Evidence of maths recovery pedagogy in classrooms seen vis quality assurance processes – observations, professional dialogue, forward plans. 	

<ul style="list-style-type: none"> To work collaboratively with stage partners in the MCMEDS Cluster to discuss and evaluate learning, teaching and assessment. 		3 CAT Sessions during the year.	<ul style="list-style-type: none"> Professional dialogue with teachers. Notes from meetings. Impact on attainment at Midmar. 	
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Priority 3: To develop and enhance pupil voice in learning, teaching and assessment

Data/evidence informing priority: Scottish Government manifesto commitment to providing every child and young person in Scotland with a device means that schools need to be prepared for a 1-1 rollout across Aberdeenshire, considering how it will be implemented at a local level ensuring that best use of the devices are made to support learning and teaching in a meaningful way.

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
<ul style="list-style-type: none"> Involve pupils in planning learning experiences. (Link with Plan 2) Involve pupils in co-constructing success criteria. (Link with Plan 2) <p>Further engage ‘pupil voice’ in learning</p>	<p>Teachers</p> <p>Pupils</p>		<ul style="list-style-type: none"> Evidence that pupils are involved in planning their learning experiences. Evidence that pupils are involved in the co-construction of success criteria. Feedback from pupils – e.g. questionnaire 	

<ul style="list-style-type: none"> • by setting targets, • using the bank of AifL strategies agreed in session 2021-2022, • by developing effective questioning and feedback • by involving pupils in self and peer evaluation. <ul style="list-style-type: none"> • Link to RRS Action Plan – ‘make evidence of pupils’ decision making about their education explicit within the school. <ul style="list-style-type: none"> • To introduce Seesaw as a tool for profiling pupils’ learning outcomes and share with parents. • To build skills for using evaluative language with pupils. <ul style="list-style-type: none"> • To use HGI OURS as a tool for pupil participation in self-evaluation and school improvement. <ul style="list-style-type: none"> • To develop a framework for skills for learning, life and work to support work in Developing the Young Workforce. <ul style="list-style-type: none"> • To compile pupil friendly versions of policies e.g. Climate for Learning - to be completed from session 2021-2022, Online Safety 	<p>Teachers / Pupils</p>	<p>.</p>	<ul style="list-style-type: none"> • Pupils can identify learning targets, share progress and identify next steps in learning. Collect evidence from classroom monitoring, discussions with pupils. • Pupils can confidently use a variety of AifL strategies to evaluate progress. • Pupils can use co-constructed success criteria confidently to evaluate their own and peers learning. • Pupils can share evidence of learning outcomes with parents and family members using the Seesaw app. • Pupils use evaluative language to comment on items posted, linked to learning intention and success criteria. • Pupils select focus theme and work together to Plan, Do, Reflect and Share. • Evidence of process and evaluation of evidence collected to plan next steps. • Gather evidence from Pupil Focus Group. • Implement and review of framework. • Policies are created by pupils in ‘child’ language. • Pupils understand the policies and policies are being carried out. 	
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