

Action plan 1

To Improve quality and consistency of teaching and learning experiences across the school for improved attainment and improved engagement including exploring a variety of learning environments, increased play and embedding digital technology.

Triangulated Evidence which Informs this Action and those which are planned for:

Quantitative Data

Engagement Data using Schlechty Scale/Leuven Scales.

Attainment data – professional and standardised.

Increased engagement should help to maintain good progress in behaviour management and therefore the number of reflection times should reduce.

HWB survey comparisons.

Direct Observation

Pupils enjoy a variety of tasks in a variety of learning environments.

Environments are consistently engaging, relevant and supporting curiosity and the development of skills.

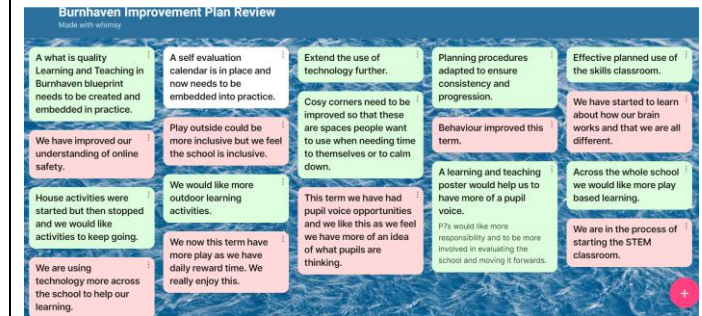
Technology is being used for additional support e.g, Nessy, Teacher your Monster. Technology will also become a daily part of learning opportunities with an element of choice of how 'we' learn.

Learners are challenged through appropriate differentiation and grouping. Children who need it have individualised programmes. A learning and teaching blueprint along with monitoring and moderation will help to ensure that learning is quality and consistent.

Learning intentions are shared and some AiFL techniques are being used.

People's Views

Pupils and staff



Comments from parents

- The girls really enjoyed house activities
- Behaviour has improved
- It would be good to see coding as part of learning
- Focus on maths and clearer maths passports
- Balance between inclusion and teachers having capacity to support certain pupils so other pupil's learning is not disrupted.
- Technology for improving life skills
- Brilliant seeing the school continue to improve
- The development a skills/stem classroom will be a great addition to Burnhaven
- More outdoor learning activities would be good.

	<p>Children lead learning using KWL activities but need more opportunities to lead the direction of learning.</p> <p>Children are reticent about talking about learning. Most comments are focused on the task rather than the learning.</p> <p>Research into play suggested play is fun and learning is boring.</p>	
Actions/Leadership	Impact	Measures
<p>Actions</p> <ul style="list-style-type: none"> • Increase pupil voice in leading learning • Plan for effective use of the STEM classroom. • Increase play based pedagogy across the school and develop approaches to planning and recording the learning that takes place. • Develop the use of outdoor spaces and embed outdoor learning into practice. • Develop children’s understanding of outdoor spaces (Eco Schools groups) • Increase children’s confidence when talking about their learning. • Develop a skills framework to help children talk about their learning. • Increase use of digital technologies across the curriculum. • Engage with new Aberdeenshire Teaching and Learning Toolkit. • Review the Burnhaven Lesson as a blue print for Teaching, Learning and Assessment. Develop a consistent understanding of this. • Develop Quality Assurance practises to ensure consistent quality. • Develop consistent learning and teaching curriculum approaches and use of key resources. 	<ul style="list-style-type: none"> • Children will have a greater role in planning their learning and how to engage in it. • Digital technology will be used across a wider range of lessons to engage children and enhance the learning experience. • Children will be able to talk about their learning and how they can improve. • Lessons will take place in a range of environments. • Skills will be evident throughout the curriculum. • Playful experiences allow greater pupil choice in learning. • Greater breath and depth of learning. • Consistent lesson features. • Improved engagement and attainment. • Greater consistency across classes. 	<ul style="list-style-type: none"> • Leuven and Schlecty scales will demonstrate improved engaged and lesson ritual appliance. • Teacher and support staff surveys will recognise improved engagement. • Lesson observations will demonstrate improving consistency. • Tracking meetings • SNSA results and attainment data • Moderation activities • Peer learning walks.

<p>Professional Learning</p> <ul style="list-style-type: none"> • Attend launch of Aberdeenshire materials for HT and PT. • Inservice session with Mark Burns (all staff) • Inservice session with Shirley Clarke (all Staff) • Further reading and debate around assessment, moderation, tracking and analysis. (4th quadrant) 		
<p>Policy Development</p> <ul style="list-style-type: none"> • Develop Teaching and Learning statement for this session and review for next session. • Review Teaching and Learning Blue Print in line with Aberdeenshire Toolkit • Review Play policy to include new play spaces and arrangements for their use. 		
Term 1 and 2	Term 3	Term 4
<ul style="list-style-type: none"> • Launch of new materials and engagement with the tool kit. • Inservice session with Mark Burns (November) • A clear Learning and Teaching Statement personal to Burnhaven needs to be created and embedded and then a policy in place that guides this. This needs to be developed over several training meetings to ensure this is based on consistent levels of understanding and expectations. • Increase understanding of pedagogy of learning through play from P1-P7. • Embed effective planned use of the STEM classroom. • The planning process and procedures need to be improved to ensure we have consistency and progression. Frameworks, curriculum progressions for most curricular areas, monitoring and moderation of this process are all now required. 	<ul style="list-style-type: none"> • Embed play pedagogy in practice from P1-P7. • Explore and deepen understanding of how technology can be used to support learning. • Deepen understanding and consistency of learning and teaching approaches across the curriculum considering resources being used. • Develop a skills framework that allows skills to be planned for and discussed. • Develop understanding of outdoor learning and embed within practice. • Inservice session with Shirley Clarke (February) 	<ul style="list-style-type: none"> • Play policy to be shared and embedded. • Update Teaching and Learning statement for next session. • Complete quality assurance calendar

- With clearer planning pupil voice and their ability to talk about their learning can also be targeted.

