

Action plan 2

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. <p>Key drivers of improvement</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement 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.
--	---	--

Priority 2 : To maximise engagement in learning through use of assessment and teaching approaches which provide appropriate pace and challenge.

Data/evidence informing priority: Feedback from VSE visit, Visible Learning work and ongoing QA activities

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
<p>Review engagement in home learning during lockdown and consider barriers to re-engagement in the classroom.</p> <p>Categorise barriers to engagement and plan support in response to this. Consider what's working well to engage learners including use of digital technologies, play based approaches, creativity and outdoor spaces.</p> <p>Consider current approaches to teaching, including how challenge is provided and use this information to plan next steps with staff.</p> <p>Review our shared understanding of 'A Leader of Learning At Bervie' and what a good lesson looks like.</p> <p>Review assessment calendar and approaches to assessment. Consider what evidence informs assessment decisions and how this is used to plan next steps in learning. (Link to VL work)</p>	<p>All staff</p> <p>All Staff (HG/LH review during tracking discussions)</p>	<p>By October 2020</p> <p>By October 2020</p> <p>By March 2021</p> <p>January 2021</p> <p>Ongoing</p>	<p>Planning and discussion will centre around children's experiences with a focus on how to maximise engagement. Information from planning meetings, tracking meetings and learning visits will support this.</p> <p>Discussion as part of planning and tracking meetings. Feedback from pupil sampling, REST toolkit and learning visits including peer learning visits will support this.</p> <p>Clear outline of approaches to assessment and shared understanding of standards including types of evidence to consider. Staff use this as part of moderation activities and planning discussions.</p>	<p>Behind Schedule</p> <p>Not Achieved</p>

Action plan 3

<p>National Improvement Framework Priorities</p>	<p>HGIOS and ELCC</p>	<p>Specific to HGIOS 4</p>
<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations. 	<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 	<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>Key drivers of improvement</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance Information 		<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.

Priority 3: To support Social and emotional wellbeing for all at Bervie School and Nursery. **Data/evidence informing priority: engagement tracker, COVID-19, feedback from VSE visit, communication from families**

Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Progress
				On Track
				Behind Schedule
				Not Achieved
Review Jigsaw to ensure opportunities to develop emotional literacy are maximised.	All staff	By October 2020	Health and Wellbeing programme highlights clear opportunities to build emotional literacy.	
Use Place 2 Be Mentally Healthy School assessment tool to review current practice and develop a focussed action plan.	HG/LH/JW	By December 2020	Key areas identified with staff, pupils and parents. Action plan in place to support mentally healthy school. Pupil sampling and feedback from staff and families will support this.	
<i>Review information from Jigsaw REST tool to plan support and categorise barriers to engagement. Link to plan 1 and 2</i>	All Staff (JW)	August 2020, termly review	<i>Planning and discussion will centre around children's experiences with a focus on how to maximise engagement. Information from planning meetings, tracking meetings and learning visits will support this.</i>	
Refresh understanding of nurture principles, attachment theory, trauma and Adverse Childhood Experiences		By May 2021	Discussions about concerns around learners' presentation will take into account understanding of nurture principles, attachment theory, trauma and Adverse Childhood Experiences.	
Fully implement Promoting Positive Behaviour Policy, focussing on: <ul style="list-style-type: none"> Visible Consistencies Ready Respectful Safe Restorative Approaches Recognition 	HG/LH/JW	Ongoing	Progress and impact will be reviewed through pupil sampling, feedback from families, ongoing check-in, feedback from staff, learning visits and observation.	