



STANDARDS & QUALITY REPORT AND IMPROVEMENT PLAN

FOR

Arnage Primary School



LAST UPDATED: 13 November 2018

Aberdeenshire Council Education and Children's Services

"Education and Children's Services works to improve the lives of children and young people, families and communities through the delivery of

Introduction: local and national context

This Standards and Quality Report and Improvement Plan is influenced by both Aberdeenshire and national priorities. These can be summarised as follows:

Aberdeenshire Priorities: these should be reflected in all areas of this document and the actions that emerge from it

- to develop excellence and equity
- to embed the principles of GIRFEC (Getting it Right for Every Child)
- to provide support in developing inclusive, vibrant and healthy communities

National Improvement Framework Priorities:

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

National Improvement Framework Drivers:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Additionally to support self-evaluation various quality indicators from the national evaluative framework How Good Is Our School?4 are referenced. Links to these sources are:

NIF- www.gov.scot/Resource/0049/00491758.pdf

HGIOS?4 - https://www.educationscotland.gov.uk/Images/HGIOS4August2016_tcm4-870533.pdf

Context of the School

Vision, Values, Aims

'Arnage School aims to provide an excellent education for our pupils, a safe and nurturing environment and an ethos that celebrates confident individuals, responsible citizens, effective contributors and successful learners.'

At Arnage School pupils come from a range of farming and commuting families, providing a large cultural mix in a small community school. The school currently has two classes: P1-4 consisting of 24 pupils and P5-7 consisting of 18 pupils. At Arnage School there is a full-time Head Teacher (class committed), three members of teaching staff (part-time) between the two classes, one full-time Pupil Support Assistant and one part-time Pupil Support Assistant. Specialist teachers help with the teaching of Music, Physical Education and Modern Languages (French). Arnage School is part of the Ellon Community School Network - pupils in primary 7 transfer to Ellon Academy.

The positive **ethos** at Arnage School is the foundation on which we build learning and teaching. Our curriculum offers a broad range of learning experiences, taking in to account the needs and interests of our pupils. Children's opinions and ideas are listened to and valued, and through our Pupil Council and RRS, ECO, Health and Charity working parties children are encouraged to be involved in developing the work of the school and thus having a positive impact on school improvements. There is a mutual sense of trust, respect and shared values and aims.

At Arnage School our **overarching aim** is to provide our young learners with opportunities to experience and develop the skills and attitudes needed to become Responsible, Respectful and Independent young people. Through working in partnership with parents and the local community we hope to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every child to reach their full potential and enabling them to have the skills and confidence to embrace the world in which we live and become:

Responsible Citizens

- Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world
- Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others

Effective Contributors

- Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings
- Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others

Successful Learners

- Providing quality learning experiences which inspire and motivate our young people to become successful learners
- Encouraging all to reach their full potential through stimulating and independent learning

Confident Individuals

- Providing a safe, secure and supportive environment where children feel confident to tackle new challenge
- Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing

SIMD data

Analysis of the SIMD data shows that no child at Arnage Primary School lives in an area of deprivation (deciles 1 and 2); the majority of children are in decile 8. Although Arnage Primary School does not have any children who are classed as living in an area of deprivation, we believe that all children are entitled to the best education and to be the best they can be.

Overall Strengths of the School -

- **High quality, outdoor learning experiences**

At Arnage School, children behave well and work hard. Almost all children are engaged and enthusiastic in lessons and respond well to the wide range of practical activities and learning experiences on offer. Effective use of extensive outdoor environment for learning and to support children's well-being.

- **Leadership**

As recently highlighted in the HMIE inspection - the leadership of the head-teacher in involving staff, parents and carers, children and partners in supporting and leading learning.

- **The inclusive and nurturing ethos**

Supportive, nurturing relationships characterise the school and children benefit from high quality care and support. Children are patient, caring and very good at including one another, reflecting the nurturing approach of all adults in the school. The school has a very inclusive culture. It is clearly understood that it is everyone's right to feel safe, valued and included. Pupils of Arnage School are polite and friendly and are enthusiastic about their learning. They care for each other and are happy at school.

