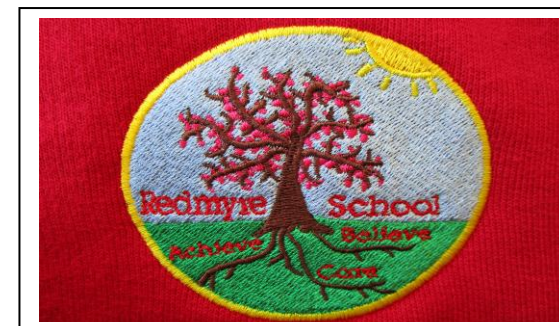


**Redmyre Primary School's
Standards & Quality Report
2022 - 2023
&
School Improvement Planning
2023 – 2024**



School Forward

We are pleased to present both our Standards and Quality Report for Session 2022– 2023 and our School Improvement plan for the current session 2023 -2024. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and identifies our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the heart of our practice in Redmyre Primary School. We continue to develop our practice in making robust use of evidence as a basis for judgements regarding the impact of our work on our learners.

How are we doing?

How do we know?

What are we going to do now?

Looking inwards to analyse our work

Looking outwards to find out more about what is working well for others locally and nationally

Looking forwards to gauge what continuous improvement might look like in the longer term

At Redmyre Primary School we continue to be committed to working closely with our community and all other stakeholders that support the education we provide. Together we are working hard to ensure all our learners get the best possible start in life and are enabled and encouraged to maximize their potential.

We realise that within education things never stand still or stay the same. We continue to strive to meet the changes and challenges. Through this document we hope that you will get a sense of our developments, successes, and areas for further growth.

Mrs McManus

Head Teacher

The school and its context

Redmyre School is a non-denominational, co-educational school which currently has three classrooms with four teachers and a roll of 54 children. The school serves the village of Fordoun near Laurencekirk and the surrounding rural area. There are currently three classes P1-2, P3-5 and P6-7 which have just been reconfigured for 2023-24. The headteacher has a teaching commitment within the school, delivering French on a weekly basis in all classes, to cover McCrone for teaching staff. Our curriculum is well supported by Itinerant staff i.e. Drama and Art. The Active School Coordinator provides a range of additional sporting experiences. Our Pupil Support for Learning teachers (PSLT) work with identified pupils one day a week. We have three Pupil Support Assistants (PSAs) providing a core allocation of 27.5 hours of support. The school also has 22.9 administrative hours per week and two members of kitchen staff and a cleaner. We have weekly janitorial services on a Monday morning.

Vision for the school: **Achieve** **Believe** **Care**

At Redmyre School we work in partnership with children, staff, parents/carers and the wider school community to ensure that all our children:

Achieve the best they can.

Believe in themselves and support others to do so too, so that everyone can all achieve.

Care for themselves, others and the natural world around them.

Values that underpin our work

Our shared values of **Respect, Responsibility, Resilience, Kindness and Honesty** are very important to us and help us to work towards our vision for all our learners. By everyone in our school community promoting and demonstrating them on a daily basis a positive, supportive and nurturing ethos is developed within our school and its community. Learners are also supported to develop a growth mindset which will support them now and in the future in their learning and wellbeing.

What do we aim to achieve for our children/pupils?

Our school aims for all our Redmyre children



Successful Learners

Our children will have:

- > enthusiasm and motivation for learning
- > determination to reach high standards of achievement
- > openness to new thinking and ideas

They will be able to:

- > use literacy, communication and numeracy skills
- > use technology for learning
- > think creatively and independently
- > learn independently and as part of a group
- > make reasoned evaluations
- > link and apply different kinds of learning in new situations



Confident Individuals

Our children will have:

- > self respect
- > a sense of physical, mental and emotional wellbeing
- > secure values and beliefs

They will be able to:

- > relate to others and manage themselves
- > pursue a healthy and active lifestyle
- > be self aware
- > develop and communicate their own beliefs and view of the world
- > live as independently as they can
- > assess risk and take informed decisions
- > achieve success in different areas of activity



Responsible Citizens

Our children will have:

- > respect for others
- > commitment to participate responsibly in political, economic, social and cultural life

They will be able to:

- > develop knowledge and understanding of the world and Scotland's place in it
- > understand different beliefs and cultures
- > make informed choices and decisions
- > evaluate environmental, scientific and technological issues
- > develop informed, ethical views of complex issues



Effective Contributors

Our children will have:

- > an enterprising attitude
- > resilience
- > self-reliance

They will be able to:

- > communicate in different ways and in different settings
- > make informed choices and decisions
- > work in partnership and in teams
- > take the initiative and lead
- > apply critical thinking in new contexts
- > create and develop
- > solve problems

Impact of our developments

In this section we will outline the Targets we set last session and identify the progress we have made during session 2022-2023.