Term 1 and 2 Evidence

Mrs Buchan attended the teaching centred leadership presentation from Bruce Robertson which launched Aberdeenshire's Teaching and Learning website and toolkit. Some key points:

Teaching-centred leadership

Bruce Robertson
August 2022

1. The most important consideration is the extent to which *all students are learning what we plan for them to learn.*
2. Learning usually requires *deliberate effort.*
3. We need to plan with *working memory and long-term memory* in mind.

4. *Being busy and learning* are not the same thing.

5. *Desirable difficulties* propel learning forward.

6. A *teaching-learning gap* is inevitable (but reducible).

7. The learning of *one or two students* tells us nothing about the learning of *everyone.*

8. *Producing product* doesn't necessarily evidence learning.

9. The best way to teach *novices* is different from the best way to teach *experts.*

10. Effective teaching blends *Specific* and *Non-specific Teaching* approaches.

Impact: High quality questioning during the lesson is a good opportunity to encourage retrieval.

We plan specific/direct teaching for our groups.

We accept that knowledge is needed to develop skills.

We recognise the challenge of the forgetting curve and the need to encourage retrieval regularly.

We agree that learning requires thinking.

Mark Burns – Inservice November

Plus One Teaching

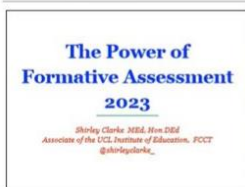
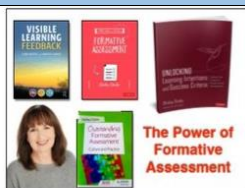


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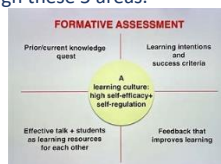
Planning: Lesson sequence – moving the learning from surface to deep. Work backwards from what we want to achieve. Be clear about what we want children to know. Assess prior knowledge before the planning stage.

Term 3 Evidence



Key messages

- Currently assessment capable learners and collective teacher efficacy have the highest effect sizes for improving outcomes for our pupils.
- Assessment for learning is good teaching and learning. The handouts and video examples went through these 5 areas.



Comments we made through the session:

We liked the Success Requires PETI approach to "i'm struck".

We have concerns about whole class teaching in a multicomposite class. Are there any video examples of this. We can see it working for topic or whole class starters but not in the main part of lessons where P1 and P4 need to do very different things.

We liked how progress could be shown throughout topics of work.

Impact: We thought we would try sharing learning using the visualiser, We thought we would try asking pupils for their feedback in questions in jotters like exit passes. Longer term, we will plan further exploration of Shirley Clarke's work into next years' teaching and learning developments.

Training with educational psychologist about the role of the Adult in play.

Term 4 Evidence

Play policy is complete taking into account all the work we have done over the past few years. Next steps include tracking skills through the play.



Burnhaven School Play Policy



1. What is play?

"Every child has the right to rest, relax, play and take part in cultural and creative activities"
UNCRC Article 31

"Children's play is any behaviour, activity or process initiated, controlled and structured by children themselves. Play is non-compulsory, driven by intrinsic motivation and undertaken for its own sake, rather than as a means to an end. It may take infinite forms but the key characteristics of play are fun, uncertainty, challenge, flexibility and non-productivity."
General Comment 17 UNCRC

At Burnhaven we see play as creative, open ended and relaxed learning where children have autonomy and choice. Play promotes pupil voice, social interaction and exploration. When children choose their play activities, we see greater engagement and persistence which leads to better learning.

2. What are the benefits of play?

"Play is an essential part of a happy, healthy childhood and when children play their brains do two things: they grow and become organised and usable."
Bob Hughes, Playwork Theorist

"To a child, play is about having fun but to society it is so much more. Play is essential to healthy development from birth to adulthood, contributing to capacity for learning, resilience and the development of physical, cognitive, social and emotional skills."
Play Strategy for Scotland: Our Vision

At Burnhaven, we have explored play within our school and have recognised that the benefits include the development and application of skills, relationship building, increased engagement, increased willingness to take risks and to try new things. Children at play are happy learners.

3. Aims of this policy

With this policy we aim to:

- State how we use play in Burnhaven School
- Explain how play looks different in different contexts
- Promote the value of play for learning

4. Our promises for play

- We aim to maximise the range of types of play children can engage in across the school week.
- We will ensure that classrooms and play spaces are enabled so that children can choose the resources and equipment that they need.
- We will allow children to make mistakes and learn from these during play.
- Even if we don't understand why children are playing in a particular way, we will respect their play process and be willing and enthusiastic when invited to play with them.

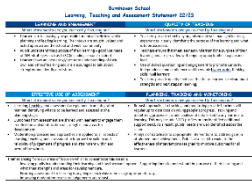
5. Play Opportunities

The full policy can be found on our website. Children have engaged with the play and are trying new things, exploring new materials and developing persistence and resilience.

During the lesson: I do – explain once well., We do – slow down and check for understanding across the class, bouncing learning. You do – looking for a 90% success rate and then encourage improving and polishing. What scaffolds can we offer?

