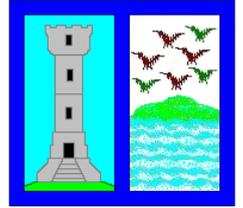


BURNHAVEN



SCHOOL

**Standards & Quality Report
2019-2020
&
School Improvement Planning
2020 – 2021**

School Forward

We are pleased to present both our Standards and Quality Report for Session 2019–2020 and our School Improvement plan for the current session 2020 -2021. This report forms part of our quality improvement framework and provides important information regarding our schools progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Burnhaven school. We continue to develop our practice and procedures to collect appropriate data and make robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing? Overall we believe we are providing a satisfactory education for our pupils with areas for improvement.

How do we know? Our collection of attainment data, engagement data, parent consultation data suggests that while our children are making progress, we have work to do around our curriculum, parent involvement and health and wellbeing in response to the Covid 19 Pandemic in the coming session.

Looking inwards We continue to evaluate our working practices to improve the experiences and outcomes for our children through regular tracking and discussion.

Looking outwards to find out more about what is working well for others locally and nationally we work alongside local schools and schools in other authorities to challenge ourselves and explore best practice. Practitioners engage with social media and online learning to explore new ideas and critically decide if this is relevant to our school.

Looking forwards we strive to be a school which offers very good and excellent education. Burnhaven aims to be a Haven where futures begin. This is both a challenge to achieve and vision for the future. Continuous self-evaluation and robust decision making is the key to this.

At Burnhaven school we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our pupils get the best possible start in life and are enabled 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.

Anita Buchan

Head Teacher

The School and its context

Vision for the school

At Burnhaven School we provide a haven where individuals are safe, healthy, achieving, nurtured, active, respected, responsible and included as they are encouraged to create and shape their futures by maximising their potential.

Values that underpin our work

The following values are promoted at Burnhaven School:

Respect, Compassion, Motivation, Honesty and Trust

What do we aim to achieve for our children/pupils?

Our aim at Burnhaven School is to ensure all children are motivated to fulfil their potential by having the experiences and opportunities necessary for success. Pupils will be encouraged to reflect the school values to become responsible and effective citizen who have skills for life, work and learning that will ensure they can compete on a local and global scale.

Context

Burnhaven Primary School is situated in the north-east coastal town of Peterhead, approximately 30 miles from Aberdeen. It serves the catchment area of south-west area of the town and the surrounding rural area.

On leaving Burnhaven School, pupils transfer to *Peterhead Academy*, which has 11 associated feeder primary schools as part of the Peterhead Children's Services Network (CSN). Within the Peterhead CSN, all services operate in an integrated framework in order to ensure that each child has the fullest opportunity to maximise his or her potential.

The school accommodation includes the main building and two temporary classrooms. The main building comprises two classrooms, one multi-purpose room, administration offices, the school hall and servery.

The current roll is 57 children. The pupils are currently organised into 3 classes. The school has 4.0 full time equivalent staff including the Head Teacher. The school is also supported by the local Peterhead Children's Services Network and additional sporting opportunities are arranged by the Active Schools Coordinator. Teachers from the Peterhead Primary Schools Area Team provide additional support for learning 1.5 days per week.

Our teaching team is supported by 3 part-time pupil support assistants, a school administrator, a clerical assistant, a part-time janitor, and kitchen and cleaning staff. The school has a very active and supportive Parent Council and encourages involvement of parents in the work of the school. Their interests extend well beyond the normal fund-raising and social activities. Several enthusiastic pupil groups are also in place including the Pupil Council, Eco Committee, Healthy living group and Rights

Respecting Schools Group. Pupils in the senior classes are prefect, librarians and play leaders

The school manages its budget in line with Aberdeenshire Council guidelines and priorities are identified in line with the School Improvement Plan.

Creating an ethos of achievement is central to what we do and we work hard to establish an environment in which all our pupils, staff and members of our community are able to fulfil their potential and expectations. We know our local community and families well and as such, the school aims to provide a nurturing environment that is reflective of pupils needs. Moreover, local connections with the world of work are being sourced and used as appropriate to develop skills for life and work.

