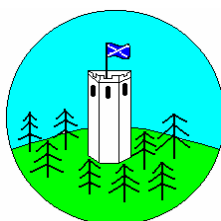




## **IMPROVEMENT PLAN**

**2016 – 2017**

### **Fetterangus School**



**Aberdeenshire Council Education & Children's Services**

"Education & Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

### **Fetterangus School Vision Statement**

Fetterangus School aims to 'Get It Right for Every Child' by supporting the development of each pupil to their full potential, academically, emotionally and socially under the three key headings of, **CONFIDENCE                      CREATIVITY &                      CITIZENSHIP**

Central to this is the creation of a learning environment which is safe, stimulating, interactive and reflective, and one in which the children develop the self-confidence and the skills relevant to the next stage of their education and to their place in the wider community.

Pupils participate in a range of active, educational experiences both within and outwith the School premises and are given the opportunity to work as independent learners and as part of cooperative and collaborative groups. The School is committed to gathering and reflecting upon the views of all stake-holders throughout the planning, implementation and evaluation phases of all aspects of School activity.

### **E&CS Services**

Aberdeenshire Council and Education and Children's Services is committed to improvement through effective self-evaluation. The significant relationship between effective self-evaluation and school improvement can also be seen as an "inwards, outwards, forwards" approach to help you and your partners answer the questions which remain at the heart of self-evaluation:

- How are we doing?
- How do we know?
- What are we going to do now?

Effective self-evaluation involves a level of reflection and critical enquiry which is best achieved through a blend of internal and external analysis. Making sound judgements about the impact on learners should be central to self-evaluation.



The priorities for improvement contained in the Improvement Plan for 2016 – 17 reflect this process and the priorities identified locally and nationally.



# Improvement Plan

<b>Improvement Focus No.</b>	<b>1</b>	<b>Leadership and Management</b> <i>Analysis of Assessment data</i>	
<b>Identified Theme</b> <b>(From S&amp;Q / Self-Evaluation)</b>		<b>1.1 Self-Evaluation for Self-Improvement</b>  <ul style="list-style-type: none"> <li>• Collaborative approaches to self-evaluation</li> <li>• Analysis and evaluation of intelligence and data</li> <li>• Impact on learners' successes and achievements</li> </ul>	
<b>Actions</b>		<b>Intended Outcome (s) / Impact</b>	<b>How will you measure success?</b>
<p>Teaching staff will engage in discussions around assessment data generated during the session.</p> <p>Staff will identify appropriate strategies and adjustments to classroom practice as required to address any emergent issues</p>		<p>Shared awareness and responsibility for attainment across the school.</p> <p>Improved effectiveness of curricular planning.</p> <p>Improved effectiveness of classroom practice.</p> <p>Improved pupil attainment.</p>	<ul style="list-style-type: none"> <li>• Evidence of meetings</li> <li>• Evidence of appropriate responsive actions via forward planning and classroom practice.</li> <li>• Improved levels of collective and individual attainment.</li> </ul>





## Improvement Plan

### Evidence of Progress / Comments / Next Steps

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## Improvement Plan

<b>Improvement Focus No.</b>	<b>2</b>	<b>Learning provision</b> <i>Chronologies and Named Person procedures</i>	
<b>Identified Theme</b> <b>(From S&amp;Q / Self-Evaluation)</b>		<b>2.1 Safe-guarding and Child Protection</b>  <ul style="list-style-type: none"> <li>• Arrangements for safeguarding, including child protection</li> <li>• Arrangements to ensure wellbeing</li> <li>• National guidance and legislation</li> </ul>	
<b>Actions</b>		<b>Intended Outcome (s) / Impact</b>	<b>How will you measure success?</b>
<p>Staff will be briefed on the following:</p> <ol style="list-style-type: none"> <li>1. Child Protection</li> <li>2. Getting it Right for Every Child</li> <li>3. Equalities</li> <li>4. Data protection</li> </ol> <p>Staff will review existing practices around the maintaining of Pupil Chronologies</p>		<p>Improved staff awareness of relevant procedures and practices</p> <p>Appropriate implementation of Authority guidance</p>	<p>Evidence of staff participation in briefing sessions and review of practices.</p> <p>All staff appropriately trained.</p> <p>Appropriate maintenance and storage of documentation</p>





## Improvement Plan

### Evidence of Progress / Comments / Next Steps

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## Improvement Plan

<b>Improvement Focus No.</b>	<b>3</b>	<b>Learning Provision</b> <i>1+2 Language initiative</i>	
<b>Identified Theme</b> <b>(From S&amp;Q / Self-Evaluation)</b>		<b>2.2 Curriculum</b> <ul style="list-style-type: none"><li>• Development of the curriculum</li></ul>	
<b>Actions</b>		<b>Intended Outcome (s) / Impact</b>	<b>How will you measure success?</b>
Begin to engage in the Modern Languages, 1 + 2 Programme through collegiate time and In - Service Day CPD.  Engage in workshops and become familiar with the materials provided via Education Scotland's site and Aberdeenshire Frameworks		Reinforced and enhanced use of French as part of daily routines  Inclusion of French language in other curricular areas	Improved pupil familiarity and competence in French within daily routines  Evidence of French in planning and delivery across other curricular areas.



