Midmar School
Standards & Quality Report
2021 - 2022
&
School Improvement Planning
2022 – 2023

School Forward

We are pleased to present both our Standards and Quality Report for Session 2021–2022 and our School Improvement Plan for the session 2022 -2023. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Midmar School. We continue to develop our practice making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing?

We are proud of Midmar School and work hard to ensure that there are high expectations in everything we strive to achieve. As a school we continually self-reflect on key priorities and our progress throughout the year. Staff are fully engaged in professional development and are fully committed in ensuring all children at Midmar School achieve to their full potential. We know that as new research, methods and strategies come to the forefront it is important that our understanding of pedagogy continues to develop and grow to ensure the best for all members of our school community.

How do we know?

We use data, surveys, opinions, learning conversations, assessments and observations to gain an overview and reflect on how we are doing. We also moderate, share good practice, engage in professional dialogue and reading and ensure that we engage with the wider learning world to reflect on the themes and indicators within HGIOS4 (How Good Is Our School 4).

What are we going to do now?

We regularly measure against national standards to reflect on where we are. We also look back at what we have implemented and revisit to ensure developments are embedded.

Looking inwards - We continually analyze our work and children's progress against National Standards to ensure children receive the best learning and teaching to meet their needs and make the best possible progress.

Looking outwards – Staff are dedicated to continuous improvement. They work collaboratively within school and beyond to find out more about what is working well for others locally and nationally.

Looking forwards - We endeavour to gauge what continuous improvement might look like in the longer term and implement accordingly.

At Midmar School we are committed to working closely with our community and all other stakeholders who support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are empowered and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes and areas for further growth.

Elizabeth Shepherd   Head Teacher

The School and its context

Vision for the school: **Working together to GROW, INSPIRE and ACHIEVE'**

All learners will feel happy, safe and included. Learning will inspire them to develop knowledge, skills, attitudes and qualities so they become:

Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Values that underpin our work

Our starting point for learning is a positive school ethos and a climate of respect and trust, which is based on our shared values of:

Ref: UN Convention on the Rights of the Child Articles 28 and 29

What do we aim to achieve for our children?

- We aim to 'Get It Right For Every Child' by working in partnership with staff, children, parents, other agencies and our local, national and global communities to provide learning in an active, engaging and relevant way.

- All learners will be happy, safe and included.

- Learners will develop knowledge, skills, attitudes and qualities to become: Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

- Our work is underpinned by our Curriculum Rationale.

Context

Midmar School is situated in rural Aberdeenshire, approximately 18 miles west of Aberdeen between the B9119 Aberdeen to Tarland Road and the A944 Aberdeen to Alford Road. It is a rural school in a mainly agricultural area. Midmar is an area of small hamlets which include Glenwood, Bankhead, Tillybirloch and Comers. The school is situated in Glenwood. Midmar also has a Hall and Church. The nearest shops are in Echt or Torphins (approximately 3 and 6 miles respectively). The nearest shopping centre is Westhill, 11 miles away.

Our catchment area comprises mostly private housing spread over a wide rural area. Parents either commute to work, work from home or work both from home and in the Office.

Midmar School is set in extensive grounds which provide excellent opportunities for outdoor learning. These include a tarred front playground, a floodlit football and rugby pitch, grass play area, raised vegetable beds and the millennium garden with a greenhouse and willow tunnel. The neighbouring wood is used for Forest School activities.

The main school building dates from 1963 and has two classrooms, a general purpose hall, Head Teacher Office, kitchen / servery, boys' and girls' toilets. An extension was added in 2013 providing a reception / waiting area, disabled toilet, main office, staff room and small store.

Pre-school children attend Echt Nursery or partner provider nurseries. Children transfer to Alford Academy at the end of Primary 7.

Both the Rising 5s Group and After School Club folded in session 2021-2022. Changes to parents' working routines and declining school roll meant low numbers at After School Club making it financially unviable. The Rising 5s Group folded due to lack of staff. We have revised our transition arrangements for children starting in Primary 1 to compensate.

Our current roll August 2022 is 29 pupils. Classes are Primary 1 – 4 (13 children) and Primary 5 – 7 (16 children). The head teacher has a teaching commitment of 2.5 days weekly. Additional management time is used to support pupils to achieve their potential.

Our team consists of a Head Teacher, 1 full time teacher, 1 teacher of flexible days, 1 core staffing teacher, a Pupil Support Assistants (PSA), an Administrator, an Admin. Support Assistant, a kitchen assistant, a cleaner and a janitor (who is based at Alford Academy and visits the school 3 hours weekly). Our Additional Support for Learning (ASL) teacher is based at Alford Academy. He visits Midmar School for a day weekly. The core staffing teacher covers teachers' non-class contact time and additional hours to meet pupil's learning needs.

Children can currently attend the following Clubs linked to Midmar School:
Netball – Primary 3 – 7, Friday
Football – Primary 1 – 7 - Monday
Jog Club – Primary 1 – 7 – Wednesday
Touch Rugby – Primary 1 – 7 – Wednesday (This club is open to children in the MCMEDS Cluster (Midmar, Cluny, Monymusk, Echt, Dunecht and Skene Schools).
All clubs are run by parent or community volunteers and supported by Active Schools.
Children also access clubs in Alford, Westhill, Kemnay, Inverurie and Banchory.

Midmar Primary is part of the Alford Schools Cluster, which comprises of 13 primary schools and Alford Academy. This Cluster is very widespread, covering a 25-mile radius from Alford. Midmar School is also part of the smaller, more localised MCMEDS Cluster.

Midmar School works closely with a range of support agencies and volunteers to provide the best possible experience for our children. There is a strong collegiate ethos between staff, parents and pupils. There is a passionate culture for learning and school improvement.