After the lesson: Remembering and learning are intertwined. How do we ask children to retrieve learning from long term memory – use it or lose it. *Impact: We decided to use the video method to support our quality assurance. This will help us choose one thing to improve. This year's focus has mostly been around planning. Suggestions and resources will be added to our school professional learning resource.*

Teaching and Learning statement was completed at the beginning of Term 3 following the revision of our Vision, Values and Aims. Click on the picture for the full document.



Impact: We need to focus on involving pupils in their learning so that they know their strengths and areas for development, ensuring formative assessment is ongoing. Improving our moderation.

Evaluation of play with regards to using it as part of our teaching and learning. Continued embedding of our play opportunities.

Area to be evaluated	The visible Learner	Know Thy Impact	Visible Teaching and Learning	Effective Feedback	Aligned systems and processes
Play	To what degree do our learners understand their ideas and apply learning in a different way? To what extent are our learners able and motivated to access, interpret and use information from their assessments that can affirm or further their own learning?	To what extent is there a shared understanding of how our learners progress through a curriculum? Is there a desired magnitude for the impact? Does it spread to all students? What is the pervasiveness of the impact?	To what extent is our teaching visible? To what extent do we share passion and interest? Do we take time to make sure learners understand?	To what extent do we give feedback to children? To what extent do we receive feedback from children?	To what extent are our processes happening across the school?
21/9/22 Where are we now?	Numeracy and Literacy play activities. Free learning with informal numeracy and literacy in role play contexts. STEM classroom activities.	Developing understanding of how play progresses through the curriculum, use of challenge to scaffold play and challenge pupils. Different forms of play- games, free play, structured play activities. Desired magnitude, to see play as a way of teaching and learning rather than an add on. Proportionately, some children recognise the value of play as a form of learning, others still need to buy in.	We are all passionate about play as a way of teaching our children and as a way for our children to learn. However, evaluators have suggested there is a still a tension between traditional coverage and learning through play.	Play is either teacher directed or completely free. Feedback is generally given on the work completed rather than the process although some PSAs are doing this.	
What should be our next steps?	Child led play learning activities. Assessment? Play spaces which are engaging and motivational?	Evaluate play- how do we evidence the impact, observations? Pupil voice?	Perhaps we need to emphasise what is being taught through the play activities so it is visible to our children and ourselves.	Think we need to consider how the feedback is received.	

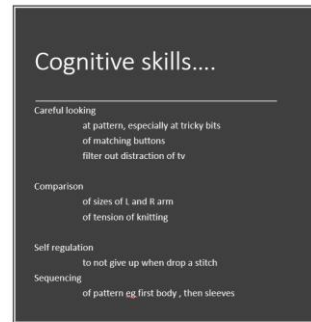
Impact: Consider how learning through play is documents and how children are given feedback/supported to extend their learning/given opportunities for deeper play.

Training session with educational psychologist about the cognitive skills developed through play.



Impact: The start of reflection about how we as adults interact during play which is particularly relevant in the STEM classroom.

Training with educational psychologist about how play can develop the cognitive skills.



Impact: Plan to include cognitive skills as part of our skills progression to track and monitor progress. Still need to consider how our environments are supporting unstructured play.

Work ongoing around teaching and learning and how we can improve our practice. Further development of CLPL resource.

Teaching and learning statement has been completed ready for next session.

Burnhaven School
Learning, Teaching and Assessment Statement 23/24

LEARNING AND ENGAGEMENT	QUALITY OF TEACHING
<p>What statements are you currently focusing on?</p> <p>As a Silver, Rights respecting school we are proud that our school is a respectful place where children are motivated to learn and enthusiastic. Children's views are sought, valued and acted upon.</p> <p>We are now developing the following:</p> <ul style="list-style-type: none"> Learners are increasingly responsible for and actively involved in planning and leading learning. Pupils understand the purpose of their learning – good use made of AILF strategies such as LISC (including co-construction) Learners have an increasingly accurate understanding of their own and others' learning and are encouraged to talk about strengths and identify next steps. 	<p>What statements are you currently focusing on?</p> <p>Teachers at Burnhaven know our learners well and provide appropriate support and challenge. They have high expectations and use a range of assessment and creative approaches to meet the interests of the children.</p> <p>We are now continuing to improve the following:</p> <ul style="list-style-type: none"> Teachers provide effectively organised and well managed learning experiences, clearly identifying the purpose of the learning and what is to be assessed. Teachers ensure that their learners understand the purpose of their learning and are provided with ongoing opportunities to plan and lead. Use of skilled questioning and engagement to promote curiosity, independence and confidence and to enable higher-order thinking skills in all learners Teachers provide quality feedback that helps learners be clear about strengths and next steps in learning.
EFFECTIVE USE OF ASSESSMENT	PLANNING, TRACKING AND MONITORING
<p>What statements are you currently focusing on?</p> <p>At Burnhaven, assessment informs our planning. Planning and assessments are based on national benchmarks and a quality body of evidence supports our professional judgements. Assessment is increasingly reliable.</p> <p>We are now planning to ensure that:</p> <ul style="list-style-type: none"> Outcomes from assessment are shared with learners to engage them in reflection and identification of strengths and areas for development. Moderation processes and approaches are applied to all aspects of learning, teaching and assessment to improve the validity and reliability of judgements of progress and attainment within and beyond the school. (This has been continued from last session) 	<p>What statements are you currently focusing on?</p> <p>Whilst tracking systems have been in place for a number of years, in session 23-24 progress was made towards ensuring that these systems have impact on our planning. We feel that it needs further development this session.</p> <ul style="list-style-type: none"> Robust approaches to tracking and monitoring provide teachers with regular up to date data on young people's progress. Tracking and monitoring processes include analysis of data linked to any barriers to learning. This may include SEND profiles or any identified additional support need. As a result, pupils' needs are well identified across the school. Analysis of data leads to appropriate interventions to address gaps in attainment and achievement. Data is also used to evaluate the effectiveness of interventions designed to improve outcomes for all learners.

