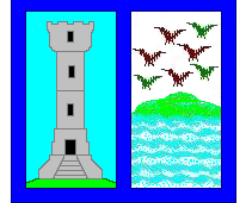


BURNHAVEN



SCHOOL

School Improvement Planning 2023 – 2024

Term 1 and 2 progress

Improvement Plan 23-24

Children's Improvement Plan Priorities Written in Bold

Capacity for improvement in 2023-24

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.

The work begun on improving quality and depth around teaching and learning and assessment and on wellbeing in session 22/23 needs continued in 2023/2024. This improvement plan has been written with the input of the children following our whole school leadership conversations and from a number of consultations with parents. There are three key themes which will be addressed going forward into 23/24:

- 1) Further developing a shared understanding of teaching, learning and assessment using Aberdeenshire Teaching and Learning Toolkit with a particular focus on the content of lessons; the balance of knowledge and skills, quality questioning, balance of instruction and exploration including play.
- 2) To improve learning, teaching and assessment through the use of digital pedagogy.
- 3) Continued focus on creating a supportive, nurturing environment for all our pupils. Picking up from last sessions work, we will further enhance our use of outside space and continue to support greater understanding of neurodiversity amongst our learners and families in addition to staff.

PEF 2023 - 2024

Identified gap	<p>Our PEF allocation is for one pupil, however we have an underspend from last year. Further details cannot be shared across the school community in case this identifies the pupil. However, we have also identified a larger group of children who, through our local knowledge, require support to reach potential.</p> <p>The gap is evident in attainment in literacy, particularly amongst boys. Over recent years we have increased our technology to offer targeted support for identified pupils in literacy alongside the universal offer for everyone. These pupils now have the tools for reading and writing but need to be challenged to develop communicate with more detail and clarity. For this reason, we have decided to focus most of our Pupil Equity Funding around listening and talking opportunities which will also tie in with our school development using Talk for Writing.</p> <p>We will continue to provide flexible resources which support all our children to focus on their learning in a way that is effective for them.</p>
Expenditure	<p>Our approach this session is “Useful for all, essential for some.”</p> <p><u>Expected available funding £1100</u></p> <p>The Philosophy Man “Sticky Questions” - £200 <i>This is a whole school set of questions which challenge children’s thinking and encourage discussion and debate – no right answers. They can be used as homework to develop high quality conversation. We will have a discussion group in school too for those who don’t have the opportunity to discuss at home. This also ties in with our homework consultation.</i></p> <p>Headphones 4 x packs of 10 costing £24. Total £72 YPO <i>For all pupils to ensure best use of the technology that we have in place.</i></p> <p>Talking Tiles - £150 YPO <i>3 sets, one for each classroom and the STEM classroom to leave questions and tips to help our children learn independently.</i></p> <p>Sounds Bank plus mirror - £11.99 YPO x4 = £48 <i>For developing reading and speaking of basic sounds and digraphs</i></p> <p>Conversation Cubes – £10.99 YPO x 2 = £22 <i>One set for each class to promote independent conversation.</i></p> <p>Loose parts for play – up to £200 <i>Resources to be chosen by the children to enhance our play offer across the school. Focus on natural materials</i></p>

	<p>Wobble chairs 4 x £67 Total = £268 <i>Following our pilot, the older pupils have asked for some more to help their focus.</i></p> <p>Texts for Talk for Writing – £200 + remaining funds <i>As we sort through the library collect all the books recommended in Pie Corbett's reading spine and page turners to support writing. Use funds to buy ones which are missing.</i></p>
<p>Expected outcomes</p>	<ul style="list-style-type: none"> - Improved confidence when expressing opinions and ideas orally for all children but with a focus on specific cohorts. - Improved quality of speech for those with immature speech patterns. - More expressive and exciting writing when writing at length for all children but in particular those who need support. - Renewed enthusiasm for literacy learning, and teaching.
<p>Impact Measurements</p>	<ul style="list-style-type: none"> - Pupil groups and leadership questions. - Improved writing assessment results – Children on the cusp now on track. - Observation of variety of conversation in play.

Action plan 1

Further develop a shared understanding of learning, teaching and assessment with a focus on the content of lessons.

Scottish National Improvement Priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in attainment, particularly in literacy and numeracy
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Key drivers of improvement

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

HGIOS and ELCC

- 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
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Improving/ ensuring wellbeing, equality and inclusion

Specific to HGIOS 4

- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

Specific to HGIOELC

- 3.2 Securing children's progress
- 3.3 Developing creativity and skills for life.

