**Action plan 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  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. | |
| * 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.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information | |
| **Priority 1 : Ensuring wellbeing, equity and inclusion**  **To support the “recovery” of learning at Boddam School ensuring all are fully supported to engage with the “new normal”** | | | **Data/evidence informing priority: Covid Lockdown** | | | |
| **Key actions** | **By whom** | | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Re-build positive and trusting relationships with pupils, staff and parents/carers, to rebuild the sense of Community across the school.  Establish clear focus on Health and Wellbeing within school.  Re-establishing what the school stands for within the community using the vision, values to support the daily life for all in school.  Acknowledge and respond to the experiences of pupils and their family/community.  Provide appropriate supports to meet individual needs  Engage with the new routines and structures - supporting all to become familiar and confident with these.  Re engage with the curriculum with a key focus on Literacy, Numeracy and Health and Wellbeing.  Support transitions appropriately by ensuring learning experiences are based on a  strengths-based approach – building on what children can do.  Ensure that there is a focus on development of the skills for learning life and work.  Continue to support the development of the use of technology, moving on from the developments of term 4 – 2019-2020. (supporting blended learning.)  Continue to deliver DYW skills.  Ensure opportunities are provided for outdoor learning.  Improve levels of fitness to support well being | All within the school community  Lead by HT, all Staff  All Staff  All Staff | | HT to monitor progress  Focus in term 1 and during following session 2020-2021 | Assess learner’s social and emotional needs in the first few weeks by planning and delivering open activities.  Use SCARF resources and assemblies on Children’s Rights to promote wellbeing across the classes.  Weeklyvirtual assemblies to re-establish the school’s Vision, Value and Aims and Children’s Rights Charter. Children will receive certificates to celebrate success in each class. Teachers to monitor achievements in school and out-with.  All pupils will receive appropriate support in a timely manner to feel safe, included and nurtured within the school environment. PEF funded PSA to support FSM and vulnerable children that need social and emotional support to raise attainment. Children can identify staff within school to talk/turn to when needed. Professional dialogue and on-going observations of interventions to determine impact on positive behavior and mental well-being.  Adopt a dialogic approach - listening, talking and observing as a first stage in gathering formative information about children and young people’s learning needs on their return to school. Monitor progress and needs throughout the session through tracking meetings with HT. Identify children with specific needs and liaise with professionals on support. MAAP/SAP/School reviews/LAC meetings to be attended through Skype and Team meetings.  Parents kept informed of new routines and safety procedures. Information shared on School Facebook page.  Learning intentions and success criteria are shared with all children throughout all classes. Children will be able to articulate where they are in their learning and be able to identify next steps. HT to observe classes and work with focus groups of pupils.  Risk assessments to be updated regularly and shared with all stakeholders.    Previous years’ forward plans, previous assessments, reports, learning activities and tasks - including those carried out during the period of remote learning - to support initial assessment of learner progress.  Baseline and follow up assessments to be put in place for a short period of time to reinforce different areas of learning for some learners.  Staff moderation for planning/delivery of DYW skills.  Collegiate planning to ensure moderation for learning, teaching and assessment. Pupils to follow patterns and routines that will support their learning at school and at home. Pupils will know when work will be ‘allocated’ and the timescales for completion, with clear success criteria given.  Each class to deliver weekly outdoor sessions using the community garden. Each class to be given responsibility for an area in the garden to maintain/grow flowers/vegetables. Application for Green Flag award to continue.  Daily mile to be promoted and children encouraged to improve and measure own fitness levels. Certificates used to motivate children and celebrate individual success. | |  |

**Action plan 2**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  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. | |
| * 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.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 2 : Raising Attainment and Achievement**  **Taking a whole school approach to using Visible Learning and Feedback to raise aspirations and attainment with a focus on reading and writing.** | | | | **Data/evidence informing priority:**  **Analysis of attainment data beginning August 2020 (post Covid lockdown), FSM and SIMD data** | | | |