Midmar School has strong Community Links which are being re-established as we recover from the Coronavirus pandemic. We work with the Community to run three Community Cafes annually, in November, March and June. These cafes are held in the Midmar Hall. Our March café has a Fairtrade theme. This session our June café coincided with the Queen's Platinum Jubilee and we jointly organised and ran an Afternoon Tea for the community. We support the Midmar Community Newsletter by sharing school news there. We also use Facebook to share learning with the wider community.

Alford Rotary Club support our Rotakids Group. All children from Primary 1 – 7 are Rotakids with children formally taking their pledge in Primary 3. Our Rotakids Group is the umbrella group under which are pupil groups sit.

We are excited to have a new business link with CT Harvesting and C&G Thomson farms. This link was established in June 2022. The companies are based in Midmar and owned by one family. Enterprises include forestry, farming and renewables.

The school benefits greatly from strong, supportive and purposeful parental involvement through the Parent Forum and Parent Council. Parent Council support learning and teaching by providing funds for resources e.g. maths, library, technology and funding travel costs. All these things enhance children's learning experiences and add to attainment and achievement. Events held by Parent Council also, importantly, provide social interaction for families.

The Sustainable Development Goals are key drivers for our curriculum. Midmar School re-accredited as a Silver Rights Respecting School in March 2022. We are now working towards achieving Gold in session 2022-2023. Midmar School has been an Eco School since 2008. We are delighted to have been awarded our 7th Green Flag in June 2022. Midmar School was awarded the Gold School Sports Scotland Award in. September 2018 and re-accreditation was due in 2021. However, Sport Scotland has temporarily stopped this award due to the Covid 19 pandemic and we await an update. Midmar School is also working towards Fairtrade School Awards. We restarted our journey in session 2021-2022 and have achieve Fairaware status.

Pupil voice is central to our school ethos. We intend to start formally using How Good is OUR School (Parts 1 and 2) from August 2022 to enable children to evaluate their achievements and progress. Midmar has a Rotakids Group which links to, and is supported by, Alford Rotary Club. Children in Primary 3 – 7 are members with children in Primary 1 – 2 joining meetings. For session 2022-2023 we have 3 pupil groups; Eco Group, Pupil Council and Technology / Sport Group. Each Group has a focus in improving the school: – Eco Group – Eco Schools Green Flag Award, Pupil Council - Rights Respecting Schools Award and Fairtrade Award, Technology / Sport Group - Digital Schools Award and Sport Scotland Award.

SIMD (Scottish Index of Multiple Deprivation) – All Midmar Pupils are in decile 8.

PEF (Pupil Equity Fund) – Midmar School does not receive PEF funding.

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2021-2022.

Key priority 2021 - 2022	Key actions undertaken	Impact (achieved throughout 2021-2022)
To raise attainment in numeracy	• The School participated in Education Scotland Pilot Study – Impact of Maths Recovery pedagogy on pupil attainment. This included CLPL sessions data capture at the start and end of the pilot and Practitioner Enquiry. • Staff Development Day – September 2021 – supported by Jane Craik – teachers discussed CLPL sessions and planned Practitioner Enquiry. • Texts purchased – Maths Recovery – Green, Red and Purpled books – one copy for each teacher who teaches numeracy. • Concrete materials were collected or made to support learning and teaching. • Teachers completed assessments at the start and end of the pilot (10 week block). • Teachers planned weekly learning, based on the Maths Recovery resources. • Time was allocated for individual and group sessions daily. • Activities were planned by teachers and led by either teachers or PSA. • Teachers evaluated pupils' learning as their progressed. • Materials were made to support learning and teaching.	• Staff found the CLPL sessions very informative, impacting their knowledge and teaching pedagogy; the need for these number foundations to be in place to enable the stages of number development. • Staff worked collaboratively to complete the Practitioner Enquiry developing their self-evaluation skills. • Staff found approaches also matched the Maths Mastery approaches in place in school – using concrete, pictorial and abstract materials. The impact of focussing on concrete materials was very apparent. • Evidence from the end of pilot assessments showed all children had made progress. • Children fed back positively that they felt the activities did help their understanding of number. Some children in the group would have preferred to work individually or in a smaller group. • Staff felt that they could use their knowledge generally across the teaching of numeracy to support learners. • Assessment formats and the use of videoing enabled staff to moderate

		collaboratively and develop their understanding. The videoing was time consuming, but it did allow staff to look back and reflect on areas of number development. Moving forward management time will again be allocated to allow staff to video and reflect. • Staff questioned whether the fact the assessments were all oral impacted on children who were visual learners and who might struggle orally without visual support. This is an area staff will explore more fully next session. • Timetabling time for individual and group activities ensured focus and support. • Teachers found the size of the focus group (6) a bit too big; learners' knowledge developed at different times and it was harder for formative assessment. Moving forward teachers have identified focus children and the group sizes will be smaller. Management time will be allocated to allow teachers and support staff (PSA and ASL teachers) to work with focus children. • SNSA results and teacher's monitoring of learners' progress show some children still have gaps in their understanding, mainly due to interruptions in learning due to the pandemic. Teachers will continue to assess learning and direct teaching to address these gaps. • Staff felt further CLPL in the understanding of early number development would support them further.