Very few children at Burnhaven live in an area of deprivation. Analysis of SIMD data indicated that the majority of children are from decile 7 or above. Therefore, the school was allocated a small portion of the Pupil Equity Fund. These monies will be used to support continued improvements in Literacy focusing on pupil engagement and in exploring internet safety to keep our Burnhaven Family safe and respectful online.

This session the school will be working on developing the curriculum as a whole to ensure a comprehensive and coherent education for all children. Staff at Burnhaven are beginning to work with colleagues within the cluster and out with in order to develop a progressive curriculum.

This will lead to the development of a new curriculum rationale for Burnhaven. The values of the school were updated last session in consultation with parents, children, the local community, business partners and the wider education community.

Please refer to Burnhaven School Prospectus for further information. This is available in school or at our website. www.burnhaven.aberdeenshire.sch.uk

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 2019-2020.

Key priority 2019-2020	Key actions undertaken	Impact (achieved throughout 2019-2020)
<p>Priority 1- <u>Wellbeing</u> Continue work towards developing a positive school ethos. Further exploring and emphasising our school values and how we live them in our school. Build resilience of pupils, staff and families to support the wellbeing of all.</p>	<ul style="list-style-type: none"> - Visit from Annabel Turner from CyberSafe Scotland to P6-7 regarding online safety. - Children exhibiting challenging behaviours were offered support from PSW and Educational Psychologist so that appropriate support was given. - Inservice given to discussion of autism and spectrum disorders. - Social Worker worked with P5-7 to explain the needs of a pupil in the class. - Work completed about the Burnhaven Learner - increased opportunities for pupil voice. 	<p>All impact was reduced by the remote learning period from March to July. Furthermore, it has become more evident that our priorities are not sufficiently SMART to measure progress as we might hope. This will need to change for session 2020-2021 plans.</p> <ul style="list-style-type: none"> - Children found messages from CyberSafe Scotland difficult to listen to. - PSW continued building relationships with children. Some children received additional identification from multi agency approaches which is beginning to help us meet their needs. - Children are more accepting of pupils on the autistic spectrum. - Children have been involved in creating Burnhaven Learner Concept but work will need to be done in embedding the concepts. - Children were included in surveys to improve school building and environment. Senior pupils planned virtual sports day but we need to move towards greater pupil agency rather than just saying what needs to be done.
<p>Priority 2 – Curriculum Development 2.2: Finalise Curriculum Rationale and use these to underpin curriculum progressions and policies for all areas of the curriculum starting with literacy and numeracy. Ensure</p>	<ul style="list-style-type: none"> - Creation of a reporting calendar - Creation of an assessment calendar - Finalised the Curriculum Rationale - Numeracy Policy finalised - Numeracy pathways being scrutinised to explore issues and progression. - Literacy policy discussed and started but more work is required here. 	<ul style="list-style-type: none"> - Reporting and assessment calendars were issued but remote learning procedures made these impossible to follow through. Parent survey indicated that a number of parents are still unclear about how children are assessed and don't feel they have enough information.

<p>progression pathways provide pace and challenge.</p>		<ul style="list-style-type: none"> - Curriculum Rationale published but a number of areas require action moving forward. - Numeracy policy completed and published. - Literacy policy begun <p>We must consider how these are shared with families so that they are meaningful.</p>
<p>Priority 3 -</p> <p>Engaging families in learning 2.5 and Building Partnerships with parents 2.7 : Rebuild robust reporting structures for parents. Develop the use of profiling as a way to inform parents of progress. Build in positive ways for parents to engage with the school in meaningful ways and respectful ways.</p>	<ul style="list-style-type: none"> - Reporting calendar created and shared - Seesaw set up to share learning at home - open sessions offered - Parents night held twice 	<ul style="list-style-type: none"> - Seesaw was set up to allow real time reporting but this was taken over by remote learning. It cannot be used next session so alternatives will need to be considered. - An open maths session took place, parents were pleased and interested in what was shared. Other sessions cancelled due to remote learning. - Parents nights were offered and taken up twice. Only a minority of families did not take up the offer. However, parent survey still suggested families were unsure of the child's progress.