- **The quality of support provided**

Staff know children very well and work closely with parents to ensure that they are aware of any circumstances which might affect children or their learning. Staff track children's learning carefully across areas of the curriculum, constantly assessing whether children are making progress and provide appropriate support and challenge as required. Support staff are effectively deployed and work closely as part of the core staff team to ensure the needs of all children are being met.

- **The engagement of all staff, pupils and partners in improving the school.**

Staff, pupils and parents at Arnage School demonstrate a commitment to continual improvement. Staff are highly motivated and committed to CLPL to enhance their own practice and maximise impact for learners. Parents and members of the community are supportive of the school and lead clubs and activities.

Overview of Current Improvement Priorities as of August 2018

1. <u>Leadership and Management</u> <u>(Leading Change)</u>	2. <u>Learning Provision</u>	3. <u>Success and Achievements</u>
<p>Self-Evaluation Continue to extend confidence and effectiveness in use of HGIOS4 using collaborative approaches to self-evaluation for improvement</p> <p>Work with all stakeholders to develop their role in securing school improvements.</p>	<p>Numeracy Improving approaches to numeracy in order to enable high quality learning opportunities and ensure progression for all (particular focus on mental maths using Big Maths)</p>	<p>Attainment Tracking Continue to develop as we introduce new national standardised assessments in 2018/19. Digging deeper into comparative data.</p>
	<p>Play in Early Years</p>	<p>Out of School Achievements</p>
	<p>Review the school Homework Policy With all stakeholders</p>	<p>Developing the Young Workforce</p>
<p>Assessment and Moderation</p> <ul style="list-style-type: none"> - QAMSO development work within the Ellon School Cluster Group (Detailed Plan in Appendix 1) - Continue to build on existing good practice to improve the quality of learning and teaching across the school to provide consistently high-quality learning experiences for all children. - Attainment Tracking - Continue to develop as we introduce new national standardised assessments in 2018/19. Digging deeper into comparative data. - Improve the utilisation of the information on children’s progress better in order to plan next steps in learning. 		

1. How good is our leadership and approach to improvement?

Improvement Priority 1 - **Leadership and Management (Leading Change)**

Overview: (Where we are now)

- The school engages in emergent self-evaluation processes
- Pupil voice is a strong feature of the school's approaches to improvement. Children give their views about the school as part of committees and take responsibility for improving aspects.
- Staff work with HGIOS4 documentation and relevant Quality Indicators used to inform monitoring and evaluations.
- Staff engage with professional learning/CPL opportunities through Aberdeenshire Events/ALDO. Leadership roles are encouraged and taken on by a range of staff e.g. outdoor learning; numeracy development; pupil voice groups. Professional Review and Development (PRD) procedure will be implemented as per GTC guidance and time allocated for staff to update and review professional learning.
- Staff work collegiately on self-evaluation activities.
- The Head Teacher works closely with colleagues to build capacity in reflective practice and to improve outcomes for learners.

Identified priorities for improvement:

- Collaborate with Ellon Cluster Schools and the QAMSO officer on 'Assessment and Moderation' across the primary school
 - Review planning and evaluation of learning across the curriculum to ensure there is a clear focus on assessment using the progression frameworks and benchmarks to support
 - Continue to extend confidence and effectiveness in use of HGIOS4 using collaborative approaches to self-evaluation for improvement
 - Work with all stakeholders to develop their role in securing school improvements.
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- ❖ At the beginning of 2019 (term 3) there will be a change in management. A new Head Teacher will be appointed to post and continue to lead Arnage School on its journey of progression.