		• Teachers will engage in further CLPL in Maths Recovery teaching and learning next session with neighbouring schools.
To raise attainment in writing	• Three teachers attended In Service Day CLPL training in non-fiction Talk for Writing – Thursday 18th November 2021. • P1-P4 teacher (who started after staff training August 2019) attended CLPL Fiction Talk for Writing Friday 19th November 2021. • Talk for Writing resources discussed and planning formats agreed across the school. • Reading Spine to support Talk for Writing across the year groups compiled. • Planning formats agreed. • Management time used to focus the teaching of writing P1-P2 / P3-P4 / P5-P7. • Implementation of Midmar Grammar, Phonics and Spelling frameworks – using Jolly Phonics and Jolly Grammar as the core resource. • P1 teacher using Highland Literacy pre-writing skills to assess and direct learning and teaching. • Midmar handwriting progression (complied session 2020-2021) implemented across year groups.	• All teachers delivering learning and teaching in writing are fully trained in both non-fiction and fiction writing. This gives teachers the knowledge and skills to work collaboratively to deliver learning, teaching and assessment in writing. There is a common ethos of learning across the school. • Talk for Writing processes ensure a common framework for writing across the school which supports teachers and allows them to assess and monitor progress. • Learners can write in a variety of genre – fiction and non-fiction according to CfE experiences and outcomes. • Splitting of classes P1-P2 / P3-P4 /P5-P7 allowed teachers greater focus on individual pupils which meant they were able to drill down and positively impact attainment. This model will continue to be timetabled for next session. • Frameworks in grammar, spelling and handwriting support assessment and moderation, leading to improved attainment. • SNSA data and teachers' assessments show attainment in writing across the school continues to improve. • Next steps 2022-2023: to update assessment criterion scales, currently used by teachers, incorporating CFE benchmarks and across all genre of writing.

To ensure high-quality learning experiences for all learners which are meaningful and motivating by reviewing and further developing the curriculum across the four contexts for learning.	- Joint In-Service Day – Dunecht and Cluny schools – 15th February 2022 – Outdoor Learning - In Service Day 16th February 2022 - Staff reading and discussion of Michael Fullan paper 'The Right Drivers for Whole School Systems'. Discussion of Education Scotland 'Refreshed Narrative on Scotland's Curriculum. - Review of curriculum rationale. Vision, values and aims were updated session 2020-2021. - Audit of current curriculum – Does it take account of: four purposes of Scottish Education, four contexts for learning, curriculum entitlements, principles of curriculum design, skills for learning, life and work, Rights Respecting School, Global Sustainable Goals, GIRFEC, SHANARRI, DYW? QI 2.2 – pupil questionnaire and discussion. Staff discussion – C.A.T. - Use of Staff Development Days (3) to plan a more coherent and relevant overview of learning across the curriculum which allows for depth, personalisation and choice, challenge and enjoyment, breadth and progression – Scottish Government funding. - Creation of Learning Framework in Modern Languages P1-P7 using Education Scotland material for support – Early, First and Second levels. - Agreement L3 Languages: Spanish, Scots (Doric), British Sign Language. - Creation of Learning Frameworks in Digital Literacy and Computing Science – Early, First and Second Levels – pupils, staff. - Eco Group – focus on application for 6th green flag. –	- Staff enjoyed the opportunity to work colligatively with neighbouring schools again. This was the first face-to-face session since March 2020. - P1-P4 and P5-P7 teachers used the Aberdeenshire Biodiversity Pack shared at the In-Service day to support learning and teaching in Term 4. Both found the resources an excellent support. - Review of the curriculum rationale ensured our curriculum and learning and teaching was relevant for our learners and community as well as taking account of changes in education identified by Education Scotland. - The curriculum rationale gives a clear basis to build our curriculum on. - Reading and discussion of both the 'Refreshed Narrative on Scotland's Curriculum' and 'The Right Drivers for Whole School Systems' ensured staff knowledge of current thinking was up to date with Scottish Education and the Northern Alliance collaborative. They could then apply this knowledge when planning and reviewing Midmar School's curriculum. - Staff appreciated the value of the additional development days which allowed time to work collaboratively in a focused way to achieve outcomes which could not be achieved in shorter collegiate sessions at the end of the school day. Deeper conversations and more achieved! - Bundling of Es and Os revised to ensure greater coherence and relevance.

• Pupils Council – focus on Rights Respecting School Silver re-accreditation. • Pupil Council – focus on Fairtrade Award – Fairaware – planned and implemented Fairtrade Fortnight. Completed Fairtrade Audit P3-P7. Achieved Fairaware award. • Technology Group – supported the development of learning frameworks in Digital Learning and Computer Science, supported children in P1-P3 to develop their skills. Worked with staff and parents to create an Internet Safety Policy for Midmar School. Introduce the Safer Schools app to staff, pupils and parents. Collate evidence to apply for the Digital Schools Award. • Agree and create planning formats across learning. • Implementation of The Decider Skills Programme to support emotional and social wellbeing – All teaching staff and PSA trained. Staff members have a Staff Handbook. Pupil handbooks purchased one per child – to keep in school and one per family for home use. Programme rolled out from January 2022. Parent online workshop January 2022 to introduce the programme to parents. • Home Learning Policy reviewed with pupils, staff and parents.	• Revised curriculum framework compiled and ready for implementation August 2022. Three year rolling programmes Early / First Level and Second Level. Curricular areas planned for: Science, Technology, Social Studies, RME, Health and Wellbeing – including PEPAS. The framework is relevant to our context and will be reviewed as it is implemented. Teachers have a clear framework to work from when planning learning, teaching and assessment. Teachers can moderate collaboratively as the same Es and Os are being taught in both classes at the same time, but at different levels. This also enables teachers and children to share learning and track progression. • Links with literacy and numeracy across the curriculum will be identified when planning learning and teaching and lead to high quality assessment. • Content and format of planning agreed. This ensures an agreed approach across the school and supports teachers to ensure clear learning and assessment targets are set, allowing for moderation. • Learning Frameworks in Modern Languages, Digital Learning and Computing Science compiled. The frameworks will support teachers planning and assessment and clearly show progression. Frameworks are ready for implementation and review from August 2022.

