Aberdeenshire
COUNCIL

EDUCATION & CHILDREN'S SERVICES

IMPROVEMENT PLAN
2016 - 2017

FOR

FISHERMOSS SCHOOL

Aberdeenshire Council Education & Children's Services

"Our vision is for an Aberdeenshire in which everyone is able to develop the skills and confidence needed for learning, life and work."

Fishermoss School Vision & Values Statement

Together we aspire to be a community where everyone feels valued and safe, achievements are recognized and celebrated and we learn together and develop as individuals. In Fishermoss School everyone is encouraged to be the best they can be.

Values: Respect – Honesty – Responsibility – Kindness - Hardworking

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In Fishermoss School our vision and values are the driving force behind all our improvement activity.

Education & Children's Service's Quality Improvement Framework, is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the belief that self evaluation in each school drives improvement and all improvement is aimed at delivering positive outcomes for children and young people.

"*Self evaluation is a reflective, professional process through which schools get to know themselves well…Improvement Planning builds on that self knowledge by involving us in understanding and valuing the best of that which already exists, deciding how good we can really be, and identifying the best way forward.*

The Journey to Excellence Part 4: Planning for Excellence, HMIe, 2007

Self-evaluation is an on-going process and involves all stakeholders, including our pupils. It is reported annually to parents/carers in our Standards and Quality Report.

Education & Children's Service Improvement Cycle
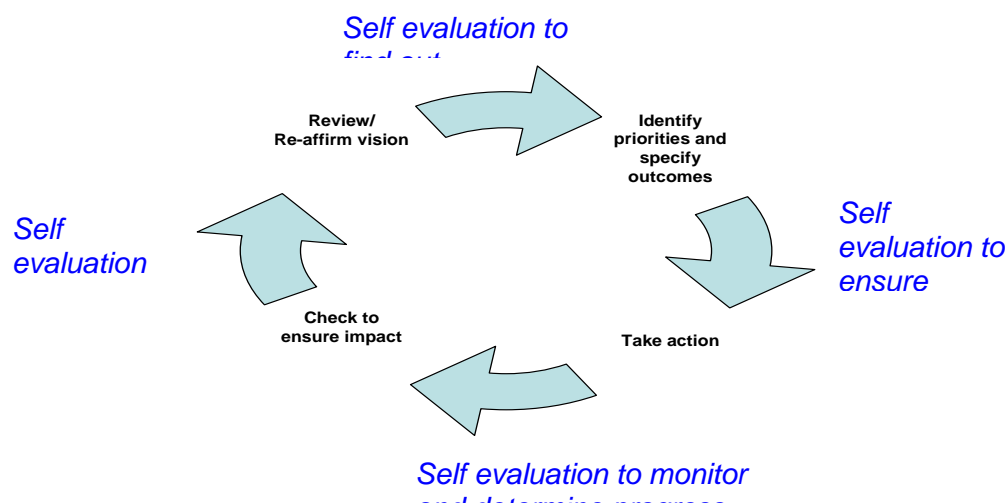
The priorities for improvement contained in the Improvement Plan for 2015 – 16 reflect this process and the priorities identified locally and nationally.

Improvement Focus No.	1	Leadership & Management-Leadership of Learning 1.2
Identified Theme From S&Q/Self Evaluation		**Professional engagement & collegiate working and Impact of Career-long Professional Learning**

Actions	Intended Outcome (s) / Impact	Timescales
Continue to implement more active learning & teaching approaches in **spelling** to ensure challenge & pupil engagement. Refresh spelling progression guidelines and ensure active/challenging approaches in place. Kirsten Brown SFL teacher lead role Active Literacy spelling approaches-further support for staff. Share spelling guidelines with parents-school website & active approaches for teaching spelling at Curricular event Sept 2017 and evaluate with pupils and parents. Further opportunities for **writing moderation**-professional dialogue using progression framework benchmarking. Further develop **Big Writing** approaches by engaging with Big Talk aspect. Staff to plan for **Big Talk** in writing lessons. DHT to attend **Leading Learning Improving Pedagogy** review and refresh pedagogical practice. Share with staff. Through professional dialogue continue to develop staff understanding and use of **reflective language and questioning** and develop learner engagement with this as part of enhancing **learner involvement** in target setting.	**Spelling guidelines**, and active approaches, embedded and delivered at all stages P1-P7. Big Talk being implemented from Nursery to P7 **Raise attainment in Writing** to be in line with Reading attainment To embed **AifI** to support raising attainment and achievement at all stages Nursery to P7 Continue to raise attainment and achievement and close the gap	Collegiate Meeting Kirsten Brown 29th Sept Session 16-17 Parent & Pupil Curriculum event Sept 2017 Cluster Collegiate Meeting Session 16/17 Collegiate Meetings 16/17