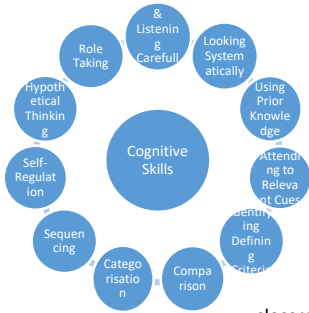
Themes arising from our areas of focus on which to concentrate this session:

- Involving pupils in understanding their learning and how they can improve. Supporting them to understand the purpose of their learning and what their strengths and areas for development are. Sharing their assessment results and setting targets.
- Improving the direct teaching element of our lessons to have maximum impact.
- Further developing moderation to ensure judgements continue to be robust!

Having worked on planning of lessons this session and engaged in teaching, learning and assessment cLPL, we know that we need to look at the content and teaching strategies used within lessons next. Pupil voice is strong in our school as recognised by our rights respecting school award. They lead the improvements in our school and have lots of choice in what they learn. This now needs to be transferred to pupils leading their personal learning by setting their own targets.

Quality assurance calendar was completed. We still have gaps in peer observations due to staffing pressures this term. The calendar has ensured greater ongoing self evaluation has taken place this year and ensured

Impact



– We can consider how we are using these to track progress through play.

STEM classroom now planned as part of whole interdisciplinary learning topic and embedding planning for play; continuous provision, enhanced provision, direct teaching.

Burnhaven STEM Classroom Term 2 – 2022/23: Theme – Marvellous Materials and Mixtures

Basic Provision	Construction	Create open ended materials	Literacy	Woodwork	Theme Technologies	Topic STEM Literacy
What is available in the provision at all times?	Large A4 or A3 paper Big sheets	Shovel Sticks cardboard paper etc Fabric	Books available for research	Fine motor challenge	Skills available for research	Level 2 Discover Badge
Continuous Provision Which activities are set up for the Term to meet a specific need? These should be manageable without the aid of an adult.	Need Identified: Academic need: understanding of materials and changes Skills used: Research, willingness to review and improve learning	Area of provision: open ended area Area of learning: Science Objective: To improve resistance Needs met: none for the adult if required to enhance play Research: none for the adult if required to enhance play Learning: none for the adult if required to enhance play	Area of provision: writing of letters Area of learning: Literacy Objective: To improve handwriting Needs met: none for the adult if required to enhance play Research: none for the adult if required to enhance play Learning: none for the adult if required to enhance play	Area of provision: cutting Area of learning: Creative Objective: To improve cutting skills Needs met: none for the adult if required to enhance play Research: none for the adult if required to enhance play Learning: none for the adult if required to enhance play	Area of provision: digital technology Area of learning: Digital literacy Objective: To improve digital literacy skills Needs met: none for the adult if required to enhance play Research: none for the adult if required to enhance play Learning: none for the adult if required to enhance play	Area of provision: research Area of learning: Science Objective: To improve research skills Needs met: none for the adult if required to enhance play Research: none for the adult if required to enhance play Learning: none for the adult if required to enhance play
Enhanced Provision Any enhancements that have been added, any differentiation and any explicit challenges. These should reflect learning and specific interests of our children.	None for the adult if required to enhance play Research: none for the adult if required to enhance play Learning: none for the adult if required to enhance play	None for the adult if required to enhance play Research: none for the adult if required to enhance play Learning: none for the adult if required to enhance play	None for the adult if required to enhance play Research: none for the adult if required to enhance play Learning: none for the adult if required to enhance play	None for the adult if required to enhance play Research: none for the adult if required to enhance play Learning: none for the adult if required to enhance play	None for the adult if required to enhance play Research: none for the adult if required to enhance play Learning: none for the adult if required to enhance play	None for the adult if required to enhance play Research: none for the adult if required to enhance play Learning: none for the adult if required to enhance play
Teacher Directed/Linked provision	Science Station: Focus on Fair Testing where appropriate Week 1: Solids, Liquids and gases Week 2: Physical Changes (Reversible) Week 3: Dissolving Week 4: Chemical changes (non-reversible) Week 5: Heating and Cooling Week 7: Changes which release heat and changes which absorb heat (Exothermic and Endothermic)					
Evaluation Any member of staff may comment on here regarding the success of academic and social targets.						

Impact: Increased confidence that outcomes are being covered. As this planning is done together as a team, there is a moderated understanding of progression through the school.

All curriculum planners aligned with topic year planner. Numeracy planners and literacy planners have been reworked to ensure progression. These will be handed on each year to allow for continuity. They will need to be evaluated at the end of the year for workload.

Impact: More detailed planning of curriculum areas to allow for more specific learning intentions within the lessons.

that discussion around teaching and learning is taking place.

Action plan 2

To improve our approaches to self-evaluation to ensure they give robust evidence and lead to clear impact for our learners.