Key priorities: 2022 -2023	Key actions undertaken	Impact (achieved throughout 2022-2023)
<p>Through a refresh of our Vision, Values and Aims:</p> <p>Develop the curriculum</p> <p>Refresh the Curriculum rationale and design through the school's vision, values and aims.</p>	<p>Refresh the school's vision, values and aims (VVA) with stakeholders.</p> <p>Review/refresh current rolling programme of contexts for learning overview from P1-P7 linked to new rationale. Map current resources to contexts for learning.</p> <p>Introduce and plan the HWB programme SCARF on a weekly basis.</p> <p>Introduce and develop Literacy progression pathway. Weekly planning will incorporate Learning</p>	<p>VVAs have been refreshed.</p> <p>Initial programme audited and initial refresh taken place.</p> <p>Not initiated – to be implemented next session.</p> <p>HWB programme now in place.</p> <p>Literacy progression planners are now being used on a weekly basis, using clear Learning Intentions and</p>

	<p>Intentions and Success Criteria from the progression pathway. Map key Literacy resources.</p> <p>Introduce and develop Numeracy progression pathway. Weekly planning will incorporate Learning intentions and Success criteria from the progression pathway. Map key Numeracy resources and implement the White Rose Maths Mastery programme across the school.</p> <p>Review and develop planning formats and review periods for long, medium and short-term planning.</p> <p>Continue to develop outdoor learning spaces and plan/implement quality outdoor learning activities in term 3/4.</p>	<p>Success Criteria. Reading and writing of specific genres are now explicitly linked and taught.</p> <p>.</p> <p>Northern Alliance progression has started to be used.</p> <p>Complete.</p> <p>Aberdeenshire approach to learning, teaching and assessment has been incorporated into a Redmyre Teaching and Learning Statement of intent to ensure consistent, shared expectations/systems are in place across the school.</p> <p>Through partnership working learning spaces within the school building and its grounds have been further developed.</p>
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<p>Further develop and embed formative assessment strategies in learning and teaching across the school.</p>	<p>Learning intentions and success criteria are explicitly shared and understood by all pupils using the progression frameworks in Literacy, Numeracy, HWB.</p> <p>Feedback to and from learners is explicit and planned into learning opportunities on a regular basis to inform whole school, group and individual learning targets which will be reviewed on a daily/ weekly cycle with their peers and teachers.</p> <p>Visible learning will be developed across the school including the Thinking for Learning using approaches from 'Visible learning' (John Hattie) and Assessment is for Learning (AIFL) (Dylan Williams)</p> <p>Learning, teaching and Assessment Policy into Practice /Resources (Aberdeenshire) to be developed and embedded across the school.</p>	<p>Opportunities are now available for the promotion of leadership within staff, pupils and parents/community e.g. SHANARRI Sheriffs/Parent Council/Parent fundraiser committee.</p> <p>Complete</p> <p>Not initiated - will be a priority for next session.</p> <p>Not initiated - will be a priority for next session.</p> <p>A Teaching and Learning Statement of intent has been developed in line with presentation guidance. This will support 'Redmyre's 'Teaching and Learning Policy' which will be developed next session.</p>
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<p>Further develop robust Self-evaluation systems and practices in school to inform and support school improvement.</p>	<p>Floors books will be introduced in P1-3, for learners to plan and review their own learning.</p> <p>A robust SE calendar is agreed and implemented with all stakeholders. This will include gathering qualitative, quantitative, and direct observations.</p> <p>‘How are we doing’ reviews: Various working groups being reintroduced with allocated monthly time slots to evaluate learning, wellbeing and the work and life of the school using the wellbeing indicators, SE tools e.g. How Good is OUR school/Wee HIGIOS/How Good is our School (4) which will be carefully planned into monthly focus group work, to facilitate discussions/next steps.</p>	<p>Completed</p> <p>Completed: A QA calendar has now been shared and agreed with staff, linked to WTA. Various SE activities have now been implemented linked to improvement priorities.</p> <p>Pupil’s ‘Shanarri Sheriffs’ meet weekly. Opportunities now take place for consultation/action planning regarding improvement planning development/policies and Quality Assurance.</p> <p>Staff, parents and pupils have been engaged in evaluating some elements of core QIs using key tools for SE i.e. HGIOS4/HGOURs/well-being indicators. Priorities for improvement have been scoped based on these evaluations.</p>
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	<p>Robust tracking and monitoring of Literacy, Numeracy and HWB, using a variety of formative and summative assessments will be planned on a weekly, termly and annual basis respectively. This will include baseline assessments for Literacy/Numeracy and introducing the White Rose Mastery Maths assessments.</p> <p>Reintroduction of Cluster trios: Due to start Aug 2023.</p> <p>Moderation of writing within school and across cluster schools</p>	<p>Whole school/ASL Tracking and Assessment of Literacy/Numeracy data now occurs on a termly basis with all teaching staff, including SFLT for every child. Progress and next steps identified/implemented/reviewed termly with teaching staff/pupils/parents.</p> <p>IEPs /MAPPMS targets are now in place for all children who require additional support – now reviewed termly to measure progress and identify next steps. Other agencies (where appropriate) input into this.</p> <p>Trio has been identified but no collaboration in place yet.</p> <p>Standards: Moderation of a CFE levels for writing School/cluster- based moderation of writing took place in the summer term and supported and validated the professional judgements of staff.</p> <p>Tracking the progression of a level in Literacy/Numeracy has been developed and assessed by peers (from other authorities OIC/NA) in line with benchmarks to ensure understanding of progression within a level and attainment of a level (standards).</p> <p>Progress/attainment of a Curriculum for Excellence level (Literacy/Numeracy) for all learners are assessed on a termly basis. This is based on teacher professional judgements through formative assessment, in conjunction with summative and other baseline assessments.</p>
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Ensure PEF spending focuses on closing any identified gaps and interventions are measured for impact.