		• Framework for L3 languages gives teachers and pupils annual focus and directs learning, teaching and assessment. Implement from August 2022 and review as appropriate.
		• Teachers in P1-P4 and P5-P7 given opportunities for leadership of learning and leadership of change (Eco Schools and Digital Schools leads) mean that individual talents and skills are being developed to build leadership capacity.
		• Next session teachers will be given termly management time to update plans and records so they have capacity to drive forward initiatives and further develop leadership.
		• Silver RRS re-accreditation achieved March 2022. Feedback that school is well placed to move for Gold application late 2022 – early 2023.
		• Awarded 7th Eco School Green Flag – June 2022
		• Application for Digital Schools Award submitted June 2022.
		• Input from Pupil Groups meant pupil voice was at the heart of learning, teaching and assessment, driving outcomes. Pupils had ownership. This was identified in feedback from our Silver RRS Accreditation visit.
		• Revised Home Learning Policy implemented February 2022 and will support teachers, pupils and parents.
		• The Decider Skills has provided a framework for pupils, staff and parents to support emotional wellbeing. The skills

		have been introduced to pupils and now need time to embed. This will be an ongoing process for pupils, staff and families. Children are referencing the skills more readily in daily activities and when needed in restorative conversations. Staff also reference the skills personally as well as with pupils.
To use assessment effectively to ensure learners maximise their successes and achievements	• Head Teachers attended CLPL QAMSO training – x6 sessions. • Head Teacher attended Universal Offer CLPL sessions from Aberdeenshire – Learning, Teaching and Assessment. • Head Teacher accessed Glow blog – Aberdeenshire Learning, Teaching and Assessment. • Head Teacher part of Self-Improving Schools cohort – linked with Chapel of Garioch and Slains Primary Schools. Focus QI 2.3. • Staff audit of QIs 2.3 and 1.3 – November 2022. • Bank of AifL strategies created based on best practice already in use. • Quality Assurance Calendar reviewed - use of Aberdeenshire Learning, Teaching and Assessment Glowblog. Start to implement August 2022. • Initial talks – progression of assessment P1-P7 and creation of an assessment calendar – Audit of current practices showed that more time and depth of discussion was needed. Therefore, continue session 2022 – 2023. • Use of data to support learning, teaching and assessment – audit of current data used. • Progression in Literacy – Highland Literacy Framework to be used. Document for each year	• Head teacher has been able to share some aspects of the training with staff e.g. planning formats. This has been adapted to be used in the revised formats described above. HT will continue to use materials from the training with staff next session. • Materials posted on the Aberdeenshire Learning, Teaching and Assessment Glowblog will support further work in this area. Staff also to access it from August 2022. • Professional dialogue with self-improving school head teachers has supported the HT and school move forward to improve learning, teaching and assessment / focus on aspects of the moderation cycle – particularly in assessment e.g. use of standardised assessment, proforma for assessing writing. • Bank of AifL strategies gives coherence across the school and allows teachers personalisation and choice to use strategies relevant to their learning, teaching and pupils. • Audit of data used to support assessment – recognised that this was a weakness in school. The loss of Accelerated Reader

	group e.g. P2 will generally start First Level and work through the progression. Individual pupils may however, require the progression according to need. • Progression in Maths – Use of current progression by year group and Maths no Problem tracking sheets. We are currently looking to move away from MNP (it is very literacy based for children in P1-P3) so these tracking sheets may require adapting. • Health and Wellbeing – assessment within Healthy Schools programme - teacher and pupil self-assessment. Pupil self-assessment includes articles of RRS and SHANARRI.	data meant that we no longer have evaluative, standardised data in reading. Agreed to purchase standardised assessments in reading and maths to implement from August 2022. • Staff to start to use tracking progressions from August 2022. • Staff to review tracking in Maths from August 2022 if new resource is introduced e.g. White Rose Maths.
	Time ran out to finish this development so will be continued 2022 - 2023 • Focus on learners' feedback and learners' engagement in planning their own learning and progression. • Further development of self and peer assessment. • Introduction of standardised assessments in literacy, maths and health and wellbeing. • Use of Learning Progressions / Planning Sheets to track outcomes across the curriculum.	• Add to Improvement Plan 2022-2023

Terms used in this evaluation   **Words used to describe numbers and proportions**

Excellent	means	Outstanding, sector leading		Almost all	means	Over 90%
Very good	means	Major strengths		Most	means	75% to 90%
Good	means	Important strengths with some areas for improvement		Majority	means	50% to 74%
Satisfactory	means	Strengths just outweigh weaknesses		Less than half	means	15% to 49%
Weak	means	Important weaknesses		few	means	Up to 15%
unsatisfactory	means	Major weaknesses				

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change
Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change
Relevant NIF priority: All **Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement** **Level of quality for core QI: Good - 4** **(HGIOS?4/HGIOELC? 1-6 scale)**
How well are you doing? **What's working well for your learners?**

- All staff have consistently high expectations of all learners. This is evident in the pace and challenge of learning and the support learners receive. Teachers' evaluations identify next steps in learning. Teachers' plans show they act on these evaluations.
- Monitoring of data, discussions with learners and tracking and monitoring meetings with teachers and the head teacher ensure we achieve the highest possible standards and success for all learners.
- All staff know learners well and are aware of the socio-economic context of the community. All staff continue to strive to ensure they are supportive and understanding of all families.
- All staff are fully committed to our shared vision, values and aims. This is evident in their interactions with learners, staff and the wider community.
- Our vision is aspirational and underpins school improvement.
- Our Vision, values and aims were revamped in 2020 and continue to be embedded in the ethos of the school. Staff make constant use of the values in learning and teaching as well as supporting wellbeing.
- Our Values have clear links to the wellbeing indicators, GIRFEC and UNCRC. There are also direct links to the Decider Skills, introduced this session to support emotional wellbeing.
- Our vision, values and aims are reviewed annually in August of each session to ensure their relevance and suitability.
- Parent and learner questionnaire results show clear understanding of our vision, values and aims.
- Staff questionnaire results show all staff are committed to change which is relevant and improves outcomes for learners.
- Our curriculum rationale was reviewed this session and continues to underpin and guide our curriculum.
- There are effective mechanisms in place to ensure that all families are consulted in the life and work of the school. Feedback is valued and impacts improvement.
- All staff are involved in school improvement planning drawing on a wide range of evidence.
- All staff are involved in self-evaluation activities and draw on a range of evidence when identifying strengths and next steps.