Aberdeenshire Priorities:

1. Improving learning, teaching and assessment.
2. Partnership working to raise attainment.
3. Developing leadership at all levels.
4. Improvement through self-evaluation.

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

Quantitative Data

Attainment data cannot be shared due to percentages making children identifiable.

Attainment is very cohort specific and therefore requires some work to move towards more consistent results over time.

Direct Observation

There has been change in staffing for the start of the year and we need to ensure consistency across both classes and when Mrs Buchan covers Non Class Contact Time. There is always room to improve.

Last session we looked at planning to ensure consistency of content and progression. This session we need to look at the structure of lessons; questioning, content delivery, examples, practice etc and ensuring that children know what a good one looks like.

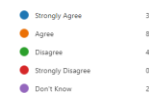
People's Views

Parents

Parents were keen to explore what homework might look like. What might be the timescales? Would consultation increase the uptake? What might homework look like?

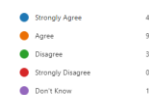
15. The school gives me advice on how to support my child's learning at home.

More Details



16. The school organises activities where my child and I can learn together.

More Details Insights



Leadership conversations have made it clear that children are not yet able to speak about their learning and what they can do to improve. We have observed that the children have low expectations of the quality of output as they currently proud of their learning in general.

We are aware of particular inconsistency around writing, with a lack of independence during composition.

Parents also feel that they would like a greater understanding of how children are assessed to ensure the learning is hard enough.

7. My child finds their learning activities hard enough.

[More Details](#)



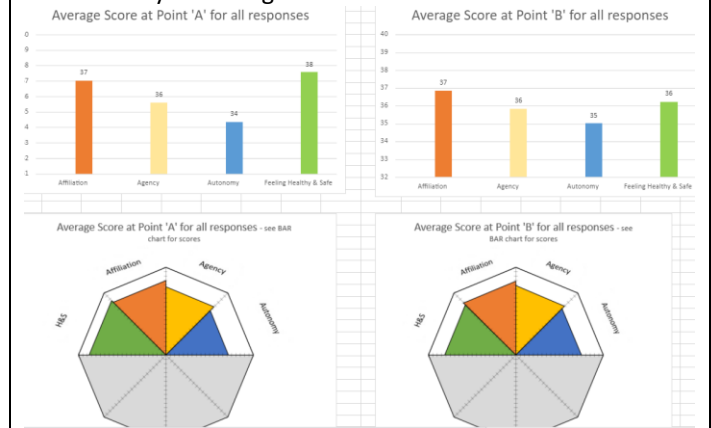
14. I understand how my child's progress is assessed.

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



Pupils

Pupil surveys suggest that they feel positive about their work and feel they are doing well.



Pupil leadership conversations have suggested that children would like us to look at how they gain knowledge before taking on a task. They would also like us to explore homework.

Actions/Leadership	Impact	Measures
<p>Actions</p> <ul style="list-style-type: none"> • Consultation with all stakeholders regarding homework – present research, present alternatives etc. • Introduce self evaluation key questions for pupils to talk about their own learning alongside digital approach. • Further develop play as a key component of our teaching and learning approach at Burnhaven. <p>Professional Learning</p> <ul style="list-style-type: none"> • Direct input into what a good lesson looks like using inputs from Shirley Clarke and Mark Burns introduced last session and new Teaching and Learning provision from Local Authority Inservice Days. • Engage in Talk for Writing Training when Available. <p>Policy Development</p> <ul style="list-style-type: none"> • Further develop our teaching and learning framework for professional learning. • Homework policy/definition 	<p>Lessons are noticeable consistent across the school. Teachers are able to identify their strengths and what they would like to improve.</p> <p>Learners are engaged in their learning and are able to explain how they are doing and what they need to do to improve.</p> <p>Children are increasingly independent when writing and more children are achieving expected levels.</p> <p>Homework is completed more consistently and this is leading to improved learning in school.</p>	<ul style="list-style-type: none"> • Attainment data shows more consistent attainment across all stages and cohorts. • Pupil questionnaires seem more authentic as children are more confident talking about their learning and their progress. • Parent surveys show further confidence in children’s progress. • Quality Assurance activities show increased focus on teaching and learning and evidence of development of key areas.
Term 1 and 2	Term 3	Term 4
<ul style="list-style-type: none"> • Homework consultation and policy development. • Collegiate meetings focused on areas agreed in our teaching and learning framework. Use Shirley Clark videos from CPD resource to encourage discussion and debate. • Attend local authority inservice activities 	<ul style="list-style-type: none"> • Talk for Writing inputs – when sessions become available. • Attend local authority inservice activities. 	

