

## Action plan 1

<p>National Improvement Framework Priorities</p>	<p>HGIOS and ELCC</p>	<p>Specific to HGIOS 4</p>
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children's progress</li> <li>School improvement</li> <li>Performance Information</li> </ul>	<p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p>	<p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGI0ELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p> <p><b>Aberdeenshire Priorities:</b></p> <ol style="list-style-type: none"> <li>Improving learning, teaching and assessment.</li> <li>Partnership working to raise attainment.</li> <li>Developing leadership at all levels.</li> <li>Improvement through self-evaluation.</li> </ol>

<p><b>Priority 1 : To support recovery, renewal, and improvement at Bervie School ensuring improved outcomes for all children and young people.</b></p>	<p><b>Data/evidence informing priority: Covid-19 shutdown</b></p> <p><b>Fullan's Drivers Link – Wellbeing and Learning</b></p>
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Key actions	By whom	When?	Expected impact?	Measures	Progress
					On Track
					Behind Schedule
					Not Achieved
<p>Re-building positive relationships and sense of belonging with pupils, staff, parents/carers and community.</p> <p>Clear focus on Health and wellbeing within and across school and nursery. Staff will consider current context of school and its community to target support.</p> <p>Re-establishing what the school stands for within the community. (Using the vision, values and aims as well as the 4 capacities to support the daily life for all in school.) Consideration will be given to:</p> <ul style="list-style-type: none"> <li>Recognising individual experiences</li> <li>Continuing to build trust and relationships</li> <li>Supporting friendships and social interactions</li> <li>Predictable structures and routines</li> <li>Regulating emotions and managing behaviour</li> <li>Engaging learning experiences</li> <li>Supporting transitions</li> <li>Individual support</li> </ul> <p>Building on re-engagement with the curriculum with a key focus on Literacy, numeracy and health and wellbeing and development of the skills for learning life and work.</p> <p>Continued focus on ensuring learning experiences are based on a strengths-based approach using data to identify next steps.</p> <p>Continuing to support the development of the use of technology, building on skills developed during session 2020-21</p> <p>Ensure all stakeholders are aware of the incorporation of UNCRC into Scots law and the implications of this for daily practice and policy/process.</p> <p>Ensuring opportunities are also provided for outdoor learning.</p>	<p>All staff</p>	<p>From August 2021</p> <p>Regular monitoring and review required initially</p>	<p>All within the school community are supported to engage positively in the school's shared vision for success.</p> <p>All staff are aware of the school context and are targeting support appropriately. Data supports the identification of strengths and areas for development in this area.</p> <p>All staff, pupils and parents/carers feel fully supported in working together to improve outcomes for pupils.</p> <p>Use previous years' forward plans, previous assessments, pupil reports, learning activities and tasks to support ongoing assessment of learner progress.</p> <p>Collegiate planning to be supported to ensure moderation of planning for learning, teaching and assessment.</p> <p>Children's rights and the respect for the rights of others are at the forefront of planning at school/classroom level.</p>	<p>Through ongoing daily interactions and focussed QA activity ensure the following are in evidence:</p> <ul style="list-style-type: none"> <li>Positive ethos for all</li> <li>Regular check ins and follow up in relation to Health and wellbeing.</li> <li>Stakeholder views are sought and taken into account.</li> <li>Pupil voice and UNCRC are being considered in all aspects of school improvement.</li> </ul>	

