


Driver Diagram – School Improvement – Diagram No 1



Tasks

Aim



Ensure Bervie School has positive engagement with all stakeholders and effective QA processes are in place leading to a positive impact on learners.

Primary Drivers

School Leadership

Teacher Professionalism

Parental Engagement

Assessment of Children's progress

School Improvement

Performance Information

Secondary Drivers

Opportunities for leadership at all levels

Review and update vision, values, aims

Regular evaluation to improve the work of the school

Professional learning linked to improvement

Families involved in school improvement

Director's Big Conversation

Tracking children's progress shows improvement across the curriculum

Children engaged in reviewing their own learning

QA calendar focuses on improvement

HGIOS/HGIOELC used to evaluate the work of the school

SQuIP used as a tool for ongoing reflection

*Tasks in bold relate to school and early years provision

- Staff lead collaboration stations
- Opportunity for staff leadership through VL work
- Pupils engaged in leadership through collaboration stations and pupil groups
- **Review vision, values and aims in term 1 through can-do council and assemblies**
- Build regular school improvement review into collegiate sessions
- Evaluate staff professional learning alongside VL work to ensure impact
- BSA group to review and comment on SQuIP / school improvement as part of termly meetings
- **Regular feedback at open events, parent consultations, social media**
- **Engage with Director of Education's 'Big Conversation'**
- **Update tracking format**
- **Termly tracking meetings to include discussion on impact of improvement priorities**
- Children use weekly learning logs used to review learning and progress
- **Pupil focus groups term 2 to evaluate how pupils are engaged in reviewing learning**
- Update QA calendar to include actions related to current improvement priorities
- **Staff to engage with HGIOS /HGIOELC as part of collegiate sessions**
- **Regular reference to QIs and discussion around challenge questions as part of collegiate sessions**
- **SQuIP updated to new format**
- QA calendar to include periodic review and update of SQuIP
- SQuIP shared with BSA and available on school website

Driver Diagram – School Improvement – Diagram No 2



Tasks

*Tasks in bold relate to school and early years provision

Aim



Staff engage in moderation which develops shared understanding of standards, supports teacher judgement and has a positive impact on raising attainment.

Primary Drivers

School Leadership

Teacher Professionalism

Parental Engagement

Assessment of Children's progress

School Improvement

Performance Information

Secondary Drivers

QAMSO roles

Focus on improving learning

Data analysis

Standardised assessment

Professional Judgement and shared understanding of standards

Approaches to reporting

Evidence to support achievement of a level

Tracking progress in attainment

Raising attainment strategy

Collegiate working

Annual CfE Levels Return

- **QAMSOs on staff team update colleagues on developments in moderation.**
- **QAMSOs contribute to delivering messages about approaches to moderation across the authority**
- **Moderation activities which focus on improving learning built into annual calendar (peer learning visits)**
- Collegiate session on analysing data from standardised assessment as part of assessment information for a learner
- Engage with new Scottish National Standardised Assessments (SNSA)
- **Regular moderation activities (literacy and numeracy) to develop a shared understanding of standards.**
- Use advice from national moderation
- Plan opportunities for cluster moderation
- **Update reporting calendar to provide overview of opportunities for families to engage with children's learning**
- **Moderation to include opportunities to view and discuss evidence which demonstrates achievement of a level**
- **Update tracking format**
- **Termly tracking discussions to include dialogue around how moderation is used to inform professional judgement in recording learner progress(?)**
- **Raising attainment strategy updated and shared with staff/ stakeholders**
- Raising attainment strategy sets out clear goals for levels of children achieving at or above expected levels.
- Planned opportunities for collegiate working both in school and with cluster colleagues.
- CfE Levels return shows improvements in attainment

Driver Diagram – School Improvement – Diagram No 3



Tasks

*Tasks in bold relate to school and early years provision

Aim



Bervie School provides effective support for all learners and identified interventions have a positive impact on removing barriers to learning.

Primary Drivers

School Leadership

Teacher Professionalism

Parental Engagement

Assessment of Children's progress

School Improvement

Performance Information

Secondary Drivers

Visible Learning Leadership Opportunities

Lunchtime provision

Practitioner enquiry

Professional knowledge and understanding

Family learning

Tracking progress in attainment

SNSA/InCAS

Inclusion and Equity

Effective Support

Early Literacy

- Staff leaders to be identified and trained as part of VL plan (see VL plan)
- Pupils involved in leadership roles through VL group and as part of the evaluation process
- Creation of new supported lunchtime provision to promote leadership opportunities for staff and pupils
- Staff to engage in practitioner enquiry around impact of VL in the classroom (See VL plan)
- Early level and ASL staff to engage with Emerging Literacy resources to assess/identify/support barriers to early literacy. (see Emerging Literacy strategy)
- **Staff professional learning reflects the range of needs across the school and has a positive impact on outcomes for learners**
- Collegiate session on interpreting data from standardised assessment and using new SNSA
- Information session / workshop in term 1 for primary 1 parents to include info on Emerging Literacy and strategies to support children at home. Information available to families as required
- **Planned opportunities for families to further engage in VL work**
- **Tracking format to include info on support needs and strategies used.**
- ASL audit information used to target support.
- Termly discussion with ASL staff around progress with target learners
- SNSA/InCAS data analysed and used as part of the tracking and moderation process and to identify support and challenge.
- ASN audit and tracking data shows that personalised support is improving outcomes for learners. Personalised plans show the range of approaches in place to meet the needs of learners
- Tracking data for early literacy levels show improvements in attainment