| **Key actions** | | **By whom** | **When?** | | **How will we evaluate impact?**  **(Measurements of success)** | | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Visible Learning to be fully embedded throughout the school to raise attainment  Visual progression displays to be created for Literacy with a focus on writing  New writing trackers used across the setting to assess skills in writing.  Genres of writing to be tracked and planned to show progression of skills  To develop the use of feedback across the school to improve attainment.  Audit of reading books (reading schemes) to ensure challenge and breadth across reading levels.  Audit of library books and individual readers on Accelerated reader scheme to ensure breadth and choice across levels and age range.  **ELCC**  New Literacy, Numeracy and Health and Wellbeing trackers established within ELCC.  Staff to become increasingly confident observing and recording progress using online profiles. | | Led by HT and all staff  Led by HT. All staff to observe/record and provide feedback  All Staff  HT and PT, all staff  All ELCC staff  EYSP,EYLP and HT | Throughout session 2020-2021  Throughout session | | Planning VL throughout the setting to ensure moderation and engagement of all pupils. Classes to evaluate best approaches taking into consideration pupil needs.    Children to be involved in setting their own personal targets in consultation with teachers and their parents, enabling them to take more responsibility for their own learning. Impact will be measured through observations/engagement of pupils and class/teacher discussions.  Pupil questionnaires given to evaluate the effectiveness of feedback. Leuven scale to be used in addition to thematic analysis of data, analysed and shared with staff. Focus will be on identifying any feedback opportunities that need further improvement. Data will be gathered before and after intervention to assess impact.  Culture to be established in the classroom where feedback is welcome and valued.  Student voice/feedback is woven into staff and team meetings.  Impact will be measured through class observations/discussions with pupil focus groups.  Feedback is tailored to individual/class need and proficiency of pupils.  Peer feedback is effectively implemented using guidance and instructions from the teacher.  Observations will focus on the quality and type of feedback being received by students.  Pupils will feel confident receiving and giving feedback.  School will continue to review feedback procedures from pupils, families, and staff.  Feedback will continue to be moderated and consistently used throughout the school to raise attainment.  Children will be able to identify what feedback is, understand the types of feedback, have a clear understanding of what to do with feedback and the benefit it has on their learning.  Questionnaires used to evaluate findings of how effective feedback is and how it has impacted children’s attainment.  Children will be able to enjoy reading in groups supported by their peers.  Children will be able to have a good choice and range of reading material from the library within the required age range. Impact will focus on there being an increased enjoyment and motivation to read new books.  Online books will provide easy access and give further choice of genres that can be read through myON – Accelerated Reader. Data from Star Reader assessments collected before and after interventions to gauge impact. PEF funding used to increase availability and choice for children that have difficulty accessing books. Questionnaires will be used to ascertain all stakeholders opinions and improvements.  Track and monitor progress across the setting using individual trackers. Information to be gathered in Sept, Nov, Feb, and May.  Profiles are up to date and are easily shared with parents/carers daily via Google classroom. ELCC staff will use online profiles to report progression, target setting and learning experiences. Staff will continue to engage in professional dialogue and use feedback from children and all stakeholders to assess impact.  Continue to have an overview of needs and attainment across the nursery setting ensuring that all needs are catered for and that Care Inspectorate guidelines are being met. | |  |

**Action plan 3**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| [National Improvement Framework Priorities](http://www.gov.scot/Resource/0049/00491758.pdf) | [HGIOS](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf) and [ELCC](https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf)  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. | |
| * 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.   **Key drivers of improvement**  School leadership  Teacher professionalism  Parental engagement  Assessment of children’s progress  School improvement  Performance Information |
| **Priority 3 : To improve leadership opportunities and continue a shared vision for continuous improvement for all pupils** | | **Data/evidence informing priority:**  **SIMD data and analysis of children’s needs across the school** | | | | |