Triangulated Evidence which Informs this Action:

Quantitative Data

Direct Observation

People's Views

The school does not have a shared standard for teaching, learning and assessment so this is an area for action to support high expectations and a drive for consistency across the school.

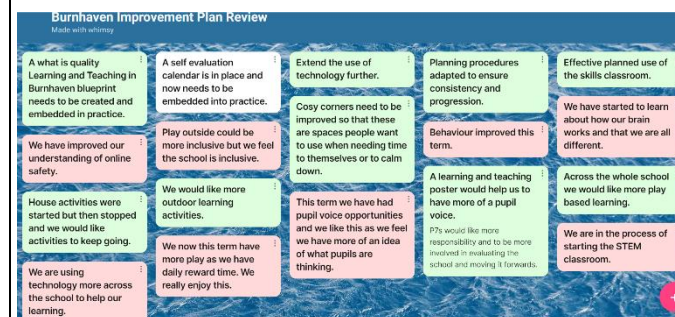
Whilst the school engages in Quality Assurance activities, there is not a robust calendar that ensures all activities are carried out in a timely manner and acted upon.

Staff work effectively as a team to share professional learning and expertise. Informal conversations happen daily. We now need to make use of peer observations, mentoring and coaching to support individual and collective improvement.

All staff analyse data from attainment and are becoming increasingly proficient at noticing trends. However, small numbers make consistency more difficult. We now need to increase the range of data collection methods that we use.

The school collects data from parents through surveys and noting comments from interactions. Parental engagement has dropped in the last year with reduced attendance at parents night and reduced completion of questionnaires. However, Covid has also reduced opportunities for in person engagements.

Staff and pupils



Actions/Leadership	Impact	Measures
<p>Actions</p> <ul style="list-style-type: none"> • Share and embed a QA and self-evaluation calendar from in-service day onwards. • Increase involvement of all staff in self evaluation. • Create a Pupil Executive to give pupil voice to self evaluation which is separate from the school leadership groups. • Create an evidence collection map <p>Professional Learning</p> <ul style="list-style-type: none"> • Understanding data and how we can collect it and how we turn this into impact. <p>Policy Development</p> <ul style="list-style-type: none"> • Quality Assurance Calendar • Self Evaluation Framework 	<ul style="list-style-type: none"> • All staff will know the range of data which we collect. • All staff will understand the self evaluation processes and feel able to contribute to them. • Pupils will have a greater voice in the self evaluation. • Self evaluation systems are honest and robust and lead to meaning improvement planning. • Staff use quality assurance activities to reflect and support improvement. • Full stakeholder involvement throughout the year in a variety of formats. 	<ul style="list-style-type: none"> • Quality Assurance Calendar is in place and allowing staff to reflect and improve. • Staff surveys demonstrate an involvement in self evaluation. • Evidence map encourages increased collection of data. • Data is easily transferred into standards and quality report next session. • Measuring impact ongoing throughout the year,
Term 1 and 2	Term 3	Term 4
<ul style="list-style-type: none"> • Share QA and SE calendars and follow throughout the term. • Create a pupil executive to work on HGIOURS? • Start creating an evidence collection map to ensure that everyone knows what data is being collected. • Data to be focus of weekly email as appropriate. • Family learning events including evaluations of these. 	<ul style="list-style-type: none"> • Continue to follow both calendars. • Family learning events including evaluations of these. • Regular Pupil Executive meetings. 	<ul style="list-style-type: none"> • Evaluate success of both calendars and adapt for next session if necessary. • Develop a self evaluation framework so all staff understand their role in self evaluation and data collection. • Repeat staff surveys and pupil HWB surveys to see progress and plan for next sessions.

- Carry out staff surveys and pupil HWB surveys which allow for comparison of many areas across the year.

Term 1 and 2 Evidence

Quality assurance calendar was redeveloped using the plan from last session and the suggested document within the Aberdeenshire Learning and Teaching Toolkit. This is annotated as the year progresses to ensure Self Evaluation is integral. We agreed, following Mark Burn's presentation, that we would video our first lesson observation and evaluate personally and then we would invite peers throughout the year and look for improvements. This is ongoing.

BURNHAVEN SCHOOL ANNUAL QUALITY ASSURANCE CALENDAR (22-23)

TERM 1 AUGUST TO OCTOBER						
MONTH	LINK TO QI.3 QUADRANT	HEAD TEACHER/SENIOR LEADERSHIP TEAM	TEACHING AND ELCC STAFF	PURPOSE AND BURNHAVEN APPROACH	FOCUS FROM SELF EVALUATION	PROGRESS
AUGUST		<ul style="list-style-type: none"> Review class lists and school roll Share staffing information and discuss, as appropriate 	<ul style="list-style-type: none"> Check class lists Visiting specialist timetables – check for any issues 			
	LE	<ul style="list-style-type: none"> Establish Pupil Leadership group, i.e. Senior Leadership Team, Pupil Council, Rights Respecting School group Child protection data/training 	<ul style="list-style-type: none"> Assess with election process 			
	PTM	<ul style="list-style-type: none"> Monitor attendance 	<ul style="list-style-type: none"> Ensure you are familiar with policies and updates Register returned to office by 9.30am each morning, deterring absences and lateness Notify HT if any issues with attendance 			
	LE	<ul style="list-style-type: none"> Review behaviour management procedures and share with all stakeholders 	<ul style="list-style-type: none"> Provide feedback on behaviour management procedures Notify HT if any issues with behaviour 			
	PTM	<ul style="list-style-type: none"> Review assessment, planning and tracking and monitoring procedures Review procedures for reporting to parents Update school policies and procedures 	<ul style="list-style-type: none"> Ensure you are familiar with procedures and ask for clarification/seek advice, where appropriate Contribute to creation of reporting calendar Contribute to and ensure you are familiar with all policies and procedures 			
EARLY SEPTEMBER	PTM	<ul style="list-style-type: none"> Analyse Attainment data from baseline assessments 	<ul style="list-style-type: none"> Carry out baseline assessments (spelling, reading, comprehension, numeracy, chronological awareness) and 			

Impact: increased consistency around Quality Assurance but this is an ongoing process. Self evaluation of core QIs are becoming more embedded.