- Quality assurances processes have been updated taking account of Aberdeenshire formats. They will begin to be implemented from August 2022.
- Learner voice is used to identify areas of strength and development across the school. Learners have opportunities to share their views which are considered and lead to school improvement.
- All learners are members of school groups and have opportunities to drive forward improvements and ensure their voice is heard.
- Staff have leadership roles within the school – Eco Schools, Rights Respecting Schools, Fairtrade, Digital Schools and Sport Scotland Sport Award for Schools.
- CPD opportunities are provided for all staff to access and link to improvement planning / next steps that have been identified.
- Professional Review and Development (PRD) and Personal Performance Plan (PPP) meetings for all staff are conducted annually considering personal development needs and school improvement priorities with agreed targets to improve outcomes set.
- Staff have had less links with fellow staff members across the Alford Cluster this session. However, the MCMEDS Cluster are planning 3 joint collegiate sessions in the session 2022 – 2023 with a focus on learning, teaching and assessment.
- Three teachers engaged in practitioner enquiries this session, focusing on raising attainment in Maths using Maths Recovery approaches and assessment. The results informed next steps in Numeracy improvement.
- Cluster HTs engage in cluster capacity building activities to support leadership and improvement.

How do you know?
What evidence do you have of positive impact on learners?

- The Schools' Vision, Values and Aims are referenced daily in learning activities by learners and staff in learning conversations, learning opportunities and restorative conversations.
- Feedback from visitors to school and from members of the wider community praise the ethos of the school and the interaction and attitude of learners and staff.
- Our values link directly with the Decider Skills programme introduced this session to support emotional wellbeing. Learners have identified the links in discussions, which shows their understanding of both the Values and Decider Skills.
- Weekly Newsletters provide opportunities for parents and the wider community to be involved in the school.
- Learner Groups have clear development goals and are linked to the School Improvement Plan.
- There is an ethos of professional engagement and collegiate working from all staff. This can be seen in Minutes from collegiate and whole staff meetings. Great team at Midmar!
- An annual calendar of staff meetings with focus areas linked to the school improvement plan supports improvement planning.
- The ability to add additional staff development days due to extra government funding has had a very positive impact on improvement, allowing time for in depth discussion and curriculum development.
- Focus QIs are evaluated (R-A-G) annually using documents provided by Aberdeenshire.

• A three year cycle of self-evaluation of the remaining QIs is in place and supports continuous improvement.

What are you going to do now?   **What are your improvement priorities in this area?**
• Continue to embed revised Vision, Values and Aims alongside the Decider Skills.   • Continue to reference and promote Midmar School's Curriculum Rationale and use in curriculum planning.   • Continue to further develop meaningful pupil participation in learning and teaching experiences as well as the life and work of the school.   • Teachers to identify areas for practitioner enquiry link to improvement planning for session 2022-2023.   • Continue to identify ways to engage with the local community to seek their views and ensure they have opportunities to contribute to school life and improvement, including Children's Rights and RRS work.   • Continue to develop robust quality assurance processes to ensure there is focussed attention on monitoring and evaluating learning and teaching.   • Further develop opportunities for teachers to work with Cluster Schools.   • Continue to monitor and evaluate the impact of changes on outcomes for learners and the work of the school.

How good is the quality of care and education we offer?

QI 2.3 Learning, teaching and assessment
Learning and engagement
Quality of teaching
Effective use of assessment
Planning, tracking and monitoring

Relevant NIF priority: All
Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress
Level of quality for core QI: Satisfactory - 3
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?
What's working well for your learners?

- The ethos of Midmar School is warm, positive, nurturing and promotes mutually respectful relationships. Children's Rights underpin our climate for learning.
- Most learners engage well with learning experiences, are eager to learn, resilient, motivated and interact well during activities.
- Most learners can articulate what they are learning and why. They know what they need to do to become successful.
- The majority of learners have opportunities to lead learning and share their ideas, what they want to learn and resources they will use.
- The majority of learners are becoming increasingly independent in their learning.
- Learning intentions and success criteria are used to support learners in their learning.
- The head teacher shared ways of co-constructing success criteria from a Shirley Clark Head Teacher CLPL session. Teachers need time to try these and evaluate the success of these methods.
- The majority of learners have regular opportunities to work individually, in pairs and in groups.
- Less than half of pupils are involved in self / peer assessment opportunities. This will continue to be a focus in next session's improvement plan.
- All learning experiences are planned to match learners needs/abilities.
- Updated tracking systems based on the benchmarks and frameworks will start to be used from August 2022. This will give depth to support teachers' evidence in achievement of levels.
- Staff know their learners very well and identify potential barriers quickly. Barriers are discussed promptly to ensure timely action is taken to reduce barriers and support learning. Evidence of impact of interventions is monitored to identify next steps.
- The head teacher meets each term with class teachers to discuss tracking and monitoring. Challenge and support for all learners is also discussed and monitored to ensure impact.
- Digital technology is used to support and challenge learning across all classes.

- Almost all staff and learners use a wider range of learning environments including the outdoors, the local woodland area as well as ensuring there are opportunities to develop skills for learning, life and work.
- Assessment informs next steps in learning. Assessment evidence is valid and reliable.

How do you know?
What evidence do you have of positive impact on learners?

