Arnage Primary School Improvement Plan Priorities 2019-20

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| Improvement Priority 1: Vision, Values and Aims  Create new, aspirational, shared vision, values and aims that reflect our unique context | Lead Responsible: ALL Staff |
| **Linked to National Improvement Driver(s) NIF Priority**  School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children’s Progress  School Improvement  **Aberdeenshire Council Priorities**   * Improving Learning, Teaching and Assessment * Improvement Through Self-Evaluation * Partnership Working to Raise Attainment * Leadership at All Levels | **Focus HGIOS?4 Quality Indicators**   * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   5. Management of resources to promote equity   2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability |
| Improvement Priority 1 Intended Outcome(s):   * All stakeholders will feel their views informed the final statements which are a true reflection of what is important to our community * The VVA will be at the heart of a school ethos which drives a life-long positive attitude to learning for all * All members of the school community will know the VVA and be able to demonstrate how they are regularly exemplified across the school and in their own actions | |

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| Improvement Priority 1: Create new, aspirational, shared vision, values and aims that reflect our unique context | | | | | |
| Specific Actions | Who? | Measures of Success  How will we know?  (Performance Data / Documentation / Challenge Questions / Stakeholders’ Views) | Timescale | Progress | Intended Impact  What difference will it make to learners? |
| Complete |
| Ongoing |
| No Progress |
| All stakeholders to audit & reflect on current VVA – questionnaires to go out | Staff, Learners, Parents/  Carers,  Local Organisations | Stakeholders’ response to challenge questions and audit tasks will evidence reflections. | By October 2019 |  | * All stakeholders will feel their views informed the final statements which are a true reflection of what is important to our community * The school will feel more strongly connected to the community and learners will value their role as part of this. * The VVA will be at the heart of a school ethos which drives a life-long positive attitude to learning for all. Children will be able to use the values as a way of measuring how well they are progressing with their learning * Learners will regularly exemplify our shared values across the school, in their own actions and in the wider world |
| Hold meetings with all stakeholders to reflect and establish their views on what should be in refreshed VVA. Focus on aspirations, local and wider context (employment in the 21st century, increasing use of digital media, etc) | As above | Stakeholders views recorded | All views gathered by  December 2019 |  |
| Review all feedback and produce a draft VVA document (poster/booklet?) Share with all stakeholders for review (meeting or survey?) | Staff  Learners | Draft produced, comments gathered and redraft created | Review of first draft by February 2020 |  |
| Complete final draft | Staff, Learners | Final draft shared in launch event, open to all | March 2020 |  |
| To Be Decided  Investigate ways of displaying and embedding new VVAs. Put in strategies to make them an explicit part of learning and teaching, in the classroom and in engagement with parents, partners | Staff,  Learners | Challenge questions/surveys to pupils, staff and parents should evidence that children know what they are and how they impact learning |  |  |
| Review practice through follow up questionnaires and interviews; how well do we know our new VVA? Who knows it? Is it affecting our practice? How will we sustain it? | All stakeholders |  | June 2020 |  |
| Reflection on our VVA will be a continuous process and time will be allocated in subsequent sessions to review implementation | All stakeholders |  | On-going |  |

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| Monitoring and Evaluative Comments / Impact – Evidence of Excellence and Equity through the plan  *(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)* | |
| **Evaluation: (Use of example Challenge Questions below)**   * To what extent does our school community have ownership of our vision, aims and values? * What range of data and information do we utilise to understand the social, economic and cultural context of the local community? * How effective are our processes for involving the whole school community in the ongoing review of our vision, aims and values? * What strategies do we employ to translate our vision, values and aims into daily practice within our school? How effective are these? * How well do we use our vision, aims and values when making decisions about future improvement priorities? * How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community? | **Evidence (How do we know?)**  28/08/19 Meeting with teachers.   * Involve pupil council from the start * To gather views and clarify with children: use classroom discussion, produce spider diagrams, mind maps, etc * Once set up – have a termly focus on different values * Incorporate into a new school logo? * Need to establish: who is in the wider community beyond parents – no obvious physical centre? How do we continue to encourage parents to get involved in life of school and mix with one another (can feel isolated in rural community)? * Re-establish regular community café (think about different days/times to attract a wider range of people) * Continue to build on relationship with parent council, support events   Actions: create questionnaires for all stakeholders.  04/12/19 Update on actions so far   * Parent survey completed * Results of parent survey fed back to parents at open afternoon * Assemblies ongoing with children, focus on a different value each week * P7s ran first community café and plan more for t3, following parent feedback * ‘Values Board’ introduced into P4-7 class. Connected to assemblies children use this nominate others displaying the values   Next Steps   * Ensure survey results are available on school website * Children to use ‘dotmocracy’ to vote on values in t3 when understanding is better * Staff work to be carried out in Feb in-service. Investigate HMIE reports where this has been good or excellent |