## Improvement Plan

### Evidence of Progress / Comments / Next Steps

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## Improvement Plan

<b>Improvement Focus No.</b>	<b>4</b>	<b>Learning Provision Curriculum Frameworks</b>	
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>	<b>2.2 Curriculum</b> <ul style="list-style-type: none"> <li>• Rationale and design</li> <li>• Development of the curriculum</li> <li>• Learning pathways</li> <li>• Skills for learning, life and work</li> </ul>		<b>2.3 Learning Teaching and Assessment</b> <ul style="list-style-type: none"> <li>• Planning, Tracking and Moderation</li> </ul>
<b>Actions</b>		<b>Intended Outcome (s) / Impact</b>	<b>How will you measure success?</b>
<ul style="list-style-type: none"> <li>• Frameworks and benchmarks shared and discussed with staff with a view to using as a planning and moderation/assessment tool.</li> <li>• Discuss and embed effective and consistent moderation and assessment activities.</li> <li>• Use of the Professional Curriculum Tool with staff to reflect on effective practice in learning, teaching and assessment in the context of Aberdeenshire's progression frameworks.</li> <li>• Use of the IDL Curricular Framework document with staff to further develop knowledge and understanding of the principles of IDL to promote consistent effective learning experiences.</li> </ul>		<ul style="list-style-type: none"> <li>• Staff fully aware and engaged with the Aberdeenshire / Mintlaw frameworks to enhance learning and teaching in their classes.</li> <li>• Enhanced working knowledge of pupil expectations at each CfE level across the whole school.</li> <li>• Increased awareness of the principles of the Aberdeenshire Professional Curriculum Tool and engagement across the school and cluster.</li> <li>• All staff are more confident at assessing and identifying what a 'level' looks like at all stages for the school and is consistent across the cluster.</li> <li>• Teachers have a clearer understanding of the principles of IDI.</li> </ul>	<ul style="list-style-type: none"> <li>• Coherence and progression identifiable in forward planning and pupil experiences</li> <li>• Evidence of IDL in pupil work</li> </ul>





# Improvement Plan

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## Improvement Plan

<b>Improvement Focus No.</b>	<b>5</b>	<b>Learning Provision</b> <i>Use of symbols to support communication</i>	
<b>Identified Theme</b> <b>(From S&amp;Q / Self-Evaluation)</b>	<b>2.4 Personalised support</b> <ul style="list-style-type: none"><li>• Removal of potential barriers to learning</li></ul>		
<b>Actions</b>	<b>Intended Outcome (s) / Impact</b>	<b>How will you measure success?</b>	
Staff will continue to build on the use of symbols to support learning, as introduced last session.	Improved staff awareness and use of symbols to support communication and learning.	Evidence of use of symbols throughout the school	



# Improvement Plan

Evidence of Progress / Comments / Next Steps	
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## Improvement Plan

<b>Improvement Focus No.</b>	<b>6</b>	<b>Learning Provision</b> <i>New Approaches to Reporting</i>	
<b>Identified Theme</b> <b>(From S&amp;Q / Self-Evaluation)</b>		<b>2.7 Partnerships</b>	
		<ul style="list-style-type: none"> <li>• The development and promotion of partnerships</li> <li>• Collaborative learning and improvement</li> <li>• Impact on learners</li> </ul>	
Actions	Intended Outcome (s) / Impact	How will you measure success?	
<ul style="list-style-type: none"> <li>• Review the current process of reporting learners' progress and achievement to parents/carers.</li> <li>• Audit parents/carers to gather views and proposals.</li> <li>• Consider and design improved ways of sharing information of learners' progress and achievement within the curriculum for excellence.</li> <li>• Create annual calendar to reflect the reporting year.</li> <li>• Implement calendar, trial new, agreed ways of working which ensure that pupils and parents/carers are more actively involved.</li> <li>• Evaluate and review progress throughout the year (including parents and pupils)</li> <li>• Write brief end of year summary on the outcome of the pilot.</li> </ul>	<ul style="list-style-type: none"> <li>• An improved process of reporting learners' progress and achievement to parents/carers. <i>ie an identified and clear, on-going process with regular information sharing.</i></li> <li>• The improved reporting process would be spread over the whole school year and have less emphasis on the annual written report in Term 4.</li> <li>• Increased pupil involvement in the reporting process.</li> <li>• Increased parental involvement in their children's learning.</li> <li>• An increased understanding for parents of their child(ren)'s progress and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of reporting calendar with whole staff commitment</li> <li>• Audit of parents and pupils at end of pilot year.</li> <li>• Pupils and parents playing a more active role in the reporting process.</li> </ul>	



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