In relation to the priorities listed above the following action plans have been confirmed:

Improvement Priority 1 - **Leadership and Management (*Leading Change*)**

	ACTIONS Expected Outcomes/Impact on learners	How will success be measured?
<p><u>Self-Evaluation</u> Extend confidence and effectiveness in use of HGIOS4</p>	<ul style="list-style-type: none"> - School improvement planned around selected QI's that focus on experiences for children - Staff confidence in self-evaluation enhanced using new format for recording - Learners, parents and other stakeholders consistently engaged in self-evaluation - Impact of improvements for learners to be better collated to show how they benefit. 	<ul style="list-style-type: none"> - Evaluation will show that by February 2018 all staff are confident in the use of HGIOS4 - By June 2018 all learners, staff and parents will be engaged in aspects of school improvement-planning - All class teachers to engage learners in regular evaluation activities focusing on their own learning - 'You Said, We Did' board displayed in school
<p><u>Assessment and Moderation</u> QAMSO development work within the Ellon School Cluster Group</p>	<ul style="list-style-type: none"> - Detailed Plan in Appendix 1 	<ul style="list-style-type: none"> - Detailed Plan in Appendix 1

Evidence of progress/ comments/ identified next steps:

Date: August 2018

School Self-Evaluation using HGIOS4 – progress identified – moving forward from the School Inspection (January 2018).

Date: November 2018

Staff participated in the 1st cluster in-service training on Assessment & Moderation with the QAMSO – holistic assessment.

Evaluation of QI 1.3- Leadership Of Change:

Sources of evidence/evaluation activities undertaken:

- Self-Evaluation at school level using HGIOS 4 QI's
- Observations of lessons by SLT
- School Improvement Plan
- Feedback from HMIE and QIO.

Overall evaluation of level of quality :

- School improvement takes place in the context of the school's values and vision
- All staff are involved in regular evaluation of the school improvement plan through open dialogue and peer work. Leadership roles are taken by colleagues at all levels.
- Staff have a clear focus on improving outcomes for learners and engage regularly in learning conversations with colleagues, pupils and parents. Developing a more robust understanding of assessment data would further support this work.
- Staff, pupils and parent views and ideas are sought when developing our School Improvement Plan, choosing appropriate approaches to effectively facilitate change.
- All staff are committed to CPL and continually reflect on and develop practice to ensure best possible outcome for all learners.

Level of quality for this QI: 4 Good

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

Improvement Priority 2 – Learning Provision

Overview:

- All staff show commitment to the development and wellbeing of learners as individuals.
- Children and young people are safe, treated fairly and are protected by appropriate Child Protection and Safeguarding policies.
- Staff have familiarised themselves with literature to support their understanding of the key principles underpinning effective teaching and learning and are using this knowledge to improve their practise (Shirley Clarke – Outstanding Formative Assessment)
- Aberdeenshire Frameworks have been introduced and used to inform planning and identify next steps in learning, thus ensuring progression for all our young learners. There is however an identified need to further revise and redesign aspects of the curriculum.
- Transitions are mainly well-supported but curriculum transition with the local playgroup needs to be more effective.
- Children are becoming more responsible at making decisions regarding their learning and there are more opportunities for children be independent learners (this is continuing with the increased support)
- Positive engagement with the majority of parents encourages increased interest in pupil learning
- Aberdeenshire tracking formats are in place and staff are becoming more confident in making judgements about children’s progress within a level
- Teachers track children’s achievement carefully. They use group work and personalised tasks to give children appropriate support or challenge

Key strengths:

- The positive relationships in the school based on shared vision and values and a respect for learning.
- The high quality of personalised support based on application of clear information about learners and their needs.
- Parents and the community are effectively engaged in enhancing the curriculum and supporting opportunities for learners e.g. Jog Club, Coding Club, French and Formartine in Bloom.