Analysis of all relevant data of children entitled to PEF has led to PEF monies being allocated to PSA allocation to provide targeted approaches in literacy, numeracy and health and wellbeing to close poverty related attainment and other gaps.

Through a Quality Assurance Calendar stakeholders are becoming more involved in self-evaluation for school improvement. This will continue to be a priority for 23-24.

For children with additional support needs, planning for pupil learning is appropriately matched to needs and understanding of the local context. Interventions are targeted according to pupil need and are regularly reviewed for impact. Almost all pupils are appropriately supported to make best possible progress. This has been supported by effective partnership working at all levels. e.g. Education Psychology Service, Pupil Support team.

How good is our leadership and approach to improvement?

QI 1.3 Leadership of change

Developing a shared vision, values and aims relevant to the school and its community

Strategic planning for continuous improvement

Implementing improvement and change

Relevant NIF priority: All

Relevant NIF driver(s): School leadership, Teacher professionalism, School improvement

Level of quality for core QI: 3 Good

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- There is a very positive ethos within Redmyre school as all staff and almost all pupils can articulate the vision and values which are used daily in learning conversations.
- Our shared strategic Vision, Values and Aims (VVA) -have just been re- developed with all pupils, staff and parents/carers, including the design of a new logo where all core stakeholders were involved in the process. Staff, pupils and parents/carers can articulate the school's core values and regularly demonstrate them on a daily basis.
- The school's vision and values are in line with Getting it Right for Every Child (GIRFEC) and the United Nations Convention for the Rights of the Child (UNCRC) and our curriculum rationale. Almost all pupils understand their rights.
- Almost all pupils have a clear understanding why we are all working together to support them and what this looks like through our Achieve, Believe and Care vision for all.
- Pupil voice, participation and engagement occur through the Shanarri Sheriffs and through ongoing discussions at assembly time and within class/Shanarri time across the school. Areas of strength and development across the school are identified by pupils. Outcomes of this now link into the School Improvement Plan and a child friendly plan which is shared with all pupils/parents.
- The school's curriculum rationale is beginning to reflect the uniqueness of our community. All core stakeholders have some awareness of our rationale. Through the work of the Shanarri Sheriffs pupils are becoming key partners know that everyone is working in partnership to support them in their learning and wellbeing.

- Through partnership working, there are various mechanisms in place to ensure that all families/carers are consulted in the life and work of the school. Almost all pupils understand that parents/carers help support the work and life of the school which improves their learning and wellbeing.
- There is an ethos of professional engagement and collegiate working from all staff. Annual calendar of staff meetings with focus areas linked to the school improvement plan. There are regular opportunities for all staff and pupils to engage with Quality Assurance toolkits to review practice and plan next steps for school improvement.
- Team working across staff is evident. They enjoy learning from each other and are involved in leading and accessing professional dialogue/learning to improve their practice further through collegiate times and as part of their Professional review and Development (PRDs).
- Regular CPD opportunities are provided for all staff to access and link to improvement planning/next steps that have been identified.
- Professional Review and Development (PRD) and Employee Annual Review (EAR) of all staff conducted annually taking into account personal development needs and school improvement priorities. Targets focus on how this will improve outcomes for learners.
- Redmyre School works effectively with schools within their cluster to identify common areas for improvement.
- Cluster HTs engage in cluster capacity building activities to support leadership and improvement for all staff across the cluster.
- Through the QA process and evaluating data intelligence, staff and pupils (through the work of the Shanarri Sheriffs) are now using this data to identify and lead on the strategic direction of the school and to a lesser but developing extent parents/carers (through the PC).
- Staff have a strategic leadership responsibility as part of school improvement and are proactive and committed to driving forward change for improvement for all pupils.
- Staff are aware of the need for change for improvement and the pace that is required to ensure this occurs. They agree that the pace of change has been rapid, but all agree it has been necessary and is making a significant difference to the work and life of the school. All staff agree that it is making a positive impact on pupils' learning/wellbeing and attainment.
- In their learning, learners now have increasing opportunities to evaluate, lead and shape what and how they would like to learn e.g. Wild card planning for IDL, and KAL grids for other context for learning (Topics).
- Professional Review and Development (PRD) and Employee Annual Review (EAR) of all staff conducted annually considering personal development needs and school improvement priorities with agreed.