Term 1 and 2 Evidence

Small pupil group chosen to plan homework consultation.

Research – key messages shared with pupils and parents.

What the research says....

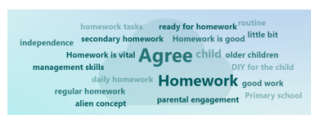
Pros	Cons
Homework can help to develop wider skills: independence, time management, self study.	Homework in primary school has a very small effect (less than 0.4) 5 to 10 minutes has same effect as 2 hours, use it to reinforce what has been learnt.
Parents often see homework as link to the school and how their children are doing.	Parents were taught differently so either teach something which contradicts school or feel that they can't help.
Homework tasks that "pre-learning" tasks can stimulate interest.	Homework is not a level playing field – the benefit to pupils depends on whether children have the right conditions to do and are motivated to do.
Reading programs have a much higher impact (0.75)	Homework can strain relationships between parents and children and it creates a battle.
	Homework takes time to prepare, mark and give feedback, especially if not done.

Conclusions: You have to be able to do it yourself (or play a game), it must include reading, 5-10 minutes a day, we might try some preview.

Survey sent to parents with limited response and mixed priorities.

Homework Consultation – Parents

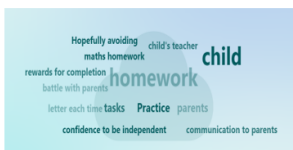
Beliefs about the purpose of homework



What homework might look like



What Parents would like us to consider



Opinions about a "preview" learning task



Next Steps: Finish Pupil and staff consultation, present all results, propose new homework plan, seek agreement. At the moment less than 50% complete homework regularly.

Collegiate calendar – sessions completed on success criteria and learning intentions. Work on body of the lesson; explanations, questioning etc moved to

Term 3 Evidence

Term 4 Evidence

Inservice. Differentiation and Feedback to be moved to next term.

30/8/23	Teaching and Learning – SMART BOARDS		2					
6/9/23	Teaching and Learning – Digital Profiling							2
13/9/23	Teaching and Learning – Lis and SC		2					
20/9/23	ASL consultations	1.5						
27/9/23	Teaching and Learning – Body of the lesson 1		2					
4/10/23	Cluster CAT – Teaching and Learning		2					
9/10/23	STEM plan for next term	1						
11/10/23	Parents Night						3	
	Running Totals							

Term 2

Date	Focus	TM	CDM	FAM	SBE	R	CPD
1/11/23	Staff meeting for dates and arrangements	1					
8/11/23	Teaching and Learning – Body of the lesson 2		2				
15/11/23	No Meeting						
16/11/23	Inservice and tracking meetings						
17/11/23	Inservice						
22/11/23	Moderation - Numeracy			2			
27/11/23	ASL consultations	1.5					
29/11/23	STEM plan for next term	1					
6/12/23	Teaching and Learning - Differentiation		2				

20/9/23 – Learning Intention and Success Criteria

1. Business:

What do good learning intentions and success criteria look like?

- The case for LI and SC
- What does that look like in the lesson?
- Share our practice.

Revisit teaching and learning resource being developed within the school.

Discussion around the purpose of learning intentions so children are clear about what they are learning. Shared good practice and not so good practice that we have seen. Often success criteria is planned and presented rather than co-constructed. This reduces the relevance to our children. SC are not the same as the LI.

Discussed that LI should be focused on the learning not on the task.

Idea: have some permanently agreed SC for writing/general literacy etc which focuses on agreed criteria like capital letters, full stops, finger spaces etc so that SC can be focused on the specific learning.

We watched the video of an infant art lesson and considered how they SC was co-constructed.

[Videos Archive - Shirley Clarke Media Ltd.](#)
(shirleyclarke-education.org)

Since the meeting we now have access to the resource. Consider watching some available around this area.

Revisited the CLPL resource we have been creating. Agreed our expectation of SC and LI.

Meeting finished early so if you find any additional resources around LI and SC send them to Anita to add to resource.