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| Improvement Priority 2: Assessment  Ensure assessment is based on robust evidence and is used to effectively plan learning and teaching to meet the needs of all learners | Lead Responsible: ALL Staff |
| **Linked to National Improvement Driver(s) NIF Priority**  School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children’s Progress  School Improvement  **Aberdeenshire Council Priorities**   * Improving Learning, Teaching and Assessment * Improvement Through Self-Evaluation * Partnership Working to Raise Attainment * Leadership at All Levels | **Focus HGIOS?4 Quality Indicators**   * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   4. Leadership of management and staff   5. Management of resources to promote equity   2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability |
| Improvement Priority 2 Intended Outcome(s):   * Assessment will be an integral part of planning and evaluating learning (not an add on) * Staff will be confident in the effective, daily use of formative assessment strategies to ensure progression * A shared understanding of how and when to elicit quality evidence of learning/progress | |

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| Improvement Priority 2: Assessment | | | | | |
| Specific Actions | Who? | Measures of Success  How will we know?  (Performance Data / Documentation / Challenge Questions / Stakeholders’ Views) | Timescale | Progress | Intended Impact  What difference will it make to learners? |
| Complete |
| Ongoing |
| No Progress |
| Review current practice and use BTC5 as a reflection tool for how we are doing now and to reflect on what we assess, why, when and how | Staff | Complete evaluations | October 2019 |  | Assessment is integral to the planning process and plans reflect progress of individual/groups/class on weekly and termly basis.  Staff increased confidence in judging a level and able to point to good evidence for judgement. Staff and learners have a very good idea of what they are doing well and what they need to do to improve  Formative assessment is part of day to day class activity and children are more motivated in their learning, have a better understanding of how they are doing and what to do next. Teachers know where all children are with their learning and this informs future weekly and termly planning |
| Complete formative assessment calendar and agree on activities (embed into practice, consider WTA) | Staff | Agreed calendar produced | October 2019 |  |
| Review planning activities – how is assessment being used to inform planning? | Staff/Pupils |  |  |  |
| Investigate and attend refresher CPD in AifL, training in effective use of assessment/ how to ensure evidence is useful/ etc | Staff | Staff begin implementing strategies in class. Observed in peer and SMT visits | TBC |  |
| Moderation activities, reviewing evidence in light of benchmarks – how useful is the evidence? How confident are we on agreeing level achieved | Cluster level and School level | Staff judgements shared with peers and consensus reached. Benchmarks reflect judgements of staff | Term 3 |  |
| Attend QUAMSO events on holistic assessment | Cluster level | Holistic assessments will be produced and trialled for literacy and numeracy at E, 1st and 2nd level | November 2019  February 2020 |  |
| Embed formative assessment strategies into class practice, peer visits to observe. Create a formative assessment checklist/toolkit | Staff/  Children | Learning walks. Formal observations show evidence of use in everyday classroom practice. Language children use to talk about their learning | By end of year |  |
| Develop rubrics for shared standards in formal assessment activities | Staff | Rubric used/displayed in classroom and evidenced in planning | Term 4 |  |
| Attend training on SNSAs effective use of data. | HT – to cascade to all staff | Provides clear focus and allows homing in on useful data in staff discussions. Is reflected in evidence for improvement planning | HT in term 2. To share with staff term 3 |  |
| Hold collegiate meetings to analyse data from SNSAs and inform completion of new SIP |  | Targets for future SIP will be underpinned by data. Staff will be able to explain relationship between the two |  |  |  |

