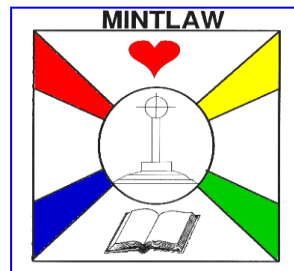




**IMPROVEMENT PLAN
2016 - 2017**

FOR

Mintlaw Primary



Aberdeenshire Council Education, Learning and Leisure Service

“Our vision is for an Aberdeenshire in which everyone is able to develop the skills and confidence needed for learning, life and work.”



Improvement Plan

Improvement Priority No.	1	Raising Attainment, Assessment and Moderation: Improved Approaches Reporting to Parents	
Intended Outcome (s) / Impact	Actions / Lead member of staff	People involved/ Timescales	
<ul style="list-style-type: none"> •To improve pupil experiences at all levels, from nursery to secondary school. •To ensure all cluster school staff have a shared understanding and agreement of planned developments. •To use statistical data to inform pupil need •An improved process of reporting learners' progress and achievement to parents/carers. <i>ie an identified and clear, on-going process with regular information sharing.</i> •The improved reporting process would be spread over the whole school year and have less emphasis on the annual written report in Term 4. •Increased pupil involvement in the reporting process. •Increased parental involvement in their children's learning. •An increased understanding for parents of their child(ren)'s progress and achievement. 	<ul style="list-style-type: none"> • Planned programme of assessment using PIPS and InCAS at different stages over the session. • Analyse and moderate assessment results at school and cluster level. • Use the analysis of the attainment information to improve programmes of work for pupils, identify support needs to raise attainment • Continue to use profiling, use this to share learning across the school, in particular reporting to parents in the Nursery. • Audit parents/carers to gather views and proposals. • Consider and design improved ways of sharing information of learners' progress and achievement within the curriculum for excellence. <i>(ref: BtC5 Recognising Achievement, Profiling and Reporting)</i> • Create annual calendar to reflect the reporting year. • Implement calendar, trial new, agreed improved ways of working which ensure that pupils and parents/carers are more actively involved. • Evaluate and review progress throughout the year. (including parents and pupils) 	<p>Teachers</p> <p>HT/Teachers Teachers</p> <p>EYP/Teachers/Parents Parents All stake holders</p> <p>Staff/Parents</p> <p>All stake holders</p> <p>Use Calendar for timescales</p>	
How will you measure success?			
<ul style="list-style-type: none"> • Increased teacher confidence in monitoring impact in classroom practice. 	<ul style="list-style-type: none"> • Pupil comments 	<ul style="list-style-type: none"> • Staff evaluations 	
<ul style="list-style-type: none"> • Classroom tracking and monitoring / QA processes 	<ul style="list-style-type: none"> • Stakeholders feedback / questionnaires 	<ul style="list-style-type: none"> • Attainment data and analysis 	
Progress Check / Comments / Next Steps			
Date:			