16/11/2023 – Body of a Lesson

The body of a good lesson

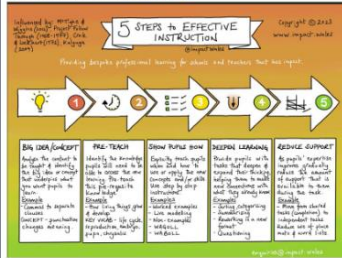
- Instruction
- Questioning
- Differentiation – not discussed this time.
- Pupil Voice

What should the input look like?

- Visual content
- Examples, both worked ones and things we want children to try.
- Provision of resources
- Questions for prior learning and to check for understanding.

Once children are set to an individual task or group task then there would be individual learning conversations or mid lesson stops to look at examples of own work.

To discern if we were on the right track we explored some poster by impact wales.



THE IMPROVEMENT CHALLENGE

Teachers improve their practice rapidly over the first five years of their career. The improvement tends to subside and stabilise thereafter.

When introduced, teachers reduce the cognitive load of learning but may need improvement over time.

THE PROFESSIONAL LEARNING OUTCOME

Teacher development should include practice opportunities to improve knowledge as well as uptake of innovative content/innovative practices.

IMPACT + OPPORTUNITIES FOR DIFFERENT PROFESSIONALS

Teacher behaviour operates over long periods of time, whereas the professional learning should be to equip the all teacher responses with a more rapid teacher response.

5 STEP QUESTIONING

Read questions that challenge if relevant, likelihood of 3 levels above →

Ask the response to your question to challenge? Review to professional report the depth of her understanding, the learning and the knowledge of the question.

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We looked at some blog posts from @teacherhead who had klaxons for questioning and some ideas in the instructional tool kit. We took one area from this to explore and feedback and then use that one thing to try to improve.

Modelling – Like a baton race where the learning is gradually being handed over. Teacher has it first, there is scaffolded work during the handover and then children take the baton and run. It's important to break the learning down into smaller steps for novice learners.

Retrieval – Involve everyone, check the learning is accurate, activate the students as a resource for one another.

Explaining – Children explaining back can determine their level of understanding. For teachers to explain well, we need to know our subject, take time to rehearse. Explanations make connections with everyday life, provide examples and walk throughs, use pictures and diagrams, may use analogy.

These areas to be the focus on quality assurance in term 3.

Action plan 2

To improve learning, teaching and assessment through the creative use of digital technologies

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Key drivers of improvement

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

HGIOS and ELCC

- 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
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 - 2.2 Curriculum
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 - 2.4 Personalised support
 - 2.5 Family learning
 - 2.6 Transitions
 - 2.7 Partnerships
 - 3.1 Improving/ ensuring wellbeing, equality and inclusion
- Specific to HGIOS 4**
- 3.2 Raising attainment and achievement
 - 3.3 Increasing creativity and employability
- Specific to HGIOELC**
- 3.2 Securing children's progress
 - 3.3 Developing creativity and skills for life

Aberdeenshire Priorities:

1. Improving learning, teaching and assessment.
2. Partnership working to raise attainment.
3. Developing leadership at all levels.
4. Improvement through self-evaluation.

Triangulated Evidence which Informs this Action:

Quantitative Data

Attainment data cannot be shared due to percentages making children identifiable.

Data is available showing children's improvement using targeted tools such as Nessy, Hairy Reader and Clicker.

Direct Observation

Last session we worked on increasing digital literacy skills and computer science skills as well. Children have pushed themselves to create increasingly complex products and have engaged in this in their times of free choice.

Children have used technology to support their learning in targeted interventions.

We now want to pull these strands together in a strategic well so that teaching and learning is enhanced by the technologies already in use.

People's Views

Parents

Parents have expressed an interest in children developing typing skills. Parent questionnaire suggests parents would like more information about what their children are learning and when. A digital approach may support this.

Staff

Scottish Government manifesto commitment to providing every child and young person in Scotland with a device means that schools need to be prepared for a 1-1 rollout across Aberdeenshire, considering how it will be implemented at a local level ensuring that best use of the devices are made to support learning and teaching in a meaningful way. GTCS requirement for all teachers to "demonstrate a depth of knowledge and understanding of the skills and competencies that comprise teacher digital literacy and know how to embed digital technologies to enhance learning and teaching."