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: 3 Satisfactory

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- The majority of pupils are able to talk about the vision and values of the school. A more consistent process of review is required to further embed them into school.
- Most decisions are made with our Vision, Values and Aims in mind. For example increasing a focus on health and wellbeing to promote respect, trust and honesty within school and curriculum developments are focused on motivation and engagement for increased attainment.
- We have a good understanding of our local community and the socio, economic and cultural contact although Covid has changed some of this and we need to find ways to collect this information carefully. We collect this information via SIMD, conversations with parents etc.
- We are being to encourage creative and innovative approaches such as increased outdoor learning and play based pedagogy but as yet we must find ways to explain these to families who expect a more traditional approach to learning and teaching.
- Strategic direction and pace of change is planned using parent questionnaires, staff professional conversation and the engagement and attainment data of our pupils.
- Planned improvements have been hampered with Covid this session and targets were not sufficiently SMART to measure improvement and prove that they have been embedded.
- All staff are involved in professional learning and this is becoming more structured around school improvements.
- Some staff are now taking on areas of school development themselves. We have begun exploring practitioner enquiry for development of outdoor and play based learning.

How do you know?

What evidence do you have of positive impact on learners?

- Parent Surveys suggest that changes implemented this session have not fully been embedded as they have similar concerns to last session.
- Engagement data, staff professional discussion is becoming more focused so our team knows our children well and is adapting to their needs.

What are you going to do now?

What are your improvement priorities in this area?

- Head Teacher to be involved in Authority Self Improvement Trios
- Embed a tracking and assessment cycle to ensure robust evidence of our positive impacts.
- Embed We said, We did, We can see so that all stakeholders know that they are included, have a role to play and can see the impact.

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: 3 - Satisfactory

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- Our classrooms are increasingly positive, nurturing and appropriately challenging
- Identification of pupil needs has led to an increase in pupil engagement. Most children are engaged in their learning.
- An assessment calendar has been developed but this requires embedding over the next session.
- Our assessments and professional judgements are becoming more robust based on benchmarks. This has shown a marked increase in attainment data across the board in comparison with 18-19 data. However, professional judgements were not as reliable last session. Remote learning will play a part in judgements in next session.
- Staff know the children well using observation, planning and assessment to inform next steps, recording and reporting. Remote learning has made this less reliable.
- Learners receive high quality feedback but there are challenges around children's learning stamina e.g willingness to learn from mistakes, willingness to try new ideas.
- Children have a role in wider leadership of the school but as yet this is tokenistic rather than promoting agency.

How do you know?

What evidence do you have of positive impact on learners?

- Data packs show an improving picture moving forward but small numbers make it difficult to generalise.
- Engagement tracking data also shows an improving picture.

What are you going to do now?

What are your improvement priorities in this area?

- Increase outdoor learning and play based learning during the next session.
- Children with dyslexia need to support to use technology to support their learning.
- Embed assessment calendar
- Continue to develop teaching and learning strategies to involve pupils and parents in the learning process.
- Continue to embed tracking processes so that focus on next steps is increased.
- Introduce greater range of quality assurance measures such as pupil focus groups.

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: 3 Satisfactory

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- Staff are becoming more confident with GIRFEC, the wellbeing indicators and the UNCRC.
- For the majority of the time children are supported to feel Safe, healthy, achieving, responsible, respected, active, nurtured and included but this needs some development with wider stakeholders.
- Children are involved in wider leadership groups such as houses, prefects, librarians and play leaders but as yet this level is tokenistic rather than encouraging them to be the agents of change.
- Staff are informed of current guidance through staff gatherings and weekly newsletters. Inset this session explored autism/asd and how children may be supported in this.
- Children are beginning to show consideration for others e.g improved understanding of a pupil in the senior class but there are still challenges for our older pupils.
- We communicate frequently and regularly with our parents but less often exploring the themes of inclusion and equality.
- More of our children who experience barriers to learning are having their needs identified and then met.

How do you know?

What evidence do you have of positive impact on learners?

- Despite a smaller number of returns in our parent survey this session, more families feel that their children are respected, developing confidence etc. More families say that their children feel safe in school.
- The majority of our children are looking forward to returning to school after lockdown.

What are you going to do now?

What are your improvement priorities in this area?

- Continue to develop understanding of nurture principles amongst staff and ultimately amongst parents and families.
- Continue to highlight our values and exemplify what these should look like in school.
- Develop a more encompassing health and wellbeing programme to address wider issues.