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| Monitoring and Evaluative Comments / Impact – Evidence of Excellence and Equity through the plan  *(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)* | |
| **Evaluation: (Use of example Challenge Questions below)**   * How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching? * How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people’s learning? * How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups? * How effectively do we involve learners and parents in planning and evaluating learning? * How well do we enable all children and young people to engage in self- and peer-assessment to improve their learning? How do we know this benefits learning? * Does the school have effective assessment systems in place to identify the ever-increasing diverse needs of children? * How well is assessment evidence used to inform teacher judgements? * How well do we communicate the purpose of learning and give effective explanations for all learners? * How well do our questioning strategies enhance the learners’ experience and enable higher-order thinking skills? | **Evidence (How do we know?)**  04/12/19 Update on actions so far   * Yearly assessment calendar created by all teaching staff – covers three core curricular areas and clarifies what, when and how we assess at Arnage school * Incorporated assessment calendar into yearly moderation calendar by HT * Target week introduced on termly basis as focus for children talking about their learning, self-assessing and becoming better informed about their own learning * AifL strategy share on a termly basis introduced * All teaching staff attended Talk-Less teaching training day. Various self/peer and teacher formative assessment strategies now being introduced across both classes – children already showing greater engagement with their learning and teachers seeing benefits of meaningful feedback and ways of gathering useful evidence without increasing paperwork or work load. * SeeSaw profile app roled out across school. High level of engagement from pupils and parents. Encourages children to recognise learning achievements and talk about them in a focused way. Also building a bank of evidence that can be used assessment * Classroom displays use assessment strategies such as exit tickets – ‘what did I learn today?’ * Assessments being used to update tracking information with more confidence and this in turn is allowing us to see where there may be gaps in progress/learning for individuals or across the school * HT has been on training on making effective use of data and refresher training on formative assessment   Next Steps   * Moderation – share data and evidence from assessments to agree on what progress looks like and achievement of a level * Holistic Assessments – cluster work and school level development activities planned for term 3 * Continue to maintain schedule in assessment calendar – esp wrt AifL stratgegies being embedded into practice and other strategies from Isabella Wallace day * Maintain use of SeeSaw as focus for learning conversations with learners (and parents). Look at putting older pupils onto own account so they can share work themselves * Carry out SNSA testing and training on best way to use data for staff |

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| Improvement Priority 3: Digital Learning  Make effective use of digital technologies to enhance learning and teaching, develop digital literacy and promote creativity | Lead Responsible: ALL Staff |
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| Improvement Priority 3 Intended Outcome(s):   * All staff will be confident using digital technology and making it an integral part of learning (not an add on) * Use of digital technology for profiling will promote independent learning and greater ownership of learning pathway * Learners have more opportunities to apply creative and digital skills across all areas of the curriculum * Enhanced sharing of learning with parents/carers | |