- QA processes throughout the school year.
- Midmar School has an effective feedback code to ensure there is consistency across the school.
- Feedback from pupil, staff and parent questionnaires.
- Pupils are developing their understanding of knowledge and skills as well as their identification of strengths/next steps.
- National Benchmarks, Aberdeenshire Frameworks and Midmar School Frameworks are used to inform planning and identify appropriate next steps, ensuring progression in learning across the school. These frameworks are used to support professional judgements and informed decisions on where learners are in their learning. Frameworks in technology and modern languages have been compiled in session 2021-2022 and will be in use from August 2022.
- Professional dialogue is ongoing throughout the session.
- Termly tracking meetings are held with staff and the Head Teacher.
- SNSA data is considered by all staff. This is used to inform next steps in learning by class teachers.
- Consideration of trends in data are used appropriately to inform future improvement planning.
- SNSA data shows improvement in spelling, punctuation and grammar.
- Midmar School has digital leaders within the Technology Group. Technology is also used to support targeted interventions.
- Good use is made of the outdoors to support learning and teaching. All children have the opportunity for outdoor learning within and beyond school grounds. Unfortunately, we have not been able to access the local wood since storm Arwen as it is currently unsafe.
- Facebook is used to promote everyday learning and achievements.

What are you going to do now?
What are your improvement priorities in this area?

- Provide further opportunities for learners to lead learning and share their ideas.
- Continue to embed Learning THROUGH, ABOUT and FOR Rights – where Children's Rights underpin and permeate learning, aiming for the Gold Award.
- Facilitate opportunities for learners to become increasingly independent in their learning.
- Provide opportunities for staff to plan collegiately to support moderation of practice and ensure a shared understanding of expected standards.
- Introduce standardised assessments in reading and maths to give teachers additional quantative data.
- Further develop approaches for feedback - self and peer assessment.
- Ensure learning intentions and success criteria are used to support learners in their learning across the school.

- Continue to develop practices of co-constructing success criteria with staff.
- An assessment calendar to be created annually showing key focus aspects throughout the year.
- Whole school assessment programme to be created showing where key assessments will take place.
- Identify and develop opportunities for high quality assessments within our revised curriculum framework.
- Further develop the use of digital technology to support learning, including CLPL opportunities for all staff.
- Continue to develop moderation processes and practices.
- Build our business link with CT Harvesting and C & G Thomson farms.
- Develop a framework for skills for learning, life and work and embed in learning and teaching.
- Use Seesaw to profile pupil's learning as well as track wider achievements.
- Increase awareness of the range of careers available and skills required for them.
- Embed awards in learning and teaching – John Muir, Fairtrade, Digital Schools, Rights Respecting School, Eco School Green Flag, Sport Scotland School Award
- Xxxx

How good are we at improving outcomes for all our learners?

QI 3.1 Ensuring wellbeing, equality and inclusion
Wellbeing
Fulfilment of statutory duties
Inclusion and equality

Relevant NIF priority: All
Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information
Level of quality for core QI: Very Good - 5
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?
What's working well for your learners?

- All staff at Midmar School know their learners, families and their community well. A supportive ethos exists across the school for all stakeholders.
- All staff are fully committed to ensure everyone is treated equitably and with respect. Due to the dedication of all staff almost all learners build very positive relationships, allowing staff to identify and support individual needs.
- Staff and pupils have a shared understanding of wellbeing and children's rights.
- Pupils are knowledgeable about equalities and inclusion. They can challenge discrimination, prejudice and intolerance.
- The revised Climate for Learning Policy takes account of GIRFEC, the wellbeing indicators, the United Nations Convention on the Rights of the Child, local and national guidance.
- Staff use the Nurture Principles daily in their practice.
- The introduction of the Decider Skills gives pupils, staff and parents skills and strategies to support emotional wellbeing.
- Pupils use Emotion Check-Ins twice daily. These check ins tell staff how a pupil in feeling at the start of the day and after lunch. Staff monitor the check ins and follow up pupils as required.
- All staff are clear on the policies and procedures around child protection. Staff are vigilant and prompt in highlighting concerns and responding to issues.
- All staff are clear on principles and processes in relation to GIRFEC. The majority of learners have know and understand the wellbeing indicators. They can use them in their practice.
- Our HWB programme promotes a shared understanding of physical, mental and emotional wellbeing and supports learners to develop self-respect and respect for all others.
- Outdoor spaces are used effectively to promote positive relationships and wellbeing.
- The school tracks Health and Wellbeing at tracking and monitoring meetings as well as surveys carried out with learners, parents and staff.
- This evidence supports the deployment of staff including Learner Support Assistants (PSA) and ASL staff.

- Curricular work, assemblies and wider community partnership encourage discussion, reflection and appreciation of faith, diversity and wellbeing.
- A range of universal supports are available in all classes.
- Clear procedures are in place to identify, assess and plan for learners with additional support needs. Learning Plans are in place for individual learners. These are developed with learners and parents to improve outcomes for learners.
- All learners have chronologies in place. Pastoral notes are used on SEEMIS to support this. This includes a separate area to record any incident of alleged bullying.
- Termly tracking meetings between the Head Teacher and individual class teachers have a focus on learners' needs and discussion regarding targeted interventions.
- Class teachers work closely with the ASL teacher and outside agencies to plan targeted interventions.
- The timetabling of our ASL teacher has meant limited impact on learners this session. However what time we did have has enabled the ASL teacher to work co-operatively with teachers and undertake dyslexia and other assessments. Teachers were then able to use the evidence to plan targeted support.

How do you know?
What evidence do you have of positive impact on learners?