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: 3 Satisfactory

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- We have an improving picture across literacy and numeracy and the reliability of these figures is becoming more certain.
- Our assessment calendar is informing our judgements although this has been irregular due to lock down.
- A tracking system has been introduced and this will be used to monitor interventions.
- Our children are encouraged to become involved in a wide range of experiences including Children's University, Choir, school leadership, Games Con, football teams etc
- Children who are struggling with learning have been identified and extra support has been offered including increasing the use of technology.

How do you know?

What evidence do you have of positive impact on learners?

- Our attainment data is showing an improving picture with significant improvements although it is too early to say whether this is based on improved and more reliable professional judgements or whether issues have been addressed.
-

What are you going to do now?

What are your improvement priorities in this area?

- Continue to embed tracking process and begin to explore data over time and for particular groups.
- We need to consider how we track wider achievements and their achievements in the wider community.
- Revisit accreditation schemes to plan next steps for each area on which we are working.

Wider Achievements experienced by the Burnhaven Family 2019-2020

Memories are made of this:

- Whole school sponsored walk
- Harvest Service with Prefect collection for Peterhead Food Bank
- Fire Safety and bonfire Safety presentation
- A range of charity events; Children in Need, Sports Relief.
- Numeracy open afternoon
- Whole school working in Houses as Pupil Council to evaluate school improvements.
- Prefects
- Virtual Sports day
- Lunch time clubs
- Active school clubs
- Violin Lessons from Schools Music Service
- Choir – performed at the Peterhead Seafood Festival and Light up Peterhead. Carol singing round Towerhill. Competed at Glee in Aberdeen beach ballroom and won the Espirit de Glee trophy.
- Librarians organising World Book Day events, library open afternoon and rhyme time session for preschool children.
- World Book Day
- Cyber safe Scotland
- Safer internet day
- Youth Music Project with P5-7 where they created their own song.
- Play leader training with Active schools
- Soldier visit for P3-5 to compare what the life of a soldier in WW2 to the present day
- P7's took part in the rotary quiz
- Hot chocolate Fridays
- Out of the box Assembly from the Baptist church
- Toilet roll challenge video during lockdown

Wider Community Links

PEF 2020-2021

Identified gap	The wellbeing of our children is still the biggest gap in children's attainment as this affects their engagement and willingness to learning. This applies to those with identifiable challenges and to those who are within the class. We need to continue to meet the needs of the few so that the needs of the many are also met. We need to increase enthusiasm and interest in learning. The pupil for whom the funding is identified is making good progress across the board.
Expenditure	<ul style="list-style-type: none">- Increase staff and parent understanding of the needs within our school. "Tell me about....." books £122- Sumdog for literacy and numeracy to engage pupils and offer additional attainment data. £310- Outdoor learning – continue to develop our outdoor learning provision because we recognise the importance of creative time outdoors to support children's wellbeing and willingness to engage. £700
Expected outcomes	<ul style="list-style-type: none">- Increased understanding for the whole school community around the needs within the school and how best to support them.- Increased engagement learning key elements of literacy and numeracy in a fun way.- Improved concentration and engagement in learning whilst in the outdoors.
Impact Measurements	<p>Current engagement data shows the majority of pupils are either not engaged or engaged by ritual compliance. We would like to Most children fully engaged in their learning, willing to take risks etc.</p> <p>A high number of our incidents of challenging behaviour come from other children not understanding or recognising the needs in their class. Parental complaints are often based on this too. A reduction in classroom incidences and parental complaints would should we are improving outcomes and the school experience for all our learners.</p>

Capacity for improvement

All school staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil 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.

There are number of key themes which need to be addressed going forward and the work begun in earnest this session needs to be embedded; self evaluation for self improvement, parental engagement, development of outdoor learning, continued work on wellbeing to ensure children are safe, healthy, achieving, respected, responsible, active and included.