Actions/Leadership	Impact	Measures
<p>Actions</p> <ul style="list-style-type: none"> Revisit Features of Highly Effective Digital Learning, Teaching and Assessment in Schools (education.gov.scot) as a self-evaluation tool to assess where our school is at on our digital journey. Use challenge questions from 3.3 Creativity and Employability alongside GTCS standards for full registration to evaluate how well specific aspects with regards to digital technologies are fulfilled within the school. Audit devices and equipment currently in school. Assess most effective distribution of these devices to ensure pupils across the school have opportunities to develop their creative, digital skills across a range of software. Implement a digital profiling tool to share learning with parents and increased children's evaluation of their own learning. Ensure digital approaches are embedded in teaching and learning. Review acceptable use policy at same time as school charters and class charters. Consider progress towards digital schools award. 	<p>All stakeholders have a clear idea of how digital pedagogy will be promoted and supported within the setting.</p> <p>Policy will be agreed and understood by all stakeholders. Limited number of occasions where sanctions have had to be used.</p> <p>Increase in digital skills across the whole of the school community. Staff will be confident in accessing the support they require from their digital leader, peers, or LoveLearning team.</p> <p>Positive attitude towards technology in the classroom and a willingness to have a go.</p> <p>Pupils will be confident in using technology to support their learning. They will be able to talk about the extent to which they use digital technology to support their learning.</p> <p>Increase in pupil engagement.</p>	<p>Self-evaluation activity will be carried out at key points throughout the year to assess progress.</p> <p>Online safety is a key feature that will be evident across the school. Pupils will be able to articulate how to keep themselves safe online and will demonstrate responsible use of technologies.</p> <p>SLT will gather evidence of digital pedagogy taking place in the classrooms via quality assurance processes including: observations, professional dialogue taking place at PRD/professional update meetings, monitoring of forward plans, sampling of pupil work.</p> <p>Quality assurance processes will highlight areas of good practise to be shared across the school and areas where improvement is needed will be identified quickly and support put in place.</p> <p>Tracking and monitoring processes identify an increase in engagement from pupils leading to an increase in attainment evident from analysis of data.</p>
<p>Professional Learning</p> <ul style="list-style-type: none"> Teaching staff to participate in CLPL offered by the LoveLearning team to ensure that their professional abilities are in line with the level of digital literacy expected within the GTCS Standards for Full Registration. Use the Teacher Digital Literacy Framework (DRAFT) document or the self-reflection tool to critically and honestly evaluate where one's own digital competence needs to be improved or updated, and to gather evidence for this requirement. Ensure attendance at LoveLearning November in-service for key members of staff taking the digital agenda forward and then disseminate to rest of school staff. Staff can also access information and training from Digilearn Scotland, Apple Teacher, MIE and Google. Watch videos for SMART Training for new smartboards 	<p>Pupils will be able to increasingly demonstrate choice in how they complete/present tasks in line with their own learning needs. Pupils will be able to demonstrate their creativity and use digital resources in innovative ways.</p> <p>Pupils are able to get support with their device. Devices customised appropriately to individuals, will allow all pupils to access the curriculum in a manner which meets their needs effectively.</p> <p>Administrative staff will be confident in troubleshooting simple Glow account issues so teaching and learning isn't interrupted.</p>	<p>Teachers will report an increase in confidence in their own digital skills and how they can use technology to support learning and teaching in their class.</p> <p>Pupils will be excited to share their work with peers, teachers and parents. An ethos of success and achievement will be evident within the school.</p> <p>Feedback from support staff will show that they are confident in supporting pupils to use their devices.</p>
<p>Policy Development</p> <ul style="list-style-type: none"> Create a digital strategy for the school based on the professional learning and self evaluation actions we have engaged in, tying all the digital approaches that we have together. 		<p>Pupils will be able to talk about who they can go to in school to get support with their device. It will be evident from their use that devices are customised to meet individual needs appropriately and teachers will have confidence that pupils will be able to access their learning using features that enable that to happen. Pupils will be able to use and demonstrate those confidently.</p> <p>Feedback from parents and pupils will be positive and demonstrate the benefits of using technology to support learning.</p>
Term 1 and 2	Term 3	Term 4
<ul style="list-style-type: none"> Review acceptable use policy (Digital Schools Team) Audit resources and request news resources if appropriate from Parent Council. (Digital Schools Team) Staff to watch Smart videos and begin using new SMART boards Staff to audit personal training needs for PRD meetings. Attend LoveLearning in November as a team. Launch digital profiling. 	<p>With the help of the digital school team.</p> <ul style="list-style-type: none"> Self Evaluation using features of effective digital practice and QI 3.3 Creation of digital strategy Evaluate quality of digital profiling 	<ul style="list-style-type: none"> Evaluate progress this session and consider digital schools award led by the digital schools team

Term 1 and 2 Evidence

Term 3 Evidence

Term 4 Evidence

Digital schools team working on a video, game and child friendly poster of acceptable use policy. Not yet ready to share with school – hopefully early in term 3.