How do you know?

What evidence do you have of positive impact on learners?

- Feedback from visitors to our school is always very positive regarding our pupils and staff.
- During session 2022-23 a full review of the vision and values took place. Almost all stakeholders were involved in this. A new motto was developed, and a competition was held with pupils creating a graphic/logo to illustrate our vision and values. The vision and values are referred to in everyday classroom practice.
- Redmyre's curriculum rationale is currently under review. So far, this included a staff audit of our curriculum, learner focussed groups and introducing new curriculum progression pathway for Literacy/Numeracy and Health and Wellbeing. Opportunities for parents/carers and community to review this were also provided during parents' evenings and a pupil led open afternoon.
- There is an ethos of professional engagement and collegiate working from all staff. Annual calendar of staff meetings with focus areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps.
- QA evidence informs next steps. Team planning sessions are conducted with a view to sharing standards and moderation practices. There has been a clear focus on learning intentions and success criteria.
- Whole School QA calendar clearly documents processes to review and improve schoolwork.
- Continuing Professional Development (CPD) opportunities are linked to PRD and the Improvement Plan.
- Moderation work carried out twice during the year i.e cluster moderation on writing/school moderation on jotters.
- Pupils are increasingly becoming aware of their right to participate and engage with the work and life of the school. Through weekly Shanarri meetings, assembly times and through focussed pupil groups as part of the schools QA programme. A designated display, introduced by the children helps to highlight the areas of work. They know that their views are valued and acted upon i.e. are incorporated into the school improvement plan.
- Whole school votes are conducted on changes which will impact directly on learners. They are given various opportunities to have their voices heard. For example, learners were consulted on how joint funding with the parent Council should be spent on the outdoor space.
- Pupils have taken ownership of their enterprise activities where they have planned and funded their own end of year activities e.g. the Critter keeper/P7 disco. This has involved children engaging with local businesses and with the wider school community.
- Pupils are becoming aware of the high expectations and standards that are expected of them through the yearly joint cluster moderation is carried out with cluster colleagues and staff regularly engage in dialogue around the standards. This session staff have been involved in Moderation of writing with cluster colleagues. This has included an audit of writing within the school by staff. Pupils are now becoming more aware of the standards expected of them.

- An assessment policy was developed this session. All teaching staff were involved in this, and it has provided clarity and consistency around what should be assessed and when. This is to be reviewed next year.
- A full review and refresh of the vision and values took place to ensure a shared understanding of the purpose for what we do and how we want to achieve it for all our learners. A range of feedback was gathered with core stakeholders over the year including joint surveys, focussed learner groups/Shanarri sheriffs/Parent Council sessions/ assembly times.
- Annual calendar of staff meetings always focuses on areas linked to the school improvement plan. There are regular opportunities for all staff to engage with QI documentation to review practice and plan next steps. The school has a clear three-year cycle to ensure all aspects of HGIOS is considered when evaluating and improving practice.
- Whole School QA calendar clearly documents processes to review and improve through QI indicators.

What are you going to do?

What are your improvement priorities in this area?

23-24:

- Further deepen the understanding by all stakeholders of our Vision and how our values and aims (VVA) support the vision to happen for all our pupils. Plan future policies and practice to reflect refreshed VVA. Initially refresh our Promoting and developing Positive relationship policy and continue to develop our Curriculum Rationale/development.
- Engage, through audits and mapping of community groups to ensure that strategic aims and views of community groups/school to be shared and aligned where possible with Schools VVAs.
- Reconnect with the wider school community. Audit/plan more opportunities for mutual re-engagement through our curriculum/school events/Shanarri Sheriff plan. Share (via marketing) our VVAs with the school community to bring awareness for 23-24 and then subsequent years to align with their VVAs to ensure a shared understanding and planned way forward together.
- Implement a more robust three-year cycle to ensure all aspects of HGIOS is considered when evaluating and improving practice.
- Tracking of HWB: Improve mechanisms to measure short/longer term progress gathering accurate intelligence of wellbeing for all pupils.
- Through moderation activities at school, cluster and national level continue to share standards and moderation practice.
- Further develop pupil participation and engagement. Shanarri Sherriffs to develop sub working groups to audit/ deliver all aspects of the wellbeing indicators in school. This needs to ensure that there are pupil groups in place for areas such as Rights respecting, digital leaders, DYW and JRS.
- Aberdeenshire progression planners and new programmes of study need to be utilised by all staff for next academic year and beyond with clear systems for tracking progress and next steps.