Action plan 1

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>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</p> <p>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</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement 3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress 3.3 Developing creativity and skills for life</p>	<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 		
<p>Priority 1 : Health and Wellbeing – improving understanding of wellbeing indicators and curriculum area.</p>		<p>Data/evidence informing priority:</p> <ul style="list-style-type: none"> Recovery from Covid-19 H & W of pupils since school closure from 20th March 2020 Impact of Covid Lockdown on health and wellbeing Behaviour of children prior to school closures Relationships between pupils, and between pupils and staff, particularly in the senior class, prior to school closures. 		
<p>Key actions</p>	<p>By whom</p>	<p>When?</p>	<p>How will we evaluate impact? (Measurements of success)</p>	<p>Progress</p> <p>On Track</p> <p>Behind Schedule</p> <p>Not Achieved</p>
<p>Term 1 Introduce Risk assessment for school post Covid and share this with school community via signage and video examples so children understand the structure.</p> <p>Assess learner's social and emotional needs in the first few weeks by planning and delivering open activities. Adopt a dialogic approach - listening, talking and observing as a first stage in gathering formative information about children and young people's learning needs on their return to places of learning. Increased Pupil Voice.</p>	<p>All staff</p> <p>Class Teachers</p>	<p>August</p> <p>Term 1</p>	<p>All stakeholders feel that school is a safe place to be.</p>	<p>OT</p>

<p>Introduce and develop health and wellbeing assessments alongside emotional check in tasks.</p> <p>Increase pupil voice. Revisit values and rights chosen for school charter to explore what that means for pupils and staff. Expectations for parents to be added later in the year.</p> <p>Teachers to timetable daily Health and wellbeing sessions: Re-introduce Bounce Back as resilience programme for the first term – 10 week programme. (plan how this will be used in future years e.g every 2-3 years?) Inform parents of content.</p> <p>From September begin Healthyschools.scot curriculum planner Column C – focus on SAFE.</p> <p>Formalise health and wellbeing policy – to ensure consistency and sustainability of health and wellbeing programme.</p> <p>Ongoing through the year: share all opportunities to find out about how to support children with neuro-differences. Share good practice at regular staff meetings.</p>	<p>All staff</p> <p>Mrs Buchan during NCCT</p> <p>Class Teachers</p> <p>Class Teachers</p> <p>All staff</p> <p>All staff</p>	<p>Term ¾</p> <p>Term 1</p> <p>Throughout year</p>	<p>Improved data around the wellbeing of our pupils</p> <p>Children will be able to articulate their role in maintaining school values.</p> <p>A clearer health and wellbeing program and progression which can be more easily assessed.</p>	<p>BS</p> <p>BS</p> <p>BS</p> <p>OT</p>
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<p>as the starting point for grouping for children and planning for learning.</p> <p>Collegiate planning to be supported virtually to ensure moderation of planning for learning, teaching and assessment.</p> <p>Within the first few weeks staff should aim to be outside daily for learning activities. As the term progresses, learning outside should be as often as possible.</p> <p>Focus of staff development and collegiate working to be a professional enquiry around outdoor learning. "What will happen when...?"</p> <p>NCCT lessons in ICT to focus in the first term with teaching of technology for learning e.g Word processing, Presentation creation, recording tools and creative tools and how to access tools from home.</p> <p>Senior pupils to create support videos for younger pupils.</p> <p>Support for learning Teacher to support pupils in the classroom to help them access assistive technology more independently.</p> <p><u>In case of blended learning</u> As a staff team plan to ensure all children and young people are clear about what they will be learning when in school and what they will be doing away from school- Focus to remain in literacy, numeracy and health and wellbeing.</p> <p>Encourage all pupils to follow patterns and routines that will support their learning at school and at home. All staff to ensure pupils know when work will be 'allocated' and the timescales for completion, with clear success criteria Ensure all parents/carers are kept informed in order for them to appropriately support their children (routines around blended learning, sharing the purpose/learning intentions etc)</p> <p>Work with colleagues across the school cluster to reach an agreed approach to blended/flipped learning for our school – share in good practice/review and adapt in line with practice/guidance.</p>	<p>All staff</p> <p>Class Teachers</p> <p>Class teachers</p> <p>Mrs Buchan</p> <p>Pupil leadership groups</p> <p>Mrs Massie</p> <p>All staff</p> <p>All staff</p> <p>All staff</p>	<p>Throughout the year</p> <p>Term 1 and ongoing</p> <p>Term 2 onwards</p> <p>Term 1 onwards</p> <p>Term 2</p> <p>Ongoing</p> <p>As required</p> <p>As required</p> <p>As required</p>	<p>Children have more outdoor experiences and these become more focused. Increased teacher confidence</p> <p>Teachers develop a wider understanding about effective teaching and learning when outdoors</p> <p>Children become more proficient in digital literacy.</p> <p>Children begin to recognise that they are change makers within the school.</p> <p>Children will begin to use the tools available with increasing confidence.</p> <p>All families and pupils will feel confident that they know what needs to be achieved and when.</p>	<p>OT – needs more structure</p> <p>BS</p> <p>NA – probably move to next year</p> <p>BS</p> <p>NA</p> <p>OT – set back at home, appears to be less confident there.</p> <p>NA – not applicable but remote learning this time has brought up a number of issues regarding parents understanding of teaching and learning process.</p>
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Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> 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. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>		<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p>Specific to HGIOS 4</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p>Specific to HGIOELC</p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>		<p>Aberdeenshire Priorities:</p> <ol style="list-style-type: none"> Improving learning, teaching and assessment. Partnership working to raise attainment. Developing leadership at all levels. Improvement through self-evaluation. 	
<p>Priority 3 : To improve</p> <p>Parental Involvement – Increase meaningful Parental involvement by building the capacity of parents to support their children's progress.</p>			<p>Data/evidence informing priority:</p> <ul style="list-style-type: none"> Covid Lockdown feedback Feedback from parental survey noting that parents do not feel they understand their children's progress and attainment. 		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress	
				On Track	
				Behind Schedule	
				Not Achieved	
<p>Term1:</p> <p>Canvas families about how they see their role as first educators and how they view the role of the school. What are their barriers for being involved? Also ask about their lockdown experience and what their concerns</p>	<p>HT</p>	<p>Term 1</p>	<p>A greater understanding about what our parents believe their role is.</p>	<p>NA – but could be carried out after 2nd lockdown</p>	