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| Improvement Priority 3: Digital Learning | | | | | |
| Specific Actions | Who? | Measures of Success  How will we know?  (Performance Data / Documentation / Challenge Questions / Stakeholders’ Views) | Timescale | Progress | Intended Impact  What difference will it make to learners? |
| Complete |
| Ongoing |
| No Progress |
| Review current practice in light of challenge questions | All stake  holders | Use MS Form to gather data | September 2019 |  | Digital technology is an integral part of learning, children know what apps help them learn and freely choose to use them. They choose apps that suit them for demonstrating their learning and sharing it with others.  Children’s ownership digital profiles will motivate them, promote independent learning and focus learning conversations with teachers. Children will be able to use reflective language to talk about *how* they learn.  Learners will have more opportunities to apply and grow creative and digital skills across all areas of the curriculum.  Enhanced sharing of learning with parents/carers should lead to greater engagement in their child’s learning, increasing support for children and families and giving children more opportunity to celebrate their achievements. |
| Attend INSET days on digital technology and follow up. | Staff | Children will be able to demo use of tech and describe how it helps them learn | February |  |
| Pilot P7 year group to have personal iPads. Integrate into class activities (and allow to take home?). | Staff/  children/  parents | Children will use them without prompting from staff to update profiles and in other curricular work. Shared with parent | From January |  |
| Investigate profiling tools and roll out across upper stages (and lower stages?) class – BookCreator? | Staff/  pupils | A suitable tool to be introduced to P7s at least | Begin using in January 2020 |  |
| Through Glow use Teams or Google Classroom to share documents across the class and with home (use for homework?) | Staff/  Pupils/  Parents | Majority of children will use this regularly for homework |  |  |
| Investigate effective apps for supporting everyday learning, including Texthelp Read Write, Explain Everything and Book Creator | Staff,  Learners | Use of ReadWrite embedded in everyday practice. Being accessed independently and used effectively | February 2020 |  |
| Train staff and use SeeSaw app to communicate with home | Staff (pupils?) | Regular entries in journal. Comments from parents | December 2019 |  |
| Train staff and pupils to become Digital Leaders (Aberdeenshire initiative). Staff attend digital leaders training/in-service | HT  pupils | Children take lead in managing tech in class and training other children in new tech/app |  |  |
| Promote entry into GamesCon Aberdeenshire. Use as focus for cooperative learning, digital skills in term 3 | HT, pupils | Teams identified and signed up by end of t2. Developing code t3 | Term 3 |  |
| Create a digital learning event to showcase use of digital technology across the school | Staff/  Pupils | Event well attended by parents, all children involved at all stages | Term 4 |  |  |
| Integrate digital technology skills to current skills for learning life and work program. | Staff | Feedback from learners will evidence understanding of connection between digital skills and skills for life | End of T4 |  |  |

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| Monitoring and Evaluative Comments / Impact – Evidence of Excellence and Equity through the plan  *(To be completed during the course of the session to inform the audit for SQUIP 2020-2021)* | |
| **Evaluation: (Use of example Challenge Questions below)**   * How well are learners enabled to select and make use of high-quality resources and equipment including digital technologies? * How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies? * Are opportunities to develop creativity skills evident across all areas of the curriculum? * Does the use of digital technologies enhance learning and give young people the skills to understand, apply and create new digital solutions of their own? * Is the development of digital skills underpinned by computing science, enabling children to be skilled users and creators? * Do young people develop an understanding of the general principles that underpin all digital technology? * Are digital technologies used to support and improve communication and collaboration with others to achieve a common goal? * Do young people make effective use of relevant digital and online resources to help them make informed decisions about future pathways? | **Evidence (How do we know?)**  04/12/19 Update on actions so far   * Self-evaluation activity completed with staff to see where we are * HT had training on digital leaders and using tech to engage all learners, shared some of this with staff * Digital leaders group set up. Leaders have been carrying out roles in class * Digital leaders using MS Teams to communicate and share documents * Two teams entered for Northern Alliance GamesCon coding competition * SeeSaw digital profiling tool rolled out. Currently high usage from parents as evidenced by comments. Children really keen to share work * Some children using Glow for homework regularly * More children in the class using TextHelp Read Write – particularly useful for children with literacy barriers. PSA and ASL time allocated to support children in class with this. Some evidence that this is increasing the children’s ability to self-evaluate and hence become more independent * HT and CT have met with some parents to look at how digital tech can help their child’s learning at school and home * Code club started on Monday lunchtimes   Next Steps   * P7s to get personal iPads from January. Bookcreator to be used to keep a personal learning profile * Set up class Glow site so that children are sharing work with each other more freely * Try to increase use of Glow for homework tool * Investigage use of SeeSaw for assignments (maybe use for HW instead of Glow) * More children to be introduced to Texthelp Read Write * Plan ways of integrating skills for learning life and work into the digital technology developments across the school * Install BookCreator app across all devices in school and start using as profiling tool for all learners? |