Digital schools action plan created to develop digital leader role further.

Skerry House Digital – Action Plan session 23-24

Where we are now What is the current position and how do we know?	Action Point What we hope to achieve this session?	Next Steps Bullets of what we plan to do to achieve the action	Timescale	Evaluation Evaluate the progress at the end of each term.
We have vision for digital skills and technology within our school as an important part of our learning and teaching.	<ul style="list-style-type: none"> Develop digital leader role within the school. 	<ul style="list-style-type: none"> Discuss what digital leader jobs should be. Set up roles as required. Discuss how to promote digital devices across the school. 	Term 3 – building on last session's work.	
We need to continue to develop our understanding of internet safety and cyber resilience.	<ul style="list-style-type: none"> Skerry house to share child friendly version of acceptable use policy. Share acceptable use policies with parents and families. 	<ul style="list-style-type: none"> Create video. Create display. Create game. 	Term 1/2	
Use of Digital Technology to Deliver the Curriculum We need a digital solution for learning profiles to share with parents and to enhance learning and teaching.	<ul style="list-style-type: none"> Introduce Just2Easy. Skerry house to encourage and promote use of Just2Easy. 	<ul style="list-style-type: none"> Explore J2E tools. Begin to use tools available inside and share how to use tools to other pupils. 	Term 1 Term 3	
School Culture Digital approaches are central to our school. We need to explore how to share our digital achievements.	<ul style="list-style-type: none"> Skerry house to ensure website is up to date. Skerry house to consider how to share achievements. Skerry house to create a system to recognise digital achievements. 	<ul style="list-style-type: none"> Audit and update website regularly. Discuss and plan how to share achievement tree in line with GDRP. Plan a progression of skills and explore how to reward progress. 	Ongoing Term 1/2 – launch term 3	

Smartboards arrived in September but there have been some technical delays. Being used now but need to develop use even further.

Staff have access to a range of training videos and were given time at the beginning of session to view. More time now needed. Staff team have started to explore Teacher Digital Literacy Framework to audit training needs.



Teacher Digital Literacy Framework

January 2023

<p>Team attended Love Learning Event on 17th of November. Mixed views on this but useful chat with Kim Aplin regarding engineering process for use across the curriculum. Plans for Sleuth-IT solar project to be set up next term as part of Space learning. Some really useful apps shared in languages session and they are being used in the classroom. SMART session was useful to move us forward but still highlighted some technical issues.</p>		
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Action plan 3

Continue to create a supportive, nurturing environment for all our pupils which promotes their wellbeing.

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Key drivers of improvement

School leadership

Teacher professionalism
Parental engagement
Assessment of children's progress

School improvement

Performance Information

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- 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
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- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Improving/ ensuring wellbeing, equality and inclusion

Specific to HGIOS 4

- 3.2 Raising attainment and achievement
- 3.3 Increasing creativity and employability

Specific to HGIOELC

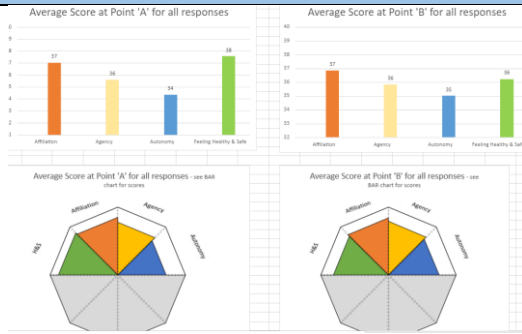
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Aberdeenshire Priorities:

1. Improving learning, teaching and assessment.
2. Partnership working to raise attainment.
3. Developing leadership at all levels.
4. Improvement through self-evaluation.

Triangulated Evidence which Informs this Action:

Quantitative Data



Pupil survey suggests that pupil autonomy needs further development.

Children have a positive view of the school and their learning but increased autonomy might lead to more authentic responses.