- Shared expectations in place across the school. Positive, supportive ethos throughout the school. The school promote the rights respecting award work.
- Feedback from visitors and members of the community e.g. Community Cafes.
- Parents can contact the school by phone or email. A log is kept of any communication – complaints/queries.
- Parents have all visited the school in Term 4 for Parent Interviews. Feedback showed they enjoyed the positive experience of being back in school.
- Annual update of GIRFEC/Child protection training undertaken by staff – August In Service day.
- Staff have completed data protection, equalities and diversity training, cyber resilience training – ALDO courses.
- Key resources identified for learning, teaching and assessment. Resources linked to UNCRC. Three year rolling programme www.healthyschools.scot – supplemented by SCARF and Bounceback. Support progression is linked to Es and Os and Benchmarks.
- Impact of the introduction of the Decider Skills – initial feedback is positive, further feedback to be collated during session 2022- 2023.
- The school has been awarded the following recognition: 7 Eco Green Flags, Silver Rights Respecting School Award, Fairaware Award and Gold Sports award which puts learners, wellbeing, activity and leadership at the heart of our work.
- Effective partnerships are in place with local church, Alford Rotary Club and the Hall Committee / Midmar Community.
- The Bikeability programme runs every 2 – 3 years.
- Targeted support is provided by class teachers, Additional Support Staff, Intervention Protection Staff, Pupil Support Worker and others such as SALT/EAL. Educational Psychologists take part in the planning and assessment for learners as required.
- Outside agencies such as school nurse, doctor and CAMHS are also involved when considering targeted support for individual learners.

- Sensory support provides ongoing guidance and support for a staff member.
- The school keeps an up-to-date audit of need to support the deployment of staff and consideration of interventions to be planned to support learners.
- HT meets termly with SFL staff to plan appropriately for learners' support and challenge.   This is reviewed for impact on a termly basis too.
- Staff visit partner providers and Echt Nursery to support transition from Early years setting to P1. A buddy system works across the school, involving all children.
- The cluster has a comprehensive transition programme run in partnership with cluster primaries and Alford Academy. There is an enhanced transition programme in place for any learners who would benefit.

What are you going to do now?
What are your improvement priorities in this area?

- Continue to update Climate for Learning Policy as required – included the Decider Skills.
- Continue to work with pupils to compile a 'Child Friendly' version of our Climate for Learning Policy.
- Continue to embed the Decider Skills across the school community.
- Evaluate emotional wellbeing and the impact of the Decider Skills.
- Head Teacher to share learning from CLPL attended on trauma informed practice.
- Continue to embed the school values in all aspects of school life. To ensure there continues to be an ethos and culture of inclusion, participation and positive relationships across the whole school community.
- Further develop co-operative learning approaches.
- Restart the three-year rolling First Aid training for pupils in P5-P7.
- xxxx

QI 3.2 Raising attainment and achievement
Attainment in literacy and numeracy
Attainment over time
Overall quality of learners' achievement
Equity for all learners

Relevant NIF priority: All
Relevant NIF driver(s): Assessment of children's progress, School improvement,
Performance information
Level of quality for core QI: good - 4
(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?
What's working well for your learners?

- The majority of learners are achieving expected levels in literacy, numeracy and health and wellbeing. Some children are exceeding expected levels.
- Attainment levels in literacy and numeracy are a central feature of our school's priorities for improvement and are raising attainment.
- Good progress is demonstrated through robust tracking of attainment over time in literacy, numeracy and health and wellbeing.
- Children not achieving levels have support and individual plans in place. They receive support from targeted interventions identified and planned by teachers at tracking meetings and supported by PSA and ASL teacher.
- Universal supports are in place and targeted interventions for identified learners and groups are in place for those who need support.
- The school has a TMR system in place which is discussed termly with staff to ensure individual learner progress is tracked. Next steps are clearly identified and planned for. Interventions are regularly reviewed for impact.
- Pupils share wider achievements at Assemblies and record them in their Weekly Planners. Each child has an achievement window in the Hall which they update. The reintroduction of Seesaw will support formal recording of wider achievements again.
- All staff have a good understanding of expected standards in literacy and numeracy supported by the local frameworks and national benchmarks.
- Midmar learners are mostly successful, confident and responsible. They contribute effectively to the life and work of the school. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. Their opinions are sought and acted upon allowing them ownership of initiatives and their school community.
- All learners are involved in whole school development groups and a strong learner voice forms part of self-evaluation activities.
- Attendance levels are high. Level are monitored and individual pupils / parents contacted when necessary.

How do you know?
What evidence do you have of positive impact on learners?

- Overall school professional judgements of CFE levels show good progress for the majority of learners.

- School tracking systems show some learners are exceeding expectations in both literacy and numeracy.
- Staff continue to develop opportunities to promote challenge for all learners.
- Universal supports exist in all classes. ASL supports are regularly reviewed to ensure all resources are deployed appropriately to meet need.
- TMR system and tracking meeting information updated termly.
- HT regularly reviews specific cohorts of learners (e.g.) learners identified exceeding expectations.
- Midmar School engages in cluster attainment reviews which enables the sharing of good practice and identifies areas of development.
- All pupils are members of school groups – Pupil Council, Technology and Sport or Eco Group giving them skills for learning, life and work.
- There are further opportunities for pupil leadership through buddies and Primary 6-7 Play Leaders.
- Active Schools supports Jog Club, Touch Rugby and Netball. A member of the Community runs Jog Club with parents running Jog Club and Netball.
- All learners are encouraged to share wider achievements
- Pupils gain knowledge and life skills from outdoor learning opportunities.
- Tracking of attendance and 'lates' by HT.

What are you going to do now?
What are your improvement priorities in this area?

- Continue to develop moderation processes and practice.
- Continue training for staff around assessment incorporating material from QAMSO training.
- Continue to familiarise all staff with the interrogation of SNSA data.
- Raise attainment through supported interventions.
- Continue to develop approaches to writing and monitor improvements across literacy.
- Continue to raise attainment in Numeracy   - Staff to participate in CLPL – Maths Recovery Resource with neighbouring cluster schools.
- Introduce robust tracking of outcomes across all curricular levels – link to revised curriculum overview being introduced in August 2022.
- Introduce standardised assessments to give teachers quantitative data to support professional judgements.