Improvement Plan

Improvement Priority No.	2	CURRICULUM	
Intended Outcome	Actions		Timescales
<p>CURRICULUM FRAMEWORKS Frameworks and benchmarks shared and discussed with staff with a view to using as a planning and moderation/assessment tool. # Moderation/Assessment Identified cluster collegiate times to help discuss and embed effective and consistent moderation and assessment activities. Use of the Professional Curriculum Tool with staff to reflect on effective practice in learning, teaching and assessment in the context of Aberdeenshire's progression frameworks.</p> <p>IDL # Use of the IDL Curricular Framework document with staff to further develop knowledge and understanding of the principles of IDL to promote consistent effective learning experiences. Link IDL to current issues and events.</p> <p>Digital Literacy Further iPad training to ensure staff are effectively utilising the technology within the context of teaching and learning. All staff to be regularly accessing GLOW to make use of the resources and access the learning communities.</p> <p>RME Clear progression across the school</p>	<p># Staff fully aware and engaged with the Aberdeenshire / Mintlaw frameworks to enhance learning and teaching in their classes. # Enhanced working knowledge of pupil expectations at each CfE level across the whole school. # Increased awareness of the principles of the Aberdeenshire Professional Curriculum Tool and engagement across the school and cluster. # All staff are more confident at assessing and identifying what a 'level' looks like at all stages for the school and is consistent across the cluster.</p> <p># More evidence of shorter, focussed and relevant examples of IDL within learning and teaching. # Teachers have a clearer understanding of the principles of IDL.</p> <p># All staff are aware of the increased expectations of digital literacy and its importance across the curriculum. # Staff are using iPads and other digital learning equipment regularly and effectively according to the age and stage of the pupils in their class. # All staff regularly making use of GLOW and the resources available to enhance the learning and teaching being undertaken in their class.</p> <p># Ensure clarity and progression. School Guidance needs updating</p>		<p>Across the school year</p> <p>Engagement with professional across the cluster</p> <p>Term 1 – reduce and improve planning</p> <p>Evaluate across the year</p> <p>Ongoing through CLPL opportunities</p> <p>Throughout school year</p> <p>Term 1/2 and evaluate and improve throughout the year.</p>



Improvement Plan

How will you measure success?

- | | | |
|--|--|---|
| <ul style="list-style-type: none">• Pupils' comments | <ul style="list-style-type: none">• Staff evaluations | <ul style="list-style-type: none">• Questionnaires |
| <ul style="list-style-type: none">• Attainment data / analysis | <ul style="list-style-type: none">• Classroom monitoring / Quality Assurance processes | <ul style="list-style-type: none">• Stakeholders' audit work/Feedback |

Progress Check / Comments / Next Steps

Date:

Date





Improvement Plan

Improvement Priority No.	2	CURRICULUM cont.	
Intended Outcome	Actions		Timescales
<p>Modern Languages – Primary</p> <ul style="list-style-type: none"> • Implement 1+2 in accordance with local strategic policy and working group recommendations • Parents aware of implementation of 1+2 Policy <p>Curricular Transition Pr 6 - Year 1</p> <ul style="list-style-type: none"> • Academy classes differentiated according to ability levels from moderation. 	<p>Begin to engage in the Modern Languages, 1 + 2 Programme through collegiate time and In - Service Day CPD. Engage in workshops and become familiar with the materials provided via Education Scotland's site.</p> <ul style="list-style-type: none"> • Introduce French at P1/2/3 as advised by local working group • An additional language to be introduced to P5-7 pupils as relevant to themes e.g. for P6/7 during their study of Europe this session. • Distribute parent leaflet / Updates through newsletters <ul style="list-style-type: none"> • Moderation of levels across BGE underpinned by frameworks • Engagement of secondary staff at primary level through shared collegiate time • Agree the transition calendar and stick to it 		<p>By June 2017 In-Service Days 4 + 5 Collegiate Time Local Authority CPD</p> <p>Planned and agreed term 1</p>
How will you measure success?			
<ul style="list-style-type: none"> • Learning Visits • Learning conversations with pupils • Professional dialogue with staff. 			
Progress Check / Comments / Next Steps			
Date:			
Date			