Identified priorities for improvement:

- Numeracy – resources for Big Maths have been purchased but due to staff changes, further training has been scheduled.
- Homework Policy and Procedures to be reviewed by all stakeholders
- Play in the Early Years

In relation to the priorities listed above the following action plans have been confirmed:

Improvement Priority 2 – Learning Provision

	ACTION Expected Outcomes/Impact on learners	How will success be measured?
<p><u>Numeracy</u> We want to build on what we have to improve outcomes for learners, with a particular focus on how we are planning for children’s mental agility.</p>	<ul style="list-style-type: none"> - ‘Big Maths’ training re-scheduled due to staff changes - Assess all pupils using the standardised assessment from ‘Big Maths’ to set pupils into ability based groups - ‘Big Maths’ session will be timetabled across the whole school and led by a teacher - Pupils will move to their designated teacher once a week 	<ul style="list-style-type: none"> - Pupils will be supported yet challenged in ability based groupings - Head Teacher will work closely with ‘Focus Groups’ to complete holistic assessments using CforEx levels and benchmarks - -Stakeholder feedback will be sought in the form of anonymous questionnaire/open discussion for younger pupils
<p>Review and renew the school Homework Policy & Procedures in collaboration with all stakeholders.</p>	<ul style="list-style-type: none"> - Questionnaire for staff, pupils and parents/carers - Explore recent research from academic professionals regarding homework in the primary school - Gauge views of current practice from all stakeholders - Seek views on changes/ improvements for future practice. 	<ul style="list-style-type: none"> - Analyse responses from stakeholders - Draft a renewed Homework Policy for Arnage School - Evaluate and implement any further changes if required.
<p>Play in the Early Years</p>	<ul style="list-style-type: none"> - Introduce more planned play based learning in the infant class (as recommended by HMIE) - Play equipment will be purchased - Play stations will be planned for and set up according the Es & Os - Children will led learning through the medium of play. 	<ul style="list-style-type: none"> -
<p>Evidence of progress/comments/identified next steps: Date: May 2018 Head Teacher invested time to review Corwin’s research. Staff discussed at collegiate meetings. Date: December 2018 Staff and pupils have completed the anonymous questionnaires. Parental/guardian questionnaires to be distributed following the Christmas break. Date:</p>		

Evaluation of QI 2.3-Learning, Teaching and Assessment:

Sources of evidence/ evaluation activities undertaken:

- HT and class teachers monitor progress of learners collectively and individually and plan next steps in learning in response.
- Learning Walks by HT.
- Pupil sampling and learning conversations with young people and staff
- Collegiate professional dialogue focused on learning in literacy and numeracy- with yearly predictions in attainment
- Evidence of outdoor learning in planning
- Cluster / peer school moderation.
- Evidence from QI visit/ liaison with QIO

Overall evaluation of level of quality :

- The learning environment is built on positive, nurturing and appropriately challenging relationships
- Learners play an active role in the school and wider community and regularly take on leadership roles.
- Pupils in P5-7 are regularly encouraged to make decisions regarding IDL planning.
- Staff continue to share learning intentions and success criteria with children but could enhance this further by involving pupils more in the planning and evaluation of these.
- Teachers track children's achievement carefully across all curricular areas, constantly assessing whether children are making progress and provide appropriate support and challenge. Standardised data is being used to target support and staff are becoming more confident in using this to support professional judgement (Cluster Moderation will further enhance this in 2018-19)
- Forward planning continues to be updated in an attempt to tackle bureaucracy and reflect the benchmarks identified in Aberdeenshire's Progression Frameworks.
- Recent staff changes have been taken into account – time will be allocated for new staff to familiarise themselves with pupils, planning etc.

Level of quality for this QI: 3 Satisfactory

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

Improvement Priority 3 – Successes and Achievements

Overview:

- Children at Arnage Primary School are included, happy and successful. Their learning experiences are enhanced through a commitment to meet the needs of all individuals. They benefit from the level of care and nurture provided.
- All staff are up to date and confident in GIRFEC and Child Protection procedures and show great commitment to the welfare of the children.
- The school is fully committed to the fulfilment of its statutory duties
- Most children are enthusiastic and engaged learners. Active learning opportunities are used alongside other methods to motivate and challenge pupils.
- Standardised Assessment data is used effectively to track progress and identify areas requiring targeted support. Analysis of such data has been shared with parents (October 2017) and HMIE inspectors (January 2018)

Key strengths:

- A rights and values-based approach to all aspects of school-life supports all learners feeling valued and cared for.
- There is a clear focus on the attainment of all learners in literacy and numeracy
- HT has regular meetings with staff to discuss the needs of individuals, and all staff now complete tracking and monitoring formats in reading, writing and maths, which facilitate identification of learners who may require further support
- Children are making good progress in outdoor learning and find the activities motivating and interesting
- Learners explain that their views are valued and that they are able to contribute to the decision making for the school and the community.
- PSAs works effectively in classes to flexibly support learners.

