



**IMPROVEMENT PLAN  
2016 - 2017**

**FOR**

**Redmyre School**



“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”

## Redmyre School

At Redmyre we aspire to work in partnership with parents, carers and the wider school community to provide a nurturing and secure learning environment where our children are ambitious about what they can achieve and where each and every child is supported to realise their full potential

### 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>	
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>		<b>Implementing improvement and change in the teaching of writing across the school to improve outcomes for all learners.</b>	
<b>Actions</b>		<b>Intended Outcome (s) / Impact</b>	<b>How will you measure success?</b>
<p>Carry out audit of current approaches to the teaching of writing across the school. Identify 'control' group of children so that we may measure the impact of any changes made.</p> <p>Create opportunities for all staff to engage in peer collaborative learning to explore approaches and resources used in the teaching of writing across the cluster and beyond.</p> <p>Facilitate staff attendance at 2 Cluster moderation activities on standards and expectations in writing from Early to 3<sup>rd</sup> Level by building these into the collegiate calendar.</p> <p>Facilitate staff attendance at Big Writing In service with a view to trialling this resource and reflecting on the impact it has on attainment in writing across the school.</p>		<p>Increased understanding of how writing is taught</p> <p>Staff have opportunities to learn with and from others through critical enquiry.</p> <p>All staff are involved in this process of change and evaluation of the impact of improvement.</p> <p>Staff will have a shared understanding of expectations in each level.</p>	<p>All staff have a clear understanding of our collective strengths and areas for development in the teaching of writing.</p> <p>All staff will be committed to improving approaches to the teaching of writing in order to improve outcomes for all learners.</p> <p>Increased confidence amongst staff to accurately judge and predict current levels and predict targets</p> <p>Attainment in writing will improve across the school and will be evident through tracking data collected through professional dialogue.</p>
<b>Evidence of Progress / Comments / Next Steps</b>			
Date			
Date			
Date:			
Date			





# Improvement Plan

<b>Improvement Focus No.</b>	<b>2</b>	<b>Learning Provision (Including Improving Transitions)</b>	
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>		<b>1+2 Development of the Curriculum</b>	
<b>Actions</b>		<b>Intended Outcome/ Impact</b>	<b>How will you measure success?</b>
<ul style="list-style-type: none"> <li>Distribute parent leaflets which are to come from the Authority.</li> <li>Update through newsletters.</li> <li>Continuing to use French in daily routines, assemblies etc.</li> <li>Develop a whole school approach to implementation of the French progression framework through the Power Language Platform.</li> <li>Facilitate staff attendance at Cluster Authority training events by incorporating these in to the collegiate calendar.</li> <li>Encourage attendance at series of Authority twilights intended to upskill staff in the use of French</li> </ul>		<p>Increased Parental awareness of Implementation of 1+2 Policy as national initiative.</p> <p>Children and staff will be confident in their use of French for every day routines.</p> <p>French to be covered will be planned for by all staff.</p> <p>Staff developing an improved understanding of how they can engage with L2</p> <p>Staff will be more familiar with the French language.</p>	<p>This will be evident during learning visits.</p> <p>Evidence of French planning in planning folders and use of the Power Language Platform.</p> <p>Staff will feel more confident in the teaching of French in their own classes.</p>
<b>Evidence of Progress / Comments / Next Steps</b>			
Date:			
Date:			
Date:			





# Improvement Plan

Date	
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<b>Improvement Focus No.</b>	<b>3</b>	<b>Success and Achievements</b>
<b>Identified Theme (From S&amp;Q / Self-Evaluation)</b>	<b>Developing Improved Approaches to Reporting</b>	

<b>Actions</b>	<b>Intended Outcome/ Impact</b>	<b>How will you measure success?</b>
<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. <i>(ref: BtC5 Recognising Achievement, Profiling and Reporting)</i></li> <li>Create annual calendar to reflect the reporting year.</li> <li>Implement calendar, trial new, agreed improved ways of working which ensure that pupils and parents/carers are more actively involved.</li> </ul> <p>Evaluate and review progress throughout the year. (including parents and pupils)</p>	<ul style="list-style-type: none"> <li>An improved process of reporting learners' progress and achievement to parents/carers implemented in school. <i>ie an identified and clear, on-going process with regular information sharing.</i></li> <li>Implementation of reporting calendar with majority of staff commitment</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> </ul> <p>An increased understanding for parents of their child(ren)'s progress and achievement</p>	<ul style="list-style-type: none"> <li>Dialogue with learners re their progress and achievement</li> <li>Dialogue with parents re improvements in reporting process and their children's progress and achievement</li> <li>Dialogue with staff re improved process</li> </ul> <p>Through</p> <ul style="list-style-type: none"> <li>➤ an audit/survey of parents and pupils at end of reporting year</li> <li>➤ an audit/survey of staff – ongoing and at end of reporting year</li> </ul>

## Evidence of Progress / Comments / Next Steps

Date	
Date	
Date:	
Date	



# Improvement Plan