Look at **up-to-date research** in relation to formative assessment to support refection on current practice. Professional dialogue focused on Shirley Clarke 'Outstanding Formative Assessment' and Dylan Wiliam 'Embedded Formative Assessment'. Implement revised Profile Policy. Learning & Teaching to be standing item on agenda for **Pupil Council** and addressed through circle time in all classes-use of HGIOS 4 quality indicators. Pupils to share at Curriculum event session 17/18 Learning & Teaching approaches with parents -'show & tell' for areas on the improvement plan. Opportunity given to parents at the event to evaluate the work of the school. Use of HGIOS 4 for all Self-Evaluation activities.	Increased learner involvement in evaluation of Learning & Teaching. Pupils more effective in self-assessment, setting targets and being able to talk more effectively about their learning including skills developed, strengths and areas for development. Pupils to have more of a say in making the way they learn in school better.	Collegiate Meetings Session 16/17 Parent Pupil Curriculum Event Sept 2017

How will you measure success?

Tracking meetings
PRD & EARS, Pupil Profiles, Pupil Council, attainment data, L&T meetings-staff plans, class visits

Progress Check / Comments / Next Steps

Date:	
Date	

Improvement Focus No.	2	Learning Provision- Curriculum 2.2 and Learning, Teaching & Assessment 2.3
Identified Theme From S&Q/Self Evaluation		**Development of the Curriculum, Learning Pathways and Effective Use of Assessment**

Actions	Intended Outcome/Impact	Timescales
Continue to revise curriculum **Progression Frameworks** in line with Aberdeenshire Frameworks with a focus on Numeracy, Expressive Arts, Skills for Learning Life & Work and IDL. Implement **Expressive Arts** Progression Frameworks and create planning format. Purchase resources to support Expressive Arts Continue to involve all stakeholders in curriculum adaptations and share revised progression frameworks at curricular and parent events. Ensure appropriate resources to support frameworks ensuring opportunities for outdoor learning are embedded and learner involvement in planning. Develop a consistent approach towards expectations for **personalisation and choice** including the use of and access to ICT. Pupils to be involved in planning and choosing contexts for learning at all stages. Amend Learning & Teaching conversation record sheets to include **IDL, Skills for Learning, Life & Work; Personalisation & Choice; Learner involvement in planning and Outdoor Learning** opportunities as discussion points. Curricular Mapping Sheets Ethos & Life of the School-link to Es & Os to support **bundling** & IDL opportunities in a planned way. Make clear on Curriculum Map what outdoor learning at Fishermoss school looks like. Staff to be planning for Skills for Learning, Life and Work and IDL through curriculum map. Revisit **Enterprise plans** for IDL & **bundling** Es & Os and planning for Skills for Learning, Life and Work. Further develop curriculum rationale, taking into account QIV feedback, Skills for Learning Life & Work and 'Stepping Up' resources.	**Progression frameworks** in place to enhance and further embed approaches and strategies for the 7 principles of curriculum design are met. Consistent approach from Nursery to Primary 7 towards expectations for personalisation and choice including the use of and access to ICT. Pupils to have more of a say in making the way they learn in school better. Skills for learning, life and work are highlighted, celebrated and progressively developed through all contexts for learning.	Session 16-17 Nov In Service Collegiate Activities Session 16/17 Nov In Service Session 16/17