Identified priorities for improvement:

- To further engage with **Scottish National Standardised Assessment (SNSA)** – begin to find and use comparative data
- Staff to work collaboratively on removing barriers to learning and effectively supporting learners to have equal opportunities to a broad and balanced curriculum
- Further develop opportunities for all learners to promote equality and diversity (Rights Respecting Schools) – possibly by the HT at weekly assemblies

In relation to the priorities listed above the following action plans have been confirmed:

Improvement Priority 3 – Successes and Achievements

	ACTIONS Expected Outcomes/Impact on learners	How will success be measured?
<p>Further engage with Scottish National Standardised Assessments (SNSA)</p> <p>Attainment Tracking – continue to develop</p>	<ul style="list-style-type: none"> - Guidance from the Local Authority as to the National ‘windows for assessment’ timetable - Analyse the raw data and compare this to results from last year - Identify areas for improvement/pose questions to SNSA support group if required 	<p>Clear evidence of how analysis of attainment data is directly impacting plans and outcomes for learners to ensure data is very much part of our cycle of improvement.</p>
<p>Developing the Young Workforce/ Skills for Life Programme</p>	<ul style="list-style-type: none"> - Continue using the Skills for Life programme of work (Supported by Mrs McCalman – PSA) - Creating links with local organisations and employers - Invite parents into school to talk about their jobs and the skills they use to complete their everyday work. - Parents at Work day will be discussed with the Parent Council (volunteers/dates/times etc.) <p>See appendix 2 for more detail</p>	<ul style="list-style-type: none"> - The Skills of Life Programme introduced to Arnage School in 2016 is working very effectively – so continue - Links with local employers will be established and visits (in and out of school) will be planned/executed - Parents at Work day will be planned for this academic year (possibly to include skills and hobbies out with the work place) – Learning is a Lifelong process <p>See appendix 2 for more detail</p>
<p>Out of School Achievements</p>	<ul style="list-style-type: none"> - Request parents and pupils share the learning opportunities that they participate 	<ul style="list-style-type: none"> - Learners’ achievements in and out of school are recognised, regularly celebrated and shared with pupils, parents and the wider community through our achievements wall and monthly newsletters

Evidence of progress/comments/identified next steps:

Date:

Date:

Date:

Evaluation of QI 3.1- Ensuring Wellbeing, Equity and Inclusion:

Sources of evidence/ evaluation activities undertaken:

- Positive behaviour evident in and around school/community and confirmed with analysis of referrals
- Feedback from pupils, parents and other stakeholders gathered via formal and informal consultations
- Raised attainment by most learners in SIMD deciles evident in standardised assessments
- Positive views reflected by pupils and parents on their education and desire to learn at Arnage School
- Analysis of attendance , LAC , exclusion and lateness data shows appropriate levels of commitment and participation regardless of background
- Scrutiny/analysis of Child Protection procedures.

Overall evaluation of level of quality :

- Our staff have a commitment to GIRFEC and the use of Wellbeing Indicators
- All staff are able to access information about how to support learners through communications from Pupil Support Staff, through MAAPM's and IEP's
- Analysis of collated data on attendance, lateness and exclusion shows that most children attend, participate and thrive in the school environment.
- At times of challenge and difficulty the school deploys other professionals to access support from other agencies
- Each pupil is an individual with individual needs, aspirations and rights. Our pupils are given opportunities to take part in discussions around decisions that may impact on their learning and lives. This is done through Pupil Council, review meetings, MAAPM's, etc.
- We endeavour to comply with our statutory requirements and the associated codes of practice. Our staff take account of legislative frameworks relating to equality and inclusion

