

BURNHAVEN



SCHOOL

School Improvement Planning 2023 – 2024

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

<p>Identified gap</p>	<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>
<p>Expenditure</p>	<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.

How often



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

How often



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.

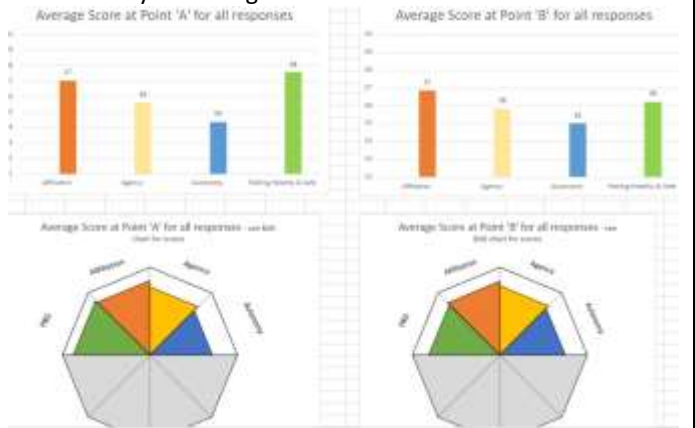


14. I understand how my child's progress is assessed.



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-learn" 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.

Impact – this needs further discussion and deliberation because one size will not fit all.

Term 3 Evidence

Attendance at Northern Alliance Moderation of Writing event 17/1/24

Impact – Great opportunity to share learning across the Northern Alliance and to moderate practice. Shared agreement of the stages of writing from inspiration, planning, drafting and improving.

Collegiate 24/1/24 – focus on differentiation

Key points discussed and which will be used to develop our writing approach.

- Reading, spelling and lowering comes first.
- Children need to be taught to collect information and take notes.
- We need to consider the reading spine to ensure we have good examples of reading. Consider a class novel or regularly class reading opportunities.
- Children need to be familiar with the language patterns we want them to use in writing. **Imitation – Imitation – Imitation.**
- We need to use this to consider how we structure literacy. **Imitation is application.**

Currently we group by abilities, by expectations

We vary content.

We differentiate by support...resources, technology, availability of an adult.

We agreed that the purpose of differentiation is to ensure challenge and considered this a good lens to review practice.

In our discussion about differentiation, we hadn't previously considered **all** strategies as differentiation. We are still not sure but agree that they allow personalised challenge.

We discussed whether learning styles is still considered a **useful** led approach to learning but also felt that having a range of practical and more formal approaches would offer appropriate challenge.

Impact – Deeper understanding that differentiation is more than groupings. Consideration to be given to wider ranges of differentiation in both classrooms.

Term 4 Evidence

Parent Survey still suggests that information about children's progress is not reaching parents at the correct time although there is some improvement in understanding.

13. The information I receive about how my child is doing reaches me at the right time.

More Details Insights



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

More Details Insights



Profiling needs to be launched with a more direct approach.

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

30/8/23	Teaching and Learning – SMART SOWDS		2					
6/9/23	Teaching and Learning – Digital Profiling							2
13/9/23	Teaching and Learning – Us 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					
10/10/23	STEM plan for next term	1						
11/10/23	Parents night							3
	Running Totals							

Date	Focus	TM	EDM	FAM	SRE	#	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. There's good practice and not so good practice that we have seen. Other success criteria 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.

We have some permanently agreed SC for writing/general literacy etc which focus 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 input on lesson and considered how they SC was co-constructed. [Video Archive - Shirley Clarke Media Ltd. | shirleyclarke-education.com](#)

Since the meeting we now have linked 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.

Impact – All staff are now clear about the purpose of learning intention and success criteria and are becoming clearer about writing them. Increased confidence in supporting children to co create. Key elements to be added to CLPL document to ensure consistency in years to come.

Collegiate 31/1/24 – Focus on feedback

Discussions around this emphasized that feedback is inextricably linked to success criteria. We liked that success criteria could be considered process and so we plan to call them steps to success going forward. We recognized the importance of a *strong* – what a good one looks like.

We agreed that we would have "essential steps" for all lessons: dates, titles/learning intentions, punctuation, paragraphs, own words.

We agreed to look into use of the visualiser or screen share options, email copies to use children's work for evaluating for feedback.

Feedback may be given at mid lesson stops, in the plenary etc – it is most effective in the presence of the child.

Marking/feedback to letters is more for parents or adults.

We discussed that the culture in the classroom needs to support children to help themselves.

- when asking for help, what are they asking for? More input? Checking for understanding? Someone to read the question?
- Are children willing to share mistakes/ mistakes? This is not sharing the mistake but how they found it and learnt from it.