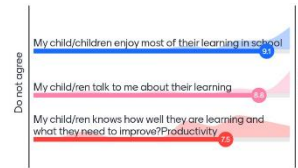
Agreed to use whole school as pupil executive under the banner of “leadership Questions.” Children were involved in the vision, values and aims discussions below. **Impact:** Children report a greater voice in the school and can describe the opportunities they have to improve it.

All opportunities for parents to be in school have been used as opportunities for consultation. They have been included in the Vision, Values and Aims discussions below and in how we spend money this session.

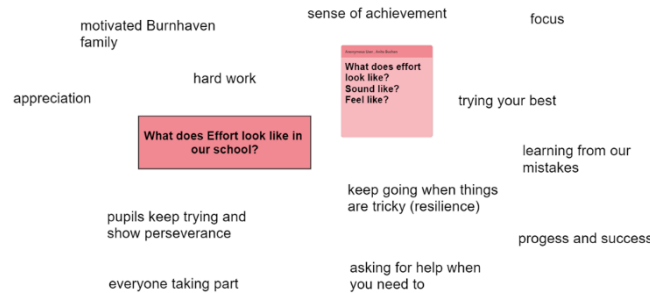
Term 3 Evidence

Parents and families included in evaluation of areas of teaching and learning for teaching and learning statement.

To what extent do you agree with the following



Pupil leadership questions have unpicked the values this session to explore what our values mean. e.g



Pupil leadership questions have started involvement in participatory budgeting leading to children feeling more involved in ensuring their school meets their needs.

Term 4 Evidence

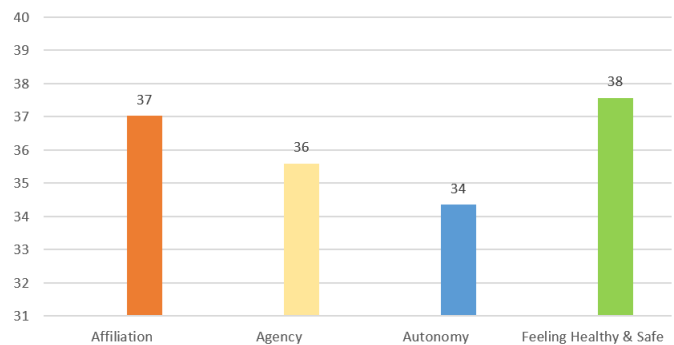
School Improvement Standard for Burnhaven
1.1 Self Evaluation for Self Improvement

Looks	Sounds	Feels
<p>Collaborative Approaches Stakeholder questionnaires Parental <u>mindmaps</u>/exit passes/post it notes at each open event. Children's self and peer assessment of learning. Leadership and pupil voice slots in assembly. We said/We did board – use this for the Children's Improvement Plan in 2023</p>	<p>Conversations linked to progress in improvement plan. Children recognising their role in improvement and can talk <u>about</u> – Pupil voice All stakeholders can talk about their role and how they <u>self-evaluate</u>.</p>	<p>All staff feel <u>included</u> Pupils feel that they have ownership of their own learning and progress. Parents feel informed about pupil progress. Parents and wider community feel like they can contribute to the school.</p>
<p>Analysis and Evaluation of Data Attainment meetings Range of Assessments which give <u>data</u> Staff working at cluster <u>level</u> Staff visiting other schools and visiting staff coming to school.</p>	<p>Discussion is about progress of pupils and impact of <u>interventions</u> Discussion against benchmarks/ SNSA data Staff talk about research that has been found for CPD.</p>	
<p>Impacts on learners We said/we did wall includes <u>impact</u> Assessment cycles for numeracy and literacy. Ongoing assessment for health and wellbeing using <u>glasgow</u> wellbeing tool. Children involved in <u>self evaluation</u> Pupil profiles note how children feel about their learning, and their next steps. Parents may comment on these. PDRS Meetings</p>	<p>Children discuss and share their next steps. Visitor comments from partners show impact. Staff evaluating against GTCS Standards</p>	

Updated June 2023

Self-evaluation framework was discussed and re-worked. Self-evaluation of core QIs has begun which has demonstrated a need to prioritise pupil profiling in the next session. This framework states what self-evaluation looks like at Burnhaven. This is translated into our QA calendar

Average Score at Point 'B' for all responses



Action plan 3

To continue developments to improve wellbeing, equality and inclusion leading to improved attainment and achievement.

Triangulated Evidence which Informs this Action:

Quantitative Data

Seemis bullying and exclusion figures.

Direct Observation

The importance of relationships is reflected in the Behaviour management policy.

Class charters are on display as a reminder of expectations.