Level of quality for this QI: 4 Good

Evaluation of QI 3.2- Raising Attainment and Achievement:

Sources of evidence/ evaluation activities undertaken:

- Analysis of standardised assessments to ascertain progress in literacy and numeracy
- Analysis of opportunities for wider achievements for pupils
- Feedback from QIO regarding overall school performance

Overall evaluation of level of quality :

- The local Cluster are moving forward with assessment and moderation training
- Continue utilising the Aberdeenshire Council tracking system
- Almost all pupils are attaining appropriate levels for their age and analysis of data shows that good progress is being made
- Wider achievements are recognised and regularly celebrated through celebration assemblies, achievements display and school newsletter
- Standardised data and professional discussions are used to target support and support staff are deployed effectively to help remove barriers to learning and ensuring equity for all
- The outdoor environment is utilised to enhance pupils learning experiences.
- The school is working hard within Aberdeenshire GIRFEC structures to break down barriers to learning and a number of young people having appropriate plans in place to address these
- Across the school pupils are encouraged to take responsibility but there is room to further extend the range of leadership opportunities

Level of quality for this QI: 3 Satisfactory

4. What is our capacity for improvement?

- **The overall capacity for improvement at Arnage School is good.** This is based on the following aspects within the school:
 - High levels of commitment and leadership by all staff
 - Young people in the school who show a respect for and commitment to learning
 - The positive ethos in the school underpinned by shared vision and values
 - A high quality programme of professional learning that supports all staff and leads to improvements for learners
 - Productive partnerships with parents , other schools and services and a range of contacts in the local community
 - Positive feedback about the school from QIO, HMIE inspectors, parents and learners themselves that gives confidence in what we do
- **Aspects that could impact adversely on the capacity for further improvement include:**
 - Changes in both management and teaching staff
 - Budgetary constraints regarding extending availability of differentiated resources

5. Record of updating

Date	Amendment made	By who	Comment
1-11-17	Double checked and small changes made throughout report to ensure document was up-to-date and correct at time of submission	HT	

Appendix 1

Ellon Cluster – Improvement Plan 2018-19



HGIOS 4; 2.3 Learning, Teaching & Assessment; Effective use of assessment Quality Assurance & Moderation Support Officer (QAMSO)

Rationale

To create a consistent approach across the Ellon Cluster to ensure effective assessment strategies are used to better improve the planning for learning and teaching.

To create effective moderation events to enhance understanding and create shared standards and expectations across Ellon Cluster.

Strategic Aims

2018-19 Numeracy Focus	2019-20 Literacy Focus	2020-2021 Literacy & Numeracy
<ol style="list-style-type: none">1. Launch the Scottish Government's National Improvement Framework priority: Quality Assurance & Moderation to all Ellon cluster schools2. Develop a deep understanding of the moderation cycle3. Practice and refine the aspiration of using holistic assessment as a tool for gauging learning in context4. Engage with meaningful discussion using national benchmarks at a school, cluster and national level5. Develop quality feedback for the participating schools on areas that could be improved to achieve consistency and raise standards specifically in maths and numeracy.	<ol style="list-style-type: none">1. Reflect on progress made, reiterate aims and objectives of the NIF initiative.2. Continue refining understanding and application of holistic assessments.3. Develop a culture of regular internal school moderation.4. Develop a culture of regular cluster representative moderation5. Apply knowledge of NIF to literacy	<ol style="list-style-type: none">1. Embed NIF Quality Assurance & Moderation culture into a new school year2. Expand QA & Mod focus to include numeracy and literacy simultaneously.3. Reflect on impact of cluster plan, refine and adjust accordingly.