- QA calendar: Further consistency in its application/sampling to ensure breadth, depth and range of intelligence is gathered, analysed and acted upon with all stakeholders. Peer observations now need to be planned for to ensure consistency in practice across the school.
- Outdoor learning: Continue to work in partnership with parents/carers/community groups in developing outdoor areas. Through partnership working parents/carers will be involved in leading, planning and developing outdoor learning spaces with staff, learners, and the wider community. They will also take part in regular self-evaluation activities to contribute to the work and life of the school.
- Introduction of additional baseline and mid/end of year data sets for HWB/Maths (Glasgow Profile, Highland Diagnostic Tests) will ensure that progress and next steps for all learners will be tracked with timely interventions/next steps identified and action.
- All staff including non-teaching take a leadership role, particularly on aspects of whole school improvement.
- Pupils leading learning: Develop high quality feedback and next steps for pupils through planned opportunities to take part in pupil self and peer assessment activities to discuss next steps in their learning with confidence and clarity. Enable pupils to set their own targets which challenge and support them to make the best progress they can in their learning and wellbeing.
- Ensure self-evaluation and improvement is a standing item on the Parent Council meeting agenda to help support school improvement and partnership working.

24-25:

Extend opportunities to deliver our Vision, values and aims through:

- Continuing to develop our curriculum rationale with all our parents and wider community.
- Engage with community partners including CLD partnerships to support our school community and the central role the school plays within this identify and plan DYW opportunities within this by consulting with businesses around what skills and qualities they would want from our pupils. Ensure collaborative planning on how we can achieve this for our learners.
- Shared learning sessions with parents/carers need to be further planned which centre around aspects of the school improvement plan e.g Sounds Write programme.
- Through moderation activities at school, cluster and national level continue to share standards and moderation practice.
- Validated self-evaluation (VSE): Begin working with two other schools to engage in self -evaluation opportunities to share practice as well as engage in VSE activities within each school.
- Through termly/yearly curriculum refreshes staff will ensure that **all** pupils are involved in shaping long and medium-term planning. The WHAT and the WHY e.g. Wild cards
- Further develop high quality feedback and next steps for pupils through planned opportunities to take part in pupil self and peer assessment activities to discuss next steps in their learning with confidence and clarity. Enable pupils to set their own targets which challenge and support them to make the best progress they can in their learning and wellbeing.

- Ensure regular daily/weekly opportunities for all pupils to take more responsibility/independence for their own learning through use of their pupil profiles (target setting) and class resources that are made available to them.
- Re-introduce various digital learning programmes for pupils e.g. Sumdog/Nessy/Just2E and further develop staff skills in using digital technology.
- Further develop high quality feedback and next steps for pupils through planned opportunities to take part in pupil self and peer assessment activities to discuss next steps in their learning with confidence and clarity. Enable learners to set their own targets which challenge and support them to make the best progress they can in their learning and wellbeing.
- Develop a policy for learning outdoors to ensure experiences are purposeful, regular, progressive and embedded within the totality of the curriculum.

How good is the quality of care and education we offer?

QI 2.3 Learning, teaching and assessment

Learning and engagement
Quality of teaching
Effective use of assessment
Planning, tracking and monitoring

Relevant NIF priority: All

Relevant NIF driver(s): Teacher professionalism, School leadership, Parental engagement, Assessment of children's progress

Level of quality for core QI: Good

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- The ethos of Redmyre School is warm, positive, nurturing and promotes mutually respectful relationships to enable pupils to feel supported in their learning and wellbeing so are therefore motivated, resilient and achieve in their learning.
- Progression pathways and programmes of learning of are now in place for Literacy, Numeracy and HWB to enable staff to plan for support and challenge for all pupils.
- Consistent pedagogical practice is used by all staff to ensure depth, breadth and purpose of learning for all children, particularly in Literacy lessons.
- Teaching methodologies in Literacy have been developed which has improved teacher confidence/expertise in planning effective, coherent and purposeful learning by explicitly linking reading and writing through a genre-based approach. Pupils now recognise the vital link between reading and writing. Writing has improved for almost all learners.
- Learning and teaching has been re-timetabled to maximise learning time for our pupils enabling greater opportunities for consolidation, reinforcement, and new learning (skills/knowledge).
- Planning is regularly shared/reviewed with teaching staff to ensure consistency in practice across the school.
- Differentiation is planned in Literacy and Numeracy through use of differentiated Success criteria, appropriate resources and more effective teaching methodologies in Literacy.