Improvement Plan

Improvement Priority No.	2	CURRICULUM - Numeracy	
Intended Outcome (s) / Impact		Actions / Lead member of staff	Timescales
<ul style="list-style-type: none"> Increased teacher confidence and understanding of effective strategies for teaching Numeracy and Mathematics. Increased awareness of knowledge and skills progression within Numeracy and Mathematics. Increased pupil confidence and enjoyment of Numeracy and Mathematics. Raise attainment in Numeracy and Mathematics. Moderation of Numeracy and Mathematics developing at a cluster level. Increased parental awareness of the Numeracy and Mathematics learning taking place. 		<p>Cluster Numeracy leaders identified who will attend 4 training days over the year.</p> <p>Cluster leaders will deliver collegiate training/feedback sessions to the cluster once per term: sharing strategies, methodologies, knowledge and providing opportunities for moderation to take place.</p> <p>Evaluate staff's confidence and enjoyment of teaching Numeracy and Mathematics through gaining feedback at the beginning and end of the session.</p> <p>Evaluate pupil confidence and enjoyment of Numeracy and Mathematics through pupil questionnaires, at the beginning and end of the session.</p> <p>Increased use of the Aberdeenshire's 'Developing Number Sense' Glow page, as a means to sharing information, resources and examples of best practice.</p> <p>Share information with parents and gain feedback.</p>	<p>4 training days, one per term.</p> <p>Inservice day 5 – 2 inputs plus 1 Cluster collegiate meeting in term 4</p> <p>During collegiate meetings.</p> <p>Term 1 and term 4.</p> <p>Throughout the session.</p>
How will you measure success?			
Class observations – Head Teacher and peer monitoring. Evidence of strategies, methodologies and progression in class teacher's planning.		Attainment data.	Staff feedback. Pupil questionnaires.
Progress Check / Comments / Next Steps			
Date:			
Date			





Improvement Plan

Improvement Priority No.	3	EARLY YEARS	
Intended Outcome	Actions		Timescales
<ul style="list-style-type: none"> • Improve planning and pupil's learning journey • Use Building the Ambition and HGIOEY to improve current practice • Ensure support for the changes in the EY team 	<ul style="list-style-type: none"> • Liaise with the Early Years Team to ensure most up to date procedures and information is used, then shared with appropriate staff. • Use current legislation and documentation to inform practice • Continually evaluate profiling/learning journey methods, looking for effective and most user friendly approaches ensuring • SMT to support new role of EYLP and the EY team 		Throughout session 16/17
How will you measure success?			
<ul style="list-style-type: none"> • Pupils' comments 	<ul style="list-style-type: none"> • Staff evaluations 	<ul style="list-style-type: none"> • SMT discussions with staff 	
	<ul style="list-style-type: none"> • Classroom monitoring / Quality Assurance processes 	<ul style="list-style-type: none"> • Stakeholders' audit work 	
Progress Check / Comments / Next Steps			
Date:			
Date			





Improvement Plan

Improvement Priority No.	4	Ongoing Areas of Development	
Intended Outcome (s) / Impact		Actions / Lead member of staff	Timescales
<p>SELF EVALUATION</p> <ul style="list-style-type: none"> Robust and transparent procedures in place to audit aspects of school improvement work. Staff are aware and clear about Education Scotland's Inspection Advice Note 2016/17 Embedding of SE using HGIOS 4 <p>GIRFEC / Child Protection</p> <ul style="list-style-type: none"> Clear processes and documentation in place Links to RRSA work Raised staff awareness of identifying and supporting pupils with dyslexic tendencies Raised staff awareness of identifying and supporting pupils with ADHD 		<ul style="list-style-type: none"> Quality assurance calendar in place; QA calendar makes explicit links to improvement priorities (pedagogy, cooperative learning, active literacy, raising attainment) At all levels across the school stakeholders are involved in evaluating school improvements and identifying areas for future developments via groups such as Parent Council, Pupil Council and other committees via questionnaires, surveys, discussion or other tools. Child Protection protocols adhered to – refresher training on first In-Service day; chronologies updated as necessary Irene Taylor (Cluster ASL – Dyslexia Development Group), identified school champions. ALDO training, familiarisation with relevant documentation as identified by Irene Taylor. Development and use of WOW (Ways of Working) Boxes in each class. Teaching and support staff. Training organised by Helen Richards PT ASL HT Link with Local GIRFEC Group Agenda, see also GIRFEC National Practice Model 	<p>As detailed in QA calendar</p> <p>HGIOS 4</p> <p>Throughout the session</p> <p>Inservice day 3</p> <p>Ongoing throughout the session as advice becomes available.</p>
How will you measure success?			
<ul style="list-style-type: none"> Classroom monitoring / QA processes Increased teacher confidence in monitoring impact in classroom practice. Staff evaluations / Stakeholders feedback / questionnaires 			
Progress Check / Comments / Next Steps			
Date:			