As noted that her maths groups naturally collaborate when working through examples and seek out and explain mistakes for each other. There would be scope for peer marking together.

Sarah noted that children are very willing to give up "I'm stuck." What can we do to change that culture?

Impact – An agreement was made about the role of feedback and it was encouraging to see increased evidence across the school.

Collegiate 21st February

Planning for learning, teaching and assessment

We discussed that this was the model shared a writing moderation event with the Northern Alliance. We discussed how it fits well with PFC Corbett's invitation, innovation and invention model.

Impact – Agreed structure for writing lessons to engage children and promote extended composition.

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](#).



Key stages	The underpinning process	Essential features	Useful ideas
Initial assessment	<ul style="list-style-type: none"> Find task to establish key features of model text/process to focus on 	<ul style="list-style-type: none"> Get a task where possible some content that is rich in grammatical form Consider work of a similar type 	
Initiation	<ul style="list-style-type: none"> Work to interest pupils Share up topic, words, phrases & sharing Introduce model text/process Read as a reader to ensure comprehension Read as a writer: line up structure, & analyse ingredients Co-construct outline & display 	<ul style="list-style-type: none"> Games and activities that involve pupils using the words and phrases in context: display Using spelling and punctuation games at primary and secondary: English on paper airplane Text map and captions Short role approach to encourage open discussion Colour code model text: one class analysed it, the teacher structured their class to discuss it, different phrases: show a technical vocabulary Plan, link to grammar to check it Focus on techniques for grammar features 	<ul style="list-style-type: none"> Invest board word cards: class set trip/ planning as they go, word elements, trace & write, share, etc. Phrase model: phrases on reading line Text map, map it, use of word for word Use of map and read plan
Innovation	<ul style="list-style-type: none"> Show class how to innovate on model Pupils produce own version Share with partner Teacher assesses Focused teaching based on assessment Consolidate learning 	<ul style="list-style-type: none"> Shared planning & writing & model how to talk about the ingredients of their work Increasingly stretchy tasks to move away from the model Provide a range of different models: support variety Use tasks as model of key ingredients Provide time to set an initial feedback as pupils improve work 	<ul style="list-style-type: none"> Writing journals/ message books Planning on lines Plan for progress: green for growth Keep it simple to notice ingredients Pupils comment on each work before final to
Independent application	<ul style="list-style-type: none"> Final assessment 	<ul style="list-style-type: none"> Should have to edit work Give a range of evaluating to extend activities with pupils to teacher role 	<ul style="list-style-type: none"> Use level two rubrics eg good and great Encourage pupils not to hug close to model Use teacher's process writing Using problems: each one teach one word elements, summarising activities, generate examples/ present work and analyse etc.

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We discussed how this process may be broken down in each class.

- P5-7 – 5 writing activities each week.
 1 – Investigating a text
 2 – planning with discussion and dialogue
 3 – writing

- P1-4 Currently 3 writing session a week so we explored how this could be broken down into the three parts.
 1. Shared reading to investigate the text.
 2. Planning – picture/mapping/planning frames.
 3. Writing.

We discussed how we could teach/practice the grammatical structures. Plan to buy the Juniper grammar games book for staff library.

Impact – We have identified a gap around teaching of grammar. Agreed process at each stage for writing a text.

Collegiate 28/2/28
 Further exploration of talk for writing – recount, instructional texts

Action plan 2

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

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Key drivers of improvement

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HGIOS and ELCC

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 - 1.2 Leadership for learning
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 - 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**
- 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

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.

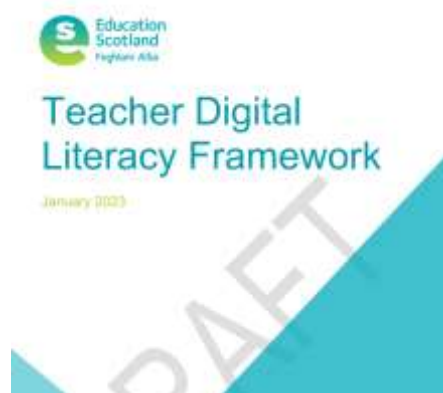
Digital schools action plan created to develop digital leader role further.

Starry House Digital – Action Plan session 23-24

Where we are now	Action Point	Next Steps	Timescale	Evaluation
What is the current location and how do we get there?	• Review school leader role action plan (if any)	• Review school digital leader role (if any)	Term 1 - Review in September	• Review the progress of the project at the end of each term
How have we used digital technology in our learning and teaching?	• Identify those who share digital leadership of acceptable use policy	• Review school digital leader role (if any)	Term 1 - Review in September	
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How have we used digital technology in our learning and teaching?	• Identify those who share digital leadership of acceptable use policy	• Review school digital leader role (if any)	Term 1 - Review in September	

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.