Direct Observation

Children have developed their personalities a lot this year largely due to our widening of experience post pandemic. Working with local partners has given our children a wider range of environments for learning e.g Wyndwell Care Home and The Prison Museum. We need to continue to seek further partnerships.

People's Views

Parents

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



Parent questionnaires show positive views about how our children's wellbeing is nurtured and how they feel safe. Parents noted that they were keen to support and understand children to resolve issues themselves. They also were keen that we have chickens in school to support children's development of kindness.

Pupils

Children expressed that there is still a lot of unkindness and a lack of sportsmanship at playtimes. They feel that we should continue to work on our values. They would like us to further develop our outdoor space and asked why we still had not got chickens!

Staff

The resilience of our children and families is improving but we should continue this work.

Actions/Leadership	Impact	Measures
<p>Actions</p> <ul style="list-style-type: none"> • Introduce the Circle Resource – audit, initial discussions • Further explore outdoor learning • Introduce chickens • Introduce big deal, little deal • Ensure Bounce Back is in place – including assemblies • Revisit partnerships for the year ahead and seek new ones. • Continue community groups and leadership discussions in assembly to further develop the work on awards. <p>Professional Learning</p> <ul style="list-style-type: none"> • HT to attend Circle Training in November • Staff to look at Circle Resource and other resources during February inservice <p>Policy Development</p> <ul style="list-style-type: none"> • Further development of relationships policy 	<p>Class teachers, learners and stakeholders are increasingly confident that our classrooms are as inclusive as possible.</p> <p>Learners show increasing kindness to each other at playtimes and during games, resolving small issues themselves.</p> <p>Partnerships continue to increase the variety of environments where young people are learning thus further increasing engagement.</p> <p>Learners develop further empathy when caring for our chickens.</p>	<p>Ongoing consultations show that learners and families feel that their needs are being met within our inclusive classrooms.</p> <p>Further reduced incidents of unkind behaviour/bullying behaviour in the playground.</p> <p>Partnership evaluations demonstrate mutual benefits.</p> <p>Possible Gold Rights Respecting School Award Possible Eco Schools Award</p>
Term 1 and 2	Term 3	Term 4
<ul style="list-style-type: none"> • Set up chickens – hand over to Eco Group • HT to attend Circle Training • Create Assembly timetable to include bounceback messages, partnership invites, leadership questions. 	<ul style="list-style-type: none"> • Audit classrooms using circle resource • Evaluate progress towards rights respecting schools. 	<ul style="list-style-type: none"> • Evaluate progress • Issue annual stakeholder surveys

Term 1 and 2 Evidence

Assembly 22/8 – reworked the school charter to ensure regulation time.

Burnhaven School
SCHOOL

Promoting Positive Relationships Policy and School Charter

The main goal → consistency → So we respect each others rights

Recognition Boards, House Points and Discovery Time

At Burnhaven we celebrate positive behaviour. Each class will use a recognition system to highlight positive behaviours and actions.

☆☆☆☆☆☆

Consequences

The sanction system will be followed consistently by all members of staff. Children have discussed and agreed on this system and therefore all consequences are understood and deemed as fair by all. Regulation time is for a 15 minute period.

Next Steps

- After 2 regulation times for the same reason we will phone home.
- After 3 regulation times as a result of different behaviours we will phone home.
- If children are physical with others a time to regulate emotions will be given straight away.

We all want to work together to respect the rights of everyone. Thank you for your support.

To

- Be Safe
- Learn
- Take Part

Sanction System

Verbal warning

Conversations after the lesson

Reflection and if repeated

Behavioural consequences before entering the class

If consistent inform EMT

Parents informed and behaviour contract drafted

Assembly 1/9/23 – Starting to explore kindness.



Term 3 Evidence

Term 3

Date	Right of the Week	Pupil Voice Question	Visitor- focus?
12.01.24	Article 42 – everyone should know.	What does our community think of our school? How do they know?	January Boğaçebek – people bouncing back
19.01.24	Article 41		
22.01.24	Jamsie – Monday 13.15 -13.45		
26.01.24	Article 15 – right to meet with friends	How effective is our school at tell people our good news?	
02.02.24	Article 17 – Safer Internet		February Boğaçebek – social values
16.02.24	Article 13		Minister - Andrew
23.02.24		How does our school celebrate and praise and reward achievement.	
01.03.24	Article 31 – World Book Day		March Boğaçebek – looking on the bright side minister
8.03.24	Article 35	Is equality and diversity celebrated suitably in our school?	
15.03.24	Article 36		
22.03.24	Article 37		
29.03.24	Article 38		