## Action plan 2

<p><b>National Improvement Framework Priorities</b></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children's progress</li> <li>School improvement</li> <li>Performance Information</li> </ul>		<p><b>HGIOS and ELCC</b></p> <ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff/ practitioners</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> <li>3.1 Improving/ ensuring wellbeing, equality and inclusion</li> </ul>		<p><b>Specific to HGIOS 4</b></p> <ul style="list-style-type: none"> <li>3.2 Raising attainment and achievement</li> <li>3.3 Increasing creativity and employability</li> </ul> <p><b>Specific to HGIOELC</b></p> <ul style="list-style-type: none"> <li>3.2 Securing children's progress</li> <li>3.3 Developing creativity and skills for life</li> </ul> <p><b>Aberdeenshire Priorities:</b></p> <ol style="list-style-type: none"> <li>Improving learning, teaching and assessment.</li> <li>Partnership working to raise attainment.</li> <li>Developing leadership at all levels.</li> <li>Improvement through self-evaluation.</li> </ol>	
<p><b>Priority 2 : To maximise engagement in learning through use of assessment and teaching approaches which provide appropriate pace and challenge.</b></p>			<p><b>Data/evidence informing priority: Feedback from VSE visit, Visible Learning work and ongoing QA activities</b></p> <p><b>Fullan's Drivers Link – Wellbeing and Learning, Social Intelligence, Systemness</b></p>		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Measures	Progress
					On Track
					Behind Schedule
					Not Achieved
<p>Review school values and curriculum rationale to ensure they are reflective of the context of the school and Bervie Learners enable the school community to work towards a common goal.</p> <p>Consider what's working well to engage learners and plan in response to this. Key approaches include:</p> <ul style="list-style-type: none"> <li>Use of digital technologies – building on skills learners developed during home learning</li> <li>Play based approach at early level, building on learning through play</li> <li>Creativity and opportunities to use outdoor spaces as part of learning</li> </ul> <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>Further engage with QAMSO work to ensure continued and strengthened shared understanding of standards and achievement of a level to support consistency in professional judgement throughout the school.</p> <p>Continued involvement in Self Improving Schools work.</p>	<p>All</p> <p>Staff/HG</p> <p>Staff working group</p> <p>Staff working group</p> <p>Staff working group</p> <p>JW/HG</p> <p>HG</p>	<p>June 2022</p> <p>Termly</p> <p>Ongoing and by May 2022</p> <p>Ongoing and by May 2022</p> <p>Ongoing and by May 2022</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All within the school community are supported to engage positively in the school's shared vision for success. Focused QA in this area will evidence impact.</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>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>Discussions and feedback from Self Improving Schools work will highlight shared understanding of standards within QIs</p>	<p>Through ongoing daily interactions and focussed QA activity ensure the following are in evidence:</p> <ul style="list-style-type: none"> <li>Shared understanding of curriculum rationale</li> <li>High levels of engagement</li> <li>Shared understanding of a leader of learning and what a good lesson looks like</li> <li>Evidence of challenge</li> <li>Shared approaches to and understanding of assessment</li> </ul>	

## Action plan 3

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children's progress</li> <li>School improvement</li> <li>Performance Information</li> </ul>		<p><u>HGIOS and ELCC</u></p> <p>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>		<p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement            3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress            3.3 Developing creativity and skills for life</p> <p><b>Aberdeenshire Priorities:</b></p> <ol style="list-style-type: none"> <li>Improving learning, teaching and assessment.</li> <li>Partnership working to raise attainment.</li> <li>Developing leadership at all levels.</li> <li>Improvement through self-evaluation.</li> </ol>	
<p><b>Priority 3: To support Social and emotional wellbeing for all at Bervie School and Nursery.</b></p>			<p><b>Data/evidence informing priority: engagement tracker, COVID-19, feedback from VSE visit, communication from families</b></p> <p><b>Fullan's Drivers Link – Wellbeing and Learning, Social Intelligence, Equality Investments</b></p>		
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Measures	Progress
					On Track
Review and update health and wellbeing progression	Staff working group	Ongoing and finalise by May 2022	Health and Wellbeing programme shows clear progression across all organisers including opportunities to build emotional literacy.	Through ongoing daily interactions and focussed QA activity ensure the following are in evidence: <ul style="list-style-type: none"> <li>Share approach to HWB</li> <li>Targeted support for identified groups/individuals</li> <li>Shared understanding of nurture</li> <li>Consistency in approach to behaviour management</li> </ul>	On Track
Review information from Jigsaw REST pupil information (p3-7) to plan targeted support for individuals using additional recovery staffing.	Staff, HG/LK	Termly	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.		Behind Schedule
Refresh understanding of nurture principles, attachment theory, trauma and Adverse Childhood Experiences	All Staff with Educational Psychologist	November 2021	Discussions about concerns around learners' presentation will take into account understanding of nurture principles, attachment theory, trauma and Adverse Childhood Experiences.		Not Achieved
Continuing to embed Promoting Positive Behaviour Policy, focussing on: <ul style="list-style-type: none"> <li>Visible Consistencies – including emotional consistency</li> <li>Ready Respectful Safe</li> <li>Restorative Approaches</li> <li>Recognition</li> </ul> Regular review and monitoring to ensure consistency and predictability.	All staff	Ongoing	Progress and impact will be reviewed through pupil sampling, feedback from families, ongoing check-in, feedback from staff, learning visits and observation.		Not Achieved