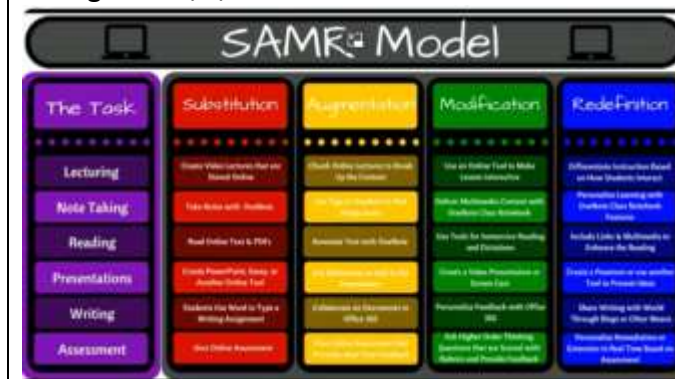


Term 3 Evidence

Digital development moved to Term 4

Term 4 Evidence

Collegiate 24/4/24



Impact – Shared understanding of the role of ICT in our lessons. We are aiming for at least augmentation or modification.

Statement for Consideration	Supporting Evidence/Observational Notes	Statement of Evidence to SAE
How do we use digital technology to enhance our learning and teaching? How do we use digital technology to enhance our learning and teaching?	How do we use digital technology to enhance our learning and teaching? How do we use digital technology to enhance our learning and teaching?	How do we use digital technology to enhance our learning and teaching? How do we use digital technology to enhance our learning and teaching?

Impact – We have recognised that our use of ICT is strong in terms of supporting and assisting learning. Children can tinker with new skills but work needs to be done on creativity and encouraging an automatic,

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.

creative response to tasks. Children tend to stick to what they know.

Collegiate 22/5/24 Review of profiling

J2E as it stands has not been useful for profiling this session. We mostly share learning from [iCT](#) with a few other pictures from STEM and the occasional other upload.

Parents can see it as an over the shoulder view but not to comment.

We need to ask children to tidy up.

J2Journal is coming – Anita to ask for update. **Update – optional training on Thursday. Tile will be added this week. Video on [youtube](#) will also be coming.**

We explored the program and discovered that J2Review can be used to evidence progression. We can also click on tasks and add written comments or voice notes to offer greater feedback.

Impact – profiling has not been successful this session and requires a relaunch, ensuring parents understand the purpose of it. Explore different ways to get buy in. Anita to attend j2journal training.

Creation of digital strategy



Burnhaven School

Digital Teaching and Learning Strategy (Draft)

Rationale

This strategy outlines the aims, approaches, tools, and training for digital teaching and learning at Burnhaven School. It is aligned with the school's vision of providing a nurturing, inclusive, and inspiring learning environment that prepares learners for the challenges and opportunities of the 21st century.

Aims

The aims of digital teaching and learning at Burnhaven School are to:

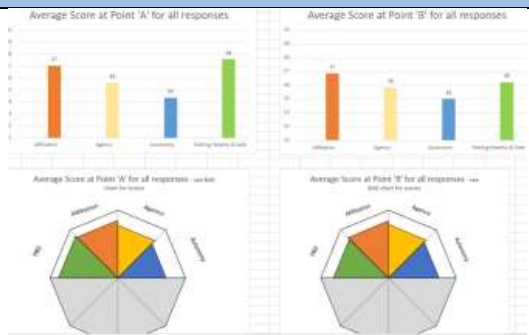

		<p><i>Impact – Digital teaching and learning strategy created with the help of Ai and then modified staff. This has ensured that we know what we expect in terms of using digital resources but also where we need to develop further to ensure our children are highly digital users.</i></p> <p>Anita attended J2Journal training event on 30th May – this to be explored and launched in new term.</p>
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Action plan 3

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

<p><u>Scottish National Improvement Priorities</u></p> <ul style="list-style-type: none"> 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 <p>Key drivers of improvement</p> <p>School leadership</p> <ul style="list-style-type: none"> Teacher professionalism Parental engagement Assessment of children's progress <p>School improvement</p> <ul style="list-style-type: none"> Performance Information 	<p><u>HGIOS</u> and <u>ELCC</u></p> <ul style="list-style-type: none"> 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 <p>Specific to HGIOS 4</p> <ul style="list-style-type: none"> 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability <p>Specific to HGIOELC</p> <ul style="list-style-type: none"> 3.2 Securing children's progress 3.3 Developing creativity and skills for life 	<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.
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Triangulated Evidence which Informs this Action:

Quantitative Data	Direct Observation	People's Views
 <p>Pupil survey suggests that pupil autonomy needs further development.</p> <p>Children have a positive view of the school and their learning but increased autonomy might lead to more authentic responses.</p>	<p>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.</p>	<p>Parents</p> <p>10. The school supports my child's emotional wellbeing.</p> <p>More Details Insights</p> <ul style="list-style-type: none"> Strongly Agree: 9 Agree: 8 Disagree: 0 Strongly Disagree: 0 Don't Know: 0  <p>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.</p> <p>Pupils</p> <p>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!</p> <p>Staff</p> <p>The resilience of our children and families is improving but we should continue this work.</p>

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.