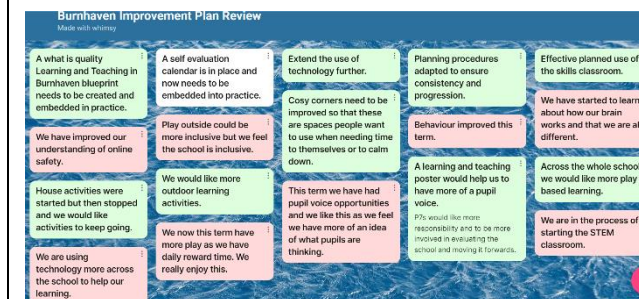
The Rights Respecting Schools group has been reformed ready to move to next level of award – silver.

Classrooms are understanding of the wellbeing of our children and what they need to learn.

Children who require it have been identified for interventions to support their learning needs.

People's Views

Pupils and Staff



Parents' views

- I would like to see a more hard line stance on bullying and inappropriate behaviour.

	<p>Some children are not as supportive to those who struggles with their emotions.</p> <p>Pupils have expressed a want for greater responsibility.</p> <p>Meeting needs can be improved further through greater work with partners as well as increased understanding and leadership to support needs at all levels.</p>	<ul style="list-style-type: none"> - More teaching on racial inclusivity and cultural understanding. The POC children are made to feel inferior by peers - Like the idea of a cosy corner to calm down and time to relax. - We really appreciate how you respect each child's beliefs and needs. - Behaviour policy seems to be working well and it was great to hear that pupil voice was involved with its development. - The responsibility opportunities for our senior pupils are really good with smaller schools they are trusted with activities. - Breaktimes seem to be "intense" when it should be a time to release and run free. Things such as insisting on jackets being worn – this should be the child's choice. More options for choice over being told what to do. From the feedback from our kids there are just too many rules at break. Yes there has to be rules but too many rules limits the fun. - Option to extend breakfast club to more than just
Actions/Leadership	Impact	Measures
<ul style="list-style-type: none"> • Monitor effectiveness of anti bullying policy • Share understanding of the brain with pupils, parents and staff to help them demonstrate compassion to others. • Work with children to create classroom and school safe bases. • Children understand their rights and how to protect the rights of others. (Rights Respecting Schools Group) • Increased understanding of online safety (Digital Skills Group) • Continue to create a cycle of review meetings for children who require it. 	<ul style="list-style-type: none"> • Increased reporting of bullying incidents as we improve in identifying incidents as such then leading to reduced incidents. • Reduced class evacuations • Quicker de-escalation • Reduced escalations due to pupil interventions. • Continued cycle of review meetings for all children needed. • Increased confidence of staff when dealing with situations where children are out of control. • Children report feeling safe in school and able to learn. 	<ul style="list-style-type: none"> • Pupil health and wellbeing data and surveys • Staff surveys • Parents surveys • Seemis Bullying Records • Children's conversations about the brain. • Children's understanding in restorative conversation. • Internet Wellbeing Award • Rights Respecting School – Silver level

<ul style="list-style-type: none"> Plan for professional learning to increase understanding of how best to support all pupils needs at a universal and beyond level. 	<ul style="list-style-type: none"> Children know how to keep themselves safe in and out of school in real-life and digital environments. Staff and children discuss behaviours in terms of the brain. Staff and children discuss behaviours in terms of children’s rights. 	
<p>Professional Learning</p> <ul style="list-style-type: none"> Ongoing training 		
<p>Policy Development</p> <ul style="list-style-type: none"> Add cyber resilience and internet safety to anti-bullying policy. Update Child Protection Policy 		
<p>Term 1 and 2</p>	<p>Term 3</p>	<p>Term 4</p>
<ul style="list-style-type: none"> To ensure we continue to best meet all learner’s needs and achieve inclusion planned use of the skills classroom to target life skills, nurture interventions and motor skills interventions need to be planned for and implemented. 	<ul style="list-style-type: none"> Update child protection policy Continue to work with all stakeholders about neurodiversity and target staff training around this. Review interventions and use of environments Ensure a restorative approach remains embedded. Review universal supports and resources in place to support this. Family learning session. 	<ul style="list-style-type: none"> Review progress and next steps.
<p>Term 1 and 2 Evidence</p>	<p>Term 3 Evidence</p>	<p>Term 4 Evidence</p>
<p>Timetable of supports are in place and adapted as necessary.</p> <ul style="list-style-type: none"> Targeted children receive daily programs Motor Skills groups happening for both P1-4 and P5-7 Draw Therapy started for targeted children. Pop up nurture takes place for all children as needed. 	<p>Child protection policy has been updated in line with Aberdeenshire’s guidance and training framework is now in place.</p>	<p>Rights Respecting School Silver award has been achieved. This recognises the increased pupil voice that we have embedded. Visitors to the school have recognised the impact of this as they note the pupil</p>



Burnhaven School Child Protection Policy

1. Rationale
Children have the right to be protected from abuse and harm at all times and in all situations. UNCRC Articles 19 and 34

This policy guides the school in protecting those rights to help ensure that the child is kept safe. This sits within GIRFEC strategy and meets the wellbeing indicator of "safe".

2. Aim
Burnhaven's vision is to be a Haven where futures begin, a safe space which allows children to reach their potential and prepares them for a successful future.

All staff working in the school have a part to play in ensuring that children are safe. It is therefore essential that everyone in the school is aware of the child protection policy and the part they need to play to protect children.

Staff and volunteers in schools are well placed to observe physical, psychological or emotional changes in children that may indicate some form of child abuse. Also because of the close and trusting relationship that frequently exists between staff and pupils it may be that a child who is experiencing some form of abuse will share information in some way with them.