are regarding pupil's progress from this point forward.				As above
Use information gathered about home life during lockdown to inform reporting progress following baseline assessments.	HT	Term 1	As above	
Publish reporting calendar – offering a video explaining what this is and what parents can expect.	HT	Term 1	Create a shared understanding of what parents might expect this session.	OT – but requires adaptation due to 2 nd lock down
Offer a simple baseline report which tells parents whether their children are on track or require support and which states targets. Targets should be discussed with pupils.	Class teachers	End of term 1	Create a shared understanding of progress and next steps	Completed but some technical challenges.
Re-establish Seesaw as a profiling tool for children to show their progress to parents on a regular basis.	Admin	Term 1	Offer families a real-time reporting process.	Achieved by Seesaw was removed. Requires an alternative.
Update school website with sources of support for parents to look for ideas to help when learning at home.	HT/Admin	Ongoing	Give parents and families greater support for their children at home	
Term 2-4:				
Use information from initial canvas to complete range of audit tools to consider current level of parental engagement: HGIOS4, Epstein taxonomy, engaging families – toolkit for practitioners, Digging deeper audit tool.	HT	Term 2	Develop an understanding of our family dynamics and willingness of families to be involved which is less anecdotal.	NA – term 1 survey not completed
Offer termly workshops to explain key areas of the curriculum progression and suggest ways parents may support from home.	HT	Term ½	Create a shared understanding of teaching and learning in literacy, numeracy and health and wellbeing.	Literacy – Complete Numeracy – Complete but not well attended H/W Teaching and learning to do.
Offer termly open afternoons or family learning tasks to help families learn together and understand the learning within school.	While school	Termly	Help families understand the learning taking place and how to support their children	Not possible with Covid – online?
Work with Parent Council to develop a parents' charter which sets out	Parent council, HT, pupil groups	Through out the year	Develop a clear plan for parents to support their children to live school	BS

<p>positive ways parents can contribute to the school based on school values (Motivation, compassion, trust, honesty, respect and the three rights of the school charter.</p> <ul style="list-style-type: none"> - We have the right to be safe - We have the right to participate - We have the right to learn. <p>Include what parents can expect from the school, the expectations from the parents and from the pupils.</p> <p>This would then form the basis of a parental involvement policy to which could be referred to in terms of accountability and during conversations with parents.</p>			<p>values and to help them demonstrate them too.</p>	
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