- Play based learning has been introduced into the P-3 classroom to enable greater creativity, motivation and engagement for our pupils.
- Pace of learning has increased, particularly in Literacy and Numeracy to ensure that pupils have sufficient learning opportunities for consolidation and reinforcement of prior learning and time to assimilate and understand new learning.
- Pupils have opportunities to demonstrate learning in a range of meaningful contexts which supports their engagement, motivation and understanding.
- Outdoor Learning areas have been developed in partnership with parents/cares and wider community.
- Support for Learning Teachers (SfLTs) provides focused and clear learning plans (IEPS) for pupils who require additional support. These are created in consultation with class teacher, pupils and parents/carers.
- All pupils who require a plan, have a plan. Appropriate interventions are planned and reviewed termly with staff/parents.
- Most pupils have some opportunities to lead learning and share their ideas, what they want to learn and resources they will use. This is through discussion with teachers when planning topic work and particularly when discussing wild cards (a topic generated by pupils).
- AiFL strategies are in evident i.e Learning intentions and success criteria which are consistently planned and used across classes. This ensure that all pupils know what they are learning about and what they need to do to succeed in this learning. Through differentiated Success criteria, pupils are challenged and supported to achieve in their learning.
- Staff make effective use of questioning during learning and teaching experiences extending learning as appropriate. This ensures appropriate challenge and support for all pupils.
- All staff use a variety of assessment approaches to allow learners to demonstrate their learning.
- Staff have increasing confidence in using a wide range of assessment data including standardised assessment results.
- Most pupils can articulate what they are learning and why and know what they need to do to become successful.
- All pupils have opportunities to work individually, in pairs and in groups. This ensures pupils can effectively work collaboratively or independently to support their learning.
- Most learning experiences are planned to match pupils needs/abilities.
- Termly tracking supports pupils progress in learning and ensures timely and appropriate interventions are in place for learners when required.
- Digital technology is increasingly being used to support learning across classes.

How do you know?

What evidence do you have of positive impact on learners?

- Our curriculum rationale, underpinned by our refreshed Vision and values and aims, now informs our long-, medium- and short-term planning. Feedback from staff and pupils is that this is working well. Learners are keen to further help shape what and how they learn.
- Contexts for learning are now planned for each term, linking curriculum areas and the Experiences and Outcomes (Es and Os) into more meaningful and simpler formats. Staff feedback has been very positive, and they find planning learning much easier/streamlined, coherent and relevant to themselves and for pupils too.
- Literacy genres are now more closely linked to medium term contexts for learning ensuring that interdisciplinary learning is becoming more coherent, to support pupils making the links across their learning and knowing that they interconnect.
- Progression frameworks have been refreshed in Literacy, Numeracy and Health and wellbeing. Orkney Islands Council (OIC) Literacy progression framework/Highland Numeracy and SCARF programmes now support more effective learning and teaching of these subjects. Pupils are now developing a clearer understanding of what progression looks like and a greater depth of learning.
- National benchmarks are used to inform planning in all curriculum areas, to identify appropriate next steps and ensure progression and high expectations for almost all our pupils.
- Feedback from pupils and staff is that the new teaching methodologies for Literacy have made Literacy more fun, engaging, and purposeful.
- Pupils are proud of their writing and keen to share their work with other e.g. P6-7 Cookbook (Enterprise), P4-6 The Twisted Tails and P1-3 Red the Ted's books. Feedback from parent/cares has been very positive, with significant sales of the Cookbook by parents/carer and wider community. Feedback was extremely positive on the very high standard of work.
- Cluster moderation of writing this year has verified the writing standards that we have agreed as a school. This has ensured that all teaching staff are able to accurately assess where each pupil is with their attainment and to effectively plan next steps for each pupil. This has ensured that almost all learners are making appropriate progress.
- Through collegiate activities, staff increasingly plan collegiately to support moderation of practice and ensure a shared understanding of expected standards. Expectations for all pupils are high based on staff understanding of what should be expected for their age and stage.
- Termly tracking meetings are held with staff, including support staff, to ensure that all learners are making appropriate progress in line with national expectations or meeting their targets within their child's plan.