It is vital that all staff know what action to take should they have any concerns about a child or should they receive information which suggests that the child may be experiencing some form of abuse. The procedures outlined in this policy are designed both to safeguard the wellbeing of the child and to ensure that all school staff know how to respond if they are concerned or become aware that a child may have been abused.



Click on picture to link to full policy.

All staff have completed recommended training and have received annual updates.

Work on neurodiversity needs to continue into next term but parent council are widely in support of further development to increase school understanding of neurodiversity. Children have evaluated that different children need different supports. Conversations with parents suggest a web page with different supports would be welcomed as well as a list of terminology to support parents in discussing this with their children.

Staff have engaged in autism training on ALDO and Mrs Buchan has taken part in "Know me to Teach me" training which she then shared with staff around trauma informed practice.

Restorative approaches continue to be part of our school charter.

voice and the ability of our children to speak confidently about their experiences.

Restorative conversations are ongoing with increased use of rights respecting and values led language.

Increase in situations where children have been honest and recognised their part in disputes. However, peer pressure is still a concern.

Parents noted that:

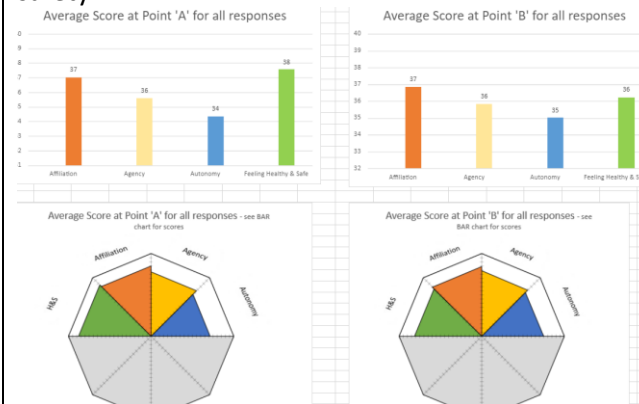
10. The school supports my child's emotional wellbeing.

[More Details](#) [Insights](#)

Strongly Agree	9
Agree	8
Disagree	0
Strongly Disagree	0
Don't Know	0



Final Glasgow Wellbeing Tool for Tracking notes that children have a positive view of school in general. We need to continue to work on pupil voice in all areas including teaching and learning and feelings of safety.




Action plan 4

Develop a shared vision, values and aims relevant to the school and its community

Triangulated Evidence which Informs this Action:

Quantitative Data	Direct Observation	People's Views
	<p>The school has reduced in size to a two class school. As such this has created some unease within the school community and a further number of families have left. There are concerns about the support our children will have and how the teaching and learning will work.</p> <p>It is good practice to revise our school vision on a regular basis and at this time of significant change in the school community it makes sense to review this now.</p>	<p>Our school is valued by the school community and they appreciate the work that we do. We need to continue to make this clear to the wider community.</p> <p>Comments from Facebook:</p> <p>“Best School Ever” “Well Done Burnhaven” “Lots of smiles” “A huge well done and thank you to all the staff for their efforts in organising a great afternoon. Lots of upbeat exciting activities and cake 😊 in the sun ☀️” Really enjoyed the afternoon! Thank you for all your hard work! ❤️”</p>
Actions/Leadership	Impact	Measures
<p>Actions</p> <ul style="list-style-type: none">- Consult with school community to develop new a vision for the change in size of school which is relevant to the community.- Work with the school community to develop school values- Review qualities Burnhaven learners should use when approaching learning- Use our Vision, values and aims to review our curriculum rational and ensure it is	<p>Our vision, values and aims are beginning to underpin the decisions we make and school improvements in which we engage.</p> <p>Our pupils are beginning to talk about the qualities and skills they need when learning.</p> <p>We have an agreed curriculum rationale that will underpin curriculum development over the next few years.</p>	<p>School surveys show that all stakeholders feel included in school improvement.</p> <p>Pupils in focus groups explain what Tyrie learners do and how that helps their learning.</p>

<p>suitable for our current school community.</p> <ul style="list-style-type: none"> - Increase opportunities for the community to re-engage with the school 	<p>Our school community feels included in the decision making.</p>	
<p>Professional Learning</p> <ul style="list-style-type: none"> - Staff explore the social, economic and cultural context of the community. - Reflection and debate about the school and the community. 		
<p>Policy Development</p> <ul style="list-style-type: none"> - Vision, values and aims - Curriculum Rationale - Burnhaven learners..... 		
<p>Term 1 and 2</p>	<p>Term 3</p>	<p>Term 4</p>
<ul style="list-style-type: none"> - Consultation with community for the vision, values and aims via community café - Staff reflection on the community we serve and in which our pupils live. 	<ul style="list-style-type: none"> - Consultation with the pupils and parents about what makes a Burnhaven learner – community café. 	
<p>Term 1 and 2 Evidence</p>	<p>Term 3 Evidence</p>	<p>Term 4 Evidence</p>
<p>Consultation took place at open afternoon and parents night for parents. Survey for community and questions at assembly for the pupils.</p> 	<p>Discussion around this was completed last term. Work has begun on a sketch note to reflect our discussions and which can then be added to all documentation.</p> <p>Wording of our Vision, Values and Aims was completed in document here.</p>	<p>Image created as a result of all the discussions we have had this year to demonstrate what we do at Burnhaven. Launched at Exhibition on 6th of July.</p>



Impact: There is greater cohesion within the school now, everyone now has a greater sense of what we are trying to achieve.