Proposal

- *A representative from each school would attend a training day on November 12th 2018 at Foveran School to learn about and understand the aims of the NIF strategy: Assessment of Children's Progress.*
- *The representative would then have allocated collegiate meeting/s to disseminate this information throughout the collegiate calendar.*
- *Internal school assessment and moderation activities would ensue from this training with smaller schools pairing up to make worthwhile moderation activities.*
- *The cluster representatives would bring representative work to a follow-up In-Set day on February 12th 2019 at Foveran School*
- *After a follow-up internal moderation collegiate meeting between Feb-May a final cluster rep meeting would occur to moderate at a cluster level.*
- *It is then the QAMSO's responsibility (David Williams) to take a representative sample of work to moderate at a national moderation event.*

Action plan 2018-19	Expected Outcomes/Impact on learners	How will success be measured?
12th November 2018 In-Set 2 @FoveranSch NIF Quality Assurance and Moderation	<ul style="list-style-type: none"> • Introduction of National Improvement Framework; Assessment of Children's Progress • Evaluate the aims of the improvement strategy • Consider how these aims can be achieved • Understanding of the moderation cycle • Evaluate perspective on where they are on effective use of the moderation cycle • Understanding of the term holistic assessment • Appreciating its value in the bank of assessment tools • Being able to create effective holistic assessments • Formal introduction to National Improvement Framework; Assessment of Children's Progress by Cluster representatives • Share, discuss and practice Holistic Assessments • Moderate teacher created holistic assessments and evaluate/share good practice • How to moderate learning plans • Using the Experiences and Outcomes along with Aberdeenshire Benchmarks to moderate planned experiences 	<ul style="list-style-type: none"> • <i>Cluster Representatives have a clear understanding of Holistic Assessment, its value and the basic principles on how to apply.</i> • <i>Cluster Representatives will feel confident and well prepared in disseminating materials to nominated schools.</i> • <i>All teachers will have the opportunity to engage with the NIF initiative</i> • <i>Holistic assessments will be shared and practiced by professionals</i> • <i>Cluster Representatives will learn about supportive approaches will colleague peers on how to moderate learning plans/courses</i> • <i>Opportunity to up-level/reinvigorate focus on key AiFL strategy of Learning Intentions & Success Criteria</i>

	<ul style="list-style-type: none"> • Creating effective Learning Intentions and Success Criteria using E's & O's/Benchmarks • Sharing of good practice • Improved consistency across the Ellon Cluster 	<ul style="list-style-type: none"> • <i>Holistic Assessments across the represented schools can be shared and moderated at a cluster level increasing consistency and sharing good practice</i> • <i>Opportunity to fully engage with E's & O's/Benchmarks in relation to creating high quality learning experiences and effective assessment opportunities.</i> • <i>Attainment in Numeracy across participating schools should improve as best practice is shared, consistency improved and a deeper understanding of 'attainment of a level' is applied.</i>
Cluster Representative led collegiate (own/paired school)	<ul style="list-style-type: none"> • Disseminate NIF objectives to all teaching staff • Undertake moderation of work activities • Set targets for teachers to bring and share their own professional work to be moderated • Create holistic plans/assessments 	
12th February 2019 In-Set Moderation of numeracy @FoveranSch	<ul style="list-style-type: none"> • Reinforce the objectives of NIF: Quality Assurance & Moderation • Moderate sampled work from cluster representatives • Create feedback and targets that are cluster/school specific to improve consistency between schools. • Refine best practice examples for teachers to aspire towards. 	
Cluster Representative led collegiate (own/paired school)	<ul style="list-style-type: none"> • Disseminate NIF objectives to all teaching staff • Undertake moderation of work activities • Set targets for teachers to bring and share their own professional work to be moderated • Create holistic plans/assessments 	

Cluster Representative Moderation Meeting (central location) 14th May	<ul style="list-style-type: none"> • To moderate sampled work taken from the respective schools • Create feedback and targets that are cluster/school specific to improve consistency between schools. • Refine best practice examples for teachers to aspire towards. 	
QAMSO (David Williams) National Event TBD	<ul style="list-style-type: none"> • Take a sample of cluster moderated work and share with colleagues from different local authorities • Create feedback and targets that are cluster/school specific to improve consistency between schools. • Refine best practice examples for teachers to aspire towards. 	
Evidence of progress/comments/identified next steps:		