| **Key actions** | | | **By whom** | **When?** | **How will we evaluate impact?**  **(Measurements of success)** | **Progress** |
| **On Track** |
| **Behind Schedule** |
| **Not Achieved** |
| Staff member to lead Growth Mindset training to improve children’s confidence and self-belief.  Identify children to work individually and in small group work to develop a growth mindset and build resilience/self- esteem.  Children’s University to be set-up and used throughout P1-P7.  Promotion of Children’s University with all stakeholders  Whole school nurture training to be undertaken and whole school approaches agreed and implemented.  Parental engagement in ELCC and the value of learning through play  Staff to make the most of the Community garden to deliver planned lessons and promote health and wellbeing  To evaluate and plan Health and Wellbeing progression in Early Years  To plan/share and evaluate resources and their impact on learning, teaching and assessment of health and wellbeing  To use Google Classroom as a blended learning approach throughout the school.  Additional online resources sourced to improve attainment both in school and at home. To improve engagement and attainment using technology especially for children that have no or limited access to technology at home.  All classes to share weekly learning through social media (School Facebook Page)  Chronologies to be moved onto pastoral notes on SEEMIS to allow for a more stream- lined approach  To identify the different ways how autism effects children’s learning and measures that can be implemented to raise attainment.  Additional resources sourced to support Dyslexia across the school to support spelling and writing. | | | Led by P7 teacher, all staff  Led by PT, all staff and pupils  EP, HT and all teaching staff  EYSP, all ELCC staff, ELCC/P1 parent/carers  ASL teacher to lead and  All staff  HT, PT, EYP and all ELCC staff  HT and all staff  HT and all staff  HT  HT, EYSP, EYLP to monitor  All ELCC staff  HT and all teaching staff  HT and ASL; all staff  ASL teacher, HT and all staff | Term 1 and throughout session  Term 1/2  Term 1 and monitored thoughout session  Throughout the session  On going 2020-2021 | Inset training on Growth Mindset. All pupils will receive questionnaires to assess learning mindset before and after intervention. Data to be analysed and focus groups of children identified that have low self- esteem. Children to further develop confidence, self- belief and raise aspirations through individual and targeted group work.  Growth mindset to be modelled /established within every class. Questionnaires used at end of session to assess impact.  PT to deliver a power point presentation for parents/carers on Children’s University. Questionnaires to be analysed as to effect this has on wider achievements across the school. Opportunities will be explored which allow children access to gaining credits. PT to track progress.  Staff to engage with reading material on nurture and reflect/self-evaluate practices within the classes and across the school. Reflect and plan opportunities for improvements in 2020-2021.  Learning through play to be promoted in Early Years. Powerpoint presentation to be given to all parents/carers within early years.  Use of the community garden on a weekly basis. Direct observation and improvements recorded. Ongoing work to continue towards Green Flag award.  3 and 4 year old overviews used alongside the benchmarks to monitor and track progress with ante and pre school children. Evaluation of tracking procedures and improvements shared with all ELCC staff. Staff to gain confidence when observing and tracking progress.  SCARF/Education Scotland resources evaluated, and children’s attainment monitored. Children’s rights and wellbeing indicators to continue to be discussed and integrated throughout school life.  Google Classroom set up for all pupils from Nursery to P7. Children to become confident in using Google classroom as a blended learning approach between home and school. Homework to be assigned each week on Google classroom with teachers monitoring engagement.  Achievements and successes across the curriculum to be recorded on individual online profiles and shared with parents.  Nursery to record progress using Google classroom within each curricular area. Parents will have daily access to children’s progress and involvement in their learning needs.  Questionnaires given to all stakeholders to gather views and improvements.  All teaching staff given access and training on using SEEMIS to record attendance and adding individual pupil chronologies.  Staff to gain further knowledge and understanding of autism and how to identify individual children’s needs. Staff to explore ways in which resources/programmes of work/PSA time can be utilised to raise attainment. Staff to gain further training on Autism through online courses.    Assessments used to identify children with dyslexic tendencies and resources appropriately distributed. Baseline assessments used prior to intervention and end of session to measure impact. GL assessment Lass 8-11 used to identify dyslexic tendencies and learning needs. |  |