PEF 2022 - 2023 – Midmar School received no PEF allocation

Capacity for improvement

Midmar School continues to be fully staffed and has staff continuity. All staff are fully committed to the principles of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly supported by performance data, such as learner attainment data, so we can see clearly 'what' we need to improve.
We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child'.

Wider Achievements 2021-2022

Delicious

Improvement Pans 2022-2023

National Improvement Framework Priorities	HGIOS	Aberdeenshire Priorities:
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. **Key drivers of improvement** School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information	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 **Specific to HGIOS 4** 3.2　Raising attainment and achievement 3.3　Increasing creativity and employability	1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.

Priority 1: To improve learning and teaching through the creative use of digital technologies.	**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
Use Features of Highly Effective Digital Learning, Teaching and Assessment in Schools (education.gov.scot) as a self-evaluation tool to assess where our school is at on our digital journey.	All school staff		Self-evaluation activity will be carried out at key points throughout the year to assess progress.	

Teachers to use the information from the self-evaluation exercise to develop and promote a clear digital strategy within the setting.	Teachers		All stakeholders have a clear idea of how digital pedagogy will be promoted and supported within the setting. Policy will be agreed and understood by all stakeholders. Limited number of occasions where sanctions have had to be used.
Head Teacher to attend proposed event on the 7th September 2022 jointly presented by LoveLearning and Education Scotland, looking at Leading Digital Culture and the Curriculum (details to follow)	Head Teacher		
Implementation of device responsible use policy throughout the school.	All stakeholders		
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.	All stakeholders		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.
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.	Head Teacher and teaching staff		Majority of statements RAG'd green in "3.3 Increasing Creativity and Employability Statements of Practice" document, with wide ranging evidence to support.
Set clear expectations around the use of devices to support learning and teaching. Monitor this within quality assurance processes.	Teaching staff		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.
Agree on number of hours required within the Working Time Agreement to develop digital pedagogy within the school.	Head teacher and teachers		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.
Teaching staff to use self-reflection tool to identify their own learning needs with regards to digital pedagogy.	Teaching Staff		

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 training from Digilearn Scotland, Apple Teacher, MIE and Google. Identify Digital Leader within school staff who will work closely with the LoveLearning team and can cascade information and ideas. 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. Parental engagement exercise supported by LoveLearning team if required. Parents to be directed to Aberdeenshire Digital Pedagogy Portal for further information and FAQs. 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.	Teaching staff and LoveLearning team Digital leader/ staff/ LoveLearning team Head Teacher / PSAs / LoveLearning team Head Teacher / LoveLearning team Teaching staff working with cluster		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. 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. Staff will be confident in accessing the support they require from their digital leader, peers, or LoveLearning team. 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. Feedback from support staff will show that they are confident in supporting pupils to use their devices. 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.	

| | | | Feedback from parents and pupils will be positive and demonstrate the benefits of using technology to support learning.

Pupils are able to demonstrate their progress across the curriculum to key adults. | |
|---|---|---|---|---|

National Improvement Framework Priorities	HGIOS	Aberdeenshire Priorities:
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. **Key drivers of improvement** School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information	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 **Specific to HGIOS 4** 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.

Priority 2: To raise attainment across learning.	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
• Implement revised curriculum framework compiled session 2021-2022 and review. Ensure learning for Children's Rights is	Teachers		• Teachers are using new Framework, evaluating its effectiveness. Evidence of clear focus on Es and Os	

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. • 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.	Pupils Teachers	From August 2022	• 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. • 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.	
• 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		• Evidence from classroom monitoring and discussion with staff and pupils. • Evidence from questionnaires.	
• To use HGI OURS as a tool for pupil participation in self-evaluation and school improvement.	Teachers / Pupils		• Evidence from Part 1 – Features of Highly Effective Practice and Challenge questions. • Evidence from pupils' self-evaluation to triangulate evidence.	
• 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	Term 1	• 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.	
• To introduce standardised assessments in reading and numeracy.	Teachers	August 2022	• Assessments are purchased and pupils complete at start and end of each term.	

• 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. • Attend CLPL sessions on teaching early number – Maths Recovery with Cluny and Echt. • To work collaboratively with stage partners in the MCMEDS Cluster to discuss and evaluate learning, teaching and assessment.	Teachers	August 2022 Term 3 November In Service Day and CAT Sessions. 3 CAT Sessions during the year.	Teachers moderate results and plan next steps in learning. Evidence from data, professional dialogue. • 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. • Evidence of maths recovery pedagogy in classrooms seen vis quality assurance processes – observations, professional dialogue, forward plans. • Professional dialogue with teachers. Notes from meetings. Impact on attainment at Midmar.	

National Improvement Framework Priorities	HGIOS	Aberdeenshire Priorities:
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. **Key drivers of improvement** School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information	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 **Specific to HGIOS 4** 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels. 4 Improvement through self-evaluation.

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
• Involve pupils in planning learning experiences. (Link with Plan 2) • Involve pupils in co-constructing success criteria. (Link with Plan 2) Further engage 'pupil voice' in learning	Teachers Pupils		• 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	

• 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. • Link to RRS Action Plan – 'make evidence of pupils' decision making about their education explicit within the school. • To introduce Seesaw as a tool for profiling pupils' learning outcomes and share with parents. • To build skills for using evaluative language with pupils. • To use HGIOURS as a tool for pupil participation in self-evaluation and school improvement. • To develop a framework for skills for learning, life and work to support work in Developing the Young Workforce. • To compile pupil friendly versions of policies e.g. Climate for Learning - to be completed from session 2021-2022, Online Safety	Teachers / Pupils	.	• 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.	