- Summative data e.g., SNSA, Reading/spelling assessments are considered by all staff. This is used to inform next steps in learning by class teachers and support for learning teacher alongside formative assessments. These data sets have identified that almost all pupils have made progress in Literacy and Numeracy linked to prior assessments.
- Consideration of trends in data are used appropriately to inform future improvement planning.
- Staff have been involved in development work for the cluster around transition between primary and Mearn's Academy. Feedback from pupils and parents/carers has been very positive.

What are you going to do now?

What are your improvement priorities in this area?

23-24:

- Finalise our curriculum rationale in line with our Vision, Values and Aims with our school community and all stakeholders.
- Further develop yearly overviews and planning in line with Curriculum rationale and track progress across learning pathways needs to continue for all subjects.
- All pupils to be involved in co-constructing success criteria with staff.
- Make increased use of these grounds to support children's outdoor learning and wellbeing.
- Introduce Numeracy baseline/diagnostic testing to identify gaps in learning for individuals not making sufficient progress and through an IEP plan appropriate support and interventions.
- Introduce new HWB base line assessments which will be reviewed with staff bi-annually to track the wellbeing of all the pupils.
- Further Improve the teaching of spelling through teaching staff accessing the Sounds Write Programme. Map and utilise current spelling/handwriting resources with the literacy progression pathway to ensure appropriate challenge and expectations for pupils as an interim measure whilst the Sounds Write Programme is being developed.
- Invest in more resources and training, particularly for Literacy/Maths. This will support effective differentiation and pace of learning and further improve pupil motivation and engagement.
- Through further developing a wide range of effective feedback, learners will have more opportunities for self and peer assessment .and to set themselves effective targets to support their learning.
- Introduce learning ladders in Literacy/Numeracy and Health and Wellbeing to support pupils in setting their own meaningful and appropriate targets.
- Continue the work of the SHANARRI sheriffs on auditing/and planning on all aspects of the wellbeing indicators through using SE toolkit How Good is 'OUR' school (Wee HGIOS) and the 7 stages of participation and UNCRC framework.
- Further improve differentiation through play-based learning in P1-2.

- Parents/carers and pupils to begin to share learning again using the digital platform – Just2easy.
- Audit and map current Maths teaching and learning and begin to develop the same teaching methodologies as with Literacy i.e Guided/Semi and independent learning, using the same context for learning but differentiating through task, questioning, resource, adult input.
- Audit Science planning/resources and current programme (Crest). Scope/ compare other programmes to be implemented 2024.
- Actively seek out and audit opportunities for the pupils to be involved in the community and the community to be involved in the life of the school.
- Child friendly IEPs, shared regularly with pupils during support time. Pupils to co-construct and review with SFLT/class teacher and parents/carers.

24-25

- Ensure pathways are developed to incorporate both skills and knowledge (Career Standards/DYW)
- Audit and develop cross cutting themes within the school: sustainable development education, global citizenship, outdoor learning, and international education.
- Develop Science programmes/progressions.
- Audit and further develop inclusive learning environments through initiating the Circle Framework, particularly for pupils with neuro diverse pathways and dyslexia.
- Pupils to develop a greater understanding of knowledge and skills as well as their identification of strengths/next steps.
- Involve partner agencies in curriculum review activities where appropriate and possible.
- Review present structures against Rights Respecting Schools advice and determine next steps if required.
- Ensure we have clear skills progressions for our learning pathways across all subject areas.
- Ensure pupils are given further opportunities to lead learning across the curriculum for themselves and others.
- Visit other schools to study learning environments and identify what impact this has on motivation, attainment, and achievement.
- Increase opportunities for learners to be involved in peer/self-assessment.
- All staff and pupils to use a wider range of learning environments including the outdoors, and the local community to ensure further opportunities to develop skills for learning, life and work.
- Refresh assessment policy.

How good are we at improving outcomes for all our learners?

QI 3.1 Ensuring wellbeing, equality and inclusion.

Wellbeing

Fulfilment of statutory duties

Inclusion and equality

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: 4 Good

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- Families (including extended families) know school staff and are becoming more involved in the life of the school after the pandemic.
- Relationships between all members of the school community are very positive. Almost pupils know that all their grown-ups are working together to support them.
- A new outdoor learning space has been developed in partnership with pupils, staff and parents/carers, including a summerhouse for relaxation and wellbeing for pupils and staff.
- Our whole school community promotes a climate where pupils feel safe and secure. Pupils are valued, listened to and safe at school.
- Pupils are fully consulted on school policies and procedures that affect their health/wellbeing.
- Health and wellbeing, equity and inclusion are promoted and developed across the school for all pupils through various progressive and inclusive Health and wellbeing programmes in school and visits from other services/agencies.
- Staff and pupils understand the SHANARRI principles and use them to audit and improve all 8 wellbeing indicators for all pupils.
- Statutory Safeguarding, including Child Protection, procedures and practice are in place and updated on a yearly basis with all staff. Visitors are also made aware of the procedures in school. This ensures that all grown-ups in school know what to do to keep our pupils.