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



Term 3 Evidence

Term 3

Date	Right of the Week	Pupil Voice Question	Visitor-focus?
12.03.24	Article 42 – everyone should know.	What story do you normally think of our school? How do they know?	January Bounceback – people bouncing back
19.01.24	Article 41		
22.01.24	Jigsie – Monday 13.15-13.45		
26.01.24	Article 15 – right to meet with friends	How often do you go to school or college and get your homework?	
02.02.24	Article 17 – Safer internet		February Bounceback – 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 Bounceback – looking on the bright side minister
8.05.24	Article 35	Is equality and diversity considered equally about school?	
15.03.24	Article 36		
22.03.24	Article 37		
29.03.24	Article 38		

Inservice 13/14 February

All teachers undertook the following course:

[OLCreate: Circle Primary Inclusion in Practice: The CIRCLE Framework – Primary \(open.edu\)](#)

Modules included

- Whole school approach to inclusion
- Working in an inclusive classroom
- Supporting learners
- Skills, support and strategies

Head Teacher attended Circle and Power Bi session.

Impact – Staff have a greater understanding of inclusion and what is required at universal and targeted levels. Circle classroom scale was redone to explore improvements which have been made. Expectations to be added to our CLPL resource.

Classroom scales to be redone regularly as part of QA process.

Term 4 Evidence

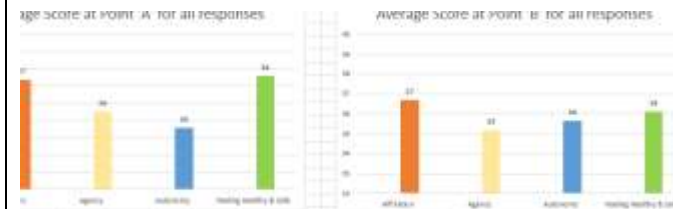
An increased return in the parent survey has alerted us to some concern. Continued work on support and inclusion is necessary.

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

More Details Insights



Children's survey has shown a decrease in feelings of safety over the year. An increase in autonomy and decrease in agency. Continued work required on pupil voice and learning environments.



Survey was taken at the end of term with children missing, however the general trends show where we need to focus efforts. Children have shared at leadership conversations that more kindness is needed in the playground still.

Staff have noted resilience is improving, children recognise that their feelings can change throughout the day.

Work towards Gold Rights Respecting School Award is ongoing – key area to explore is dignity. Collaboration



Burnhaven Assembly Timetable 23/24

Term 1

Date	Right of the Week	Pupil Voice Question	Visitor/focus
22.8.23	Article 28	School Charter	
29.8.23	Article 11	Homework Consultant – ZHOEY HOO	
1.9.23	Article 1 – all children		September Bookclub, Endevs and Transition
8.9.23	Article 2 – Non-discrimination	Homework Consultant – ZHOEY HOO	
15.9.23	Article 3 – Rights holders and duty bearers		New Art
22.9.23	Article 4 – in above		Minister – David
29.9.23	Article 7		October Bookclub – Safe Signet Group to share w/F
6.10.23	Article 28 and 39		Day
9.10.23	Article 1 – in above		
16.10.23	Article 9		First Aid

Term 2

Date	Right of the Week	Pupil Voice Question	Visitor- focus?
5.11.23	Article 28	Arrange a learning walk – What is helping us learn?	Entrepreneur
12.11.23	Article 26/26	Feedback from learning walk – with actioning	November Bookclub – Achieving
19.11.23	Jumpstart		
26.11.23	Article 18 and 34 – access		Minister – Andrea
1.12.23	Article 14		December Bookclub
8.12.23	Article 24 – Children's jumpstart	How effective is our feedback? Pupil views prior to CfE?	
15.12.23	Article 21 – IDENTITY		
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.

is taking place with other schools to ensure rights are respected.

From Children's leadership Questions

What has gone well?

the chickens because we learnt how to care, given us responsibility, the eggs.

glee because it was fun, we won, working hard and persevering, trust.

topics because we liked learning about countries, building thing in the STEM classroom.

sports because it showed sportmanship, support, collaboration, working hard, swimming really fun after one session.

fundraising because we had fun raising money for other people, soup and sweet.

digital learning because we learnt more than we did last year.

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.