Appendix 2

Aberdeenshire – DYW Improvement Plan 2018-19

Delivery of Career Education Standard 3-18, with partners, as appropriate	
Action Plan	Detail of Expected Outcomes
a) Teacher CLPL	<p>Teacher CLPL – Identify opportunities for selected activities:</p> <ul style="list-style-type: none"> • Organise CLPL for staff, including awareness raising of the Career Education Standard, My WoW and simple LMI • Share gender bias and stereotyping resources with all teaching, non-teaching staff...be aware of using gender neutral language • Encourage/enable visits to employers/industry for staff • Build networking opportunities into employer engagement events
b) Review and Refresh Career Education Content	<p>Review what is taught re career education at each stage :</p> <ul style="list-style-type: none"> • Identify gaps in provision and plan activity to fill the gaps <p>Consider how the following are delivered</p> <ul style="list-style-type: none"> • Information about different careers and the subjects, skills, attributes • Opportunities to explore personal interests, strengths, weaknesses development needs – link to profiling processes • Involvement in initiatives which develop entrepreneurial/enterprise skills – eg Micro-Tyco or setting up an Enterprise fund that classes/groups apply to
c) DYW Calendar of Activities within Whole School Calendar	<p>Review whole school calendar - build in career education opportunities across the year involving each year group:</p> <ul style="list-style-type: none"> • Survey pupils – what sectors/careers do they want to know more about • Plan Programme of Assemblies/Themed Days/weeks/ lunch'n'learn activities - Capitalise on national events and any business links support – eg British Science week. • Opportunities to participate in industry related challenges • Parents' Evenings/Events • Business Events – Breakfast/Lunch/Dinner

Skills for Learning, Life and Work to be embedded across the curriculum

Action Plan	Detail of Expected Outcomes
<p>Skills for Learning, Life and Work to be embedded across the curriculum</p>	<p>Ensure there is an agreed understanding about what are the key skills for learning, the key skills for life and the key skills for work :</p> <ul style="list-style-type: none"> • Whole staff meeting - engagement with skills guidance <p>Agree as a school the key skills to be focused on and developed throughout a school year</p> <ul style="list-style-type: none"> • Discussion at cluster/whole school • Discussion/consultation with partners • Discussion with pupil groups • Production of agreed skills list • Agreed skills to be displayed throughout school • Parental information <p>Profiling Process</p> <ul style="list-style-type: none"> • (Working with cluster partners) Revise or refresh the guidance for Pupil Profiles to ensure that teachers and pupils put an emphasis on describing and evidencing their skills development • Use Appendices in SfLLW guidance to promote discussion with staff about how young people can be supported to articulate their skills • Sample Profiles to gauge how well pupils demonstrate their understanding of their skills development <p>Wider Achievement Opportunities</p> <ul style="list-style-type: none"> • Identify skills developed through wider achievement opportunities offered • Identify programmes/activities courses which allow for development of leadership, entrepreneurship and decision-making skills • Seek opportunities to accredit wider achievement formally <p>Parental Engagement</p> <ul style="list-style-type: none"> • Engage with parents about the importance of skills development and the ways in which learners will be enabled to develop their skills...build in to language of homework • Engage in discussion with parents and partners about the limiting effects of gender bias • Devise means of bringing employers and parents to together to discuss skills and their importance

Action Plan	Detail of Expected Outcomes
Developing Partnerships with Employers	<p data-bbox="443 245 2098 312">Audit the extent to which employer engagement is embedded in life of the school, using Employer Engagement Toolkit materials in whole school discussion (eg In-Set day task?)</p> <ul data-bbox="495 357 1469 536" style="list-style-type: none"> <li data-bbox="495 357 1294 384">• Build Business Links - Identify employers (select as appropriate) <li data-bbox="495 392 1305 419">• involve young people in making contact – Leadership group task <li data-bbox="495 427 1223 454">• contact local/nearest Rotary Club or Business Association <li data-bbox="495 462 943 489">• contact local employers/business <li data-bbox="495 497 1469 536">• use parent networks – issue contact cards at Parents’ Nights/School Concerts;