Term 4 Evidence



Burnhaven Assembly Timetable 23/24

Term 1

Date	Right of the Week	Pupil Voice Question	Visitor/focus
22.8.23	Article 29	School Charter	
25.8.23	Article 12	Homework Consultation – choose reps	
1.9.23	Article 1 – all children Introduce words		September Bounceback, Kindness and Friendships
8.9.23	Article 2 – Non discrimination	Homework Consultation – pupil's voice	
15.9.23	Article 3 – Rights holders and duty bearers		New Arc
22.9.23	Article 4 – as above		Minister – David
29.9.23	Article 7	How safe do you feel in school and what is in place to help?	October Bounceback – Safe Digital Group to share AUP
6.10.23	Article 28 and 29		Clan
9.10.23	Jamie – Monday 13.15-13.45		
13.10.23	Article 6		Food Bank

Term 2

Date	Right of the Week	Pupil Voice Question	Visitor- focus?
3.11.23	Article 38	Arrange a learning walk – What is helping us learn?	Entrepreneur
10.11.23	Article 28/29	Feedback from learning walk- link with achieving.	November Bounceback - Achieving
17.11.23	inservice		
24.11.23	Article 16 and 34 - privacy		Minister - Andrew
1.12.23	Article 14		December Bounceback
8.12.23	Article 24 – Christmas jumper	How effective is our feedback? Pupil views prior to CAT.	
15.12.23	Article 23 – disability		
22.12.23			

22/9 Head Teacher attended Circle Training Online. Following opportunity to explore resource in protected time, we realised the importance of shared understanding of universal support. Introduced the environment part of the resource at inservice on 15th November ahead of initial plan. Asked staff to audit their classrooms and make action plans.

11.00

- Introducing the Circle

We introduced the resource. Each teacher received a copy. We looked at why we have been asked to use the resources and started to look at the classroom participation scale. Each teacher completed their audit and began to consider and action plan. Within classrooms we plan to look at:

- widgets and how to access them.
- Access to all our resources
- The appeal of activities we have.

As a school we need to continue to develop

- Attitudes within the school community to a range of needs and diversities.
- Explore social interactions
- Look at school identity.

We have mentioned Big Deal/Little Deal in the improvement plan so need to take a joint approach to this perhaps using visuals and being led by P7.

October - SAFE

mostly safe
but are close to prison

How Safe do you feel
in school?

feel safe
because friends
and teachers care

Don't always
feel safe because
of bullying

safe in classrooms
because adults
make sure
we are

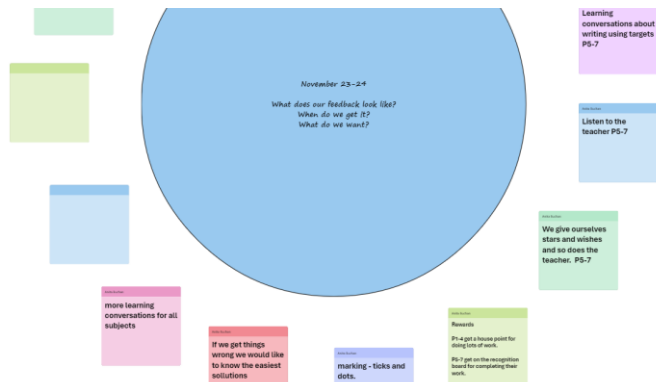


How are we safe in school?

Risk	What helps?	Success?
Building with lots of people	Friends and adults care	Most
Prison	own space Office staff Adults in the playground	Most
Bullying	Teachers/adults behaviour policy Friends space to calm down	
Classroom/STEM	Adult instructions Safety advice + equipment Common sense	

October Leadership Question – How safe do we feel. In general most children say that they feel safe in school and they try to manage their own risk.

27/11/23 Chicken coop extension has arrived. Children will now build and then monitor for the weather to ensure correct location.



Leadership question about feedback to be used in CAT training – children in the younger class think the feedback is the rewards they get. Children in the older class appreciate the learning conversations they have and would like more.



December 23- Bounceback introduced.

Children responded well to the messages involved in Bounceback and tied it in well with Burnhaven Learners. Anecdotal evidence of children managing situations more kindly.