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Appoint **Numeracy** Leader and arrange cover to attend training days x4. Numeracy leader to <u>deliver</u> collegiate training feedback sessions once per term. <u>Review</u> benchmarks Nursery to Primary 7 in **Numeracy** and **Maths** **Framework-**check against Aberdeenshire Framework and adjust if required. <u>Evaluate</u> staff and pupil confidence and enjoyment of Numeracy & Mathematics at beginning and end of session. <u>Share</u> information with parents and gain feedback-show and tell curricular event.	Increased teacher confidence and understanding of effective strategies for teaching **Numeracy & Mathematics.** Increased awareness of knowledge and skills progression in Numeracy & Maths Increased pupil confidence and enjoyment. Increased parental awareness of the Numeracy & Mathematics learning taking place. Raise attainment in Numeracy & Maths in line with Reading attainment	Collegiate Meeting Thu 8th Sept In Service Day Tue 15th Nov In Service Day Wed 15th Feb 2017 Collegiate Meeting Tue 2nd May 2017
Further <u>engage</u> in the **Modern Languages, 1 + 2** Programme through collegiate time and become familiar with the teaching materials provided via Education Scotland's site. <u>Arrange</u> CPD for staff as per PRD identified professional learning needs <u>Share</u> information with parents through Pupil Council, school newsletter and website and through GLOW & Snow. <u>Agree</u> how languages can be incorporated into assembly programme, daily routines and school events.	Staff will have a better understanding of the Scottish Executive's **1 + 2 Modern Languages** programme and will be beginning to embed the learning and teaching of French in everyday lessons. Pupils, parents & staff beginning to use simple phrases and vocabulary in French. Parents aware of implementation of 1+2 Policy. A whole school approach to modern languages.	CPD sessions Term 1 session 16/17 Session 16/17 Session 16/17
<u>Review</u> the current process of **Reporting Learners' Progress** and achievement to parents/carers, including Nursery. <u>Audit</u> parents/carers to gather views and proposals. <u>Consider</u> and design improved ways of sharing information of learners' progress and achievement within the curriculum for excellence *(ref: BtC5 Recognising Achievement, Profiling and Reporting and support materials from Reporting Group)* Nursery to Primary 7 to consider use of I-pads to support reporting to parents. Purchase I-Pads x1 per class. <u>Create</u> annual calendar to reflect the planned reporting year. <u>Share</u> information and plans for revised approach with Parent Council <u>Implement</u> improved ways of working as per agreed calendar which ensure that pupils and parents/carers are more actively involved <u>Evaluate</u> and review progress throughout the year in order to inform effectiveness of improved process.	The development of an improved process of **Reporting Learners' Progress** and achievement to parents/carers i.e. an identified and clear, on-going process with regular information sharing which would include: A process which is spread over the whole school year and have less emphasis on an annual written report in the latter half of the session Increased pupil involvement in the reporting process Increased parental engagement in their children's learning An increased understanding for parents of their child(ren)'s progress and achievement.	

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Create opportunities for all staff to share **Cooperative Learning** practice at stage meetings as almost all staff are now trained. Staff to include cooperative learning within evaluations in the planning folder, with reference also made to social skills. Staff to make reference to Skills for Learning, Life and Work and share with pupils when planning cooperative learning.	**Cooperative Learning** embedded throughout the school to promote independence, responsibility and collaboration in learning. Pupils more actively involved & engaged in learning & teaching experiences/to raise attainment & achievement for all learners	Collegiate sessions 16/17

Learning & Teaching Meetings |

How will you measure success?

- Regular feedback from parents
- Parent consultations
- Staff and pupil discussions
- QIV
- Tracking systems
- Standardised Assessment Data
- QA Procedures
- Pupil Council
- Achievement Celebrations
- Learning & Teaching Meetings

Progress Check / Comments / Next Steps

Date:	
Date	

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Improvement Focus No.	3	Successes & Achievements-Raising Attainment and Achievement 3.2
Identified Theme From S&Q/Self Evaluation		Attainment Over Time and Overall Quality of Learner's Achievement.

Actions	Intended Outcome/Impact	Timescales
Review current process of **Tracking and Monitoring** of attainment. Enhance tracking and monitoring of attainment by the inclusion of predicted Cfe levels which are then used to inform professional discussion about planning and targeted interventions. Monitor our tracking of **wider achievement** and the impact it is having on individual learners. Consider electronic versions of tracking. Implement new tracking procedures and evaluate usefulness.	A robust **Tracking System** to ensure continuous progress for learners.	Term 1 Session 16/17 Session 16/17 Learning & Teaching Meetings 16/17
Evaluate **Restorative Approaches** through responses in Pupil Questionnaire. Provide additional RA training for PSAs-Educational Psychologist Revise Behaviour Management Policy to take account of RA and Golden Time policy. Introduce peer mediation-Cluster Principle Teacher and evaluate effectiveness through Pupil Council.	Improved skills and abilities of pupils to manage their thoughts and feelings. Increased pupil ability to take responsibility for their own actions. Increased pupil skills to rebuild and repair relationships. Increased PSA confidence and skills in dealing with relationship issues Consistent approach across the school in dealing with relationship issues.	Twilight PSAs Term 2
Share practical approaches to support **Dyslexic** pupils-SFL teacher e.g. whiteboard backgrounds, overlays, coloured paper, comic sans font size 14. Staff to implement changes. Staff to continue to access Dyslexia Toolkit Website to support pupils. Evaluate with individual pupils.	Improved outcomes for **Dyslexic** pupils.	Collegiate session 29th Sept 2016 Session 16/17

How will you measure success?
Tracking systems, Standardised Assessment Data, QA Procedures, Pupil Questionnaires and pupil council, EARS meetings PSAs, individual pupils informal discussion, Achievement Celebrations, Learning & Teaching Meetings

Progress Check / Comments / Next Steps
Date:
Date