- Almost all pupils know their rights and what to do if their rights are not being met, this includes what to do if they do not feel safe and secure. Our newest pupils have been introduced to their rights.
- The school complies with statutory requirements and ensures that all staff have the relevant training and support to keep pupils safe and secure and that policies and procedures in school reflect national and authority guidelines/policies.
- Safeguarding/wellbeing tracking, monitoring, and recording is in place through pastoral notes (SEEMIS).
- Calm, purposeful, inclusive learning environments are provided for all pupils to ensure that there is no sensory override for pupils.
- All staff have a commitment to Getting It Right for Every Child. They model behaviour which promotes and supports the wellbeing of all pupils.
- Staged planned interventions are in place for all pupils.
- The school enjoys effective and positive collaboration with partner agencies to effectively support pupils with additional, complex needs.
- Transition arrangements are in place within school and between other school partners.
- All staff know their pupils very well and are very much aware of the socio- economic context of the community, barriers that prevent equal opportunities for all and interventions.
- Positive relationships, engagement, and signposting of financial support for parents/carers and families ensures that wherever possible opportunities for equity/inclusion is provided for pupils.
- Any financial advice and support that is available to parents/carers is always signposted and communicated to parents/carers.
- Any financial burden relating to the school day is reduced as much as possible. All pupils have equal opportunities to participate in extra-curricular activities.

How do you know?

What evidence do you have of positive impact on learners?

- The positive ethos of the school and the friendly/polite pupils we have in school have been commented on by a range of visitors e.g supply/expressive art teachers, professionals from other services. Joint parental/pupil surveys have also highlighted this.
- Progressive and inclusive Health/ wellbeing and safety programmes/activities are in place across the school which includes SCARF, Pantosaurus, Anti-bullying week, keeping safe online, Bikeability have ensured that pupils to know what and how to support their health, wellbeing and safety.
- Pupils are increasingly aware of the wellbeing indicators from assemblies/Friday afternoon Shanarri time and reference/activities are made in classes.
- A worry 'jar' is available for pupils in each class if they need to speak privately to their teacher. Pupils know this will be read and support given to them.

- Extra-curricular sport activities led by the Community and Learning Development Team (CLD), have supported the wellbeing and fitness levels of pupils outwith of school.
- Staff termly tracking meetings focus on pupils' needs, whether medical, emotional or learning and targeted interventions are then in place, in conjunction with parents/carers, other professionals e.g. school nurse, speech and language/social work team and increasingly the pupils themselves.
- Shanarri improvement plan, produced by pupils, outlines audit of indicators and next steps for improvement. This is then linked to School Improvement Plan with a child friendly version shared with parents/carers.
- Regular audits of the wellbeing indicators, by the pupils themselves, highlights this re-engagement with the school's wider community has started again, post covid, including singing at various local Christmas events, having stalls at fairs and being involved various competitions/visits. This supports pupils' involvement with their community and contributing to the wellbeing of others as well as themselves.
- Pupils who are entitled to Pupil Equity Funding (PEF) are carefully monitored and tracked on a termly basis. Where required, they are supported in their learning and wellbeing by PSA support in a group or individual setting. Support programmes are devised by SFLTs, in conjunction with class teachers, and delivered by PSAs and class teachers.
- Pupils' progress is measured against the benchmarks but also for some children who may not achieve their expected level, progress is measured against their IEP targets and various diagnostic/summative data. This has ensured that all pupils feel supported and are achieving in their wellbeing and learning.
- Pupils were consulted when developing our revised Relationships and Behaviour Policy and further developed systems to promote positive behaviour e.g. stamp activities. This is to be developed further still.
- Termly tracking meetings, using formative and summative data, identifies learners not making sufficient progress against standardised/national benchmarks or their own individual targets. Interventions are then planned and reviewed termly, involving all relevant partners, with clear learner outcomes and next steps. Pupils are becoming increasingly involved in meetings about themselves and are beginning to identify what is or is not working for them. This will need to be further developed.
- Transitions: Staff share relevant information with the receiving member of staff. e.g. P6 buddying with our new P1s. A programme of various visits to the secondary school are in place for all P7 pupils.
- P1 staff visit pre-school settings prior to the start of the academic year. This ensure the right support is in place for all our pupils as they begin school. A programme of visits by new P1 parents/carers is also planned on a yearly basis.
- Enhanced transition arrangements are in place for learners with significant or complex needs. This is in partnership with Mearn's Academy SFL staff. Feedback from pupils, parents and staff has been very positive.
- The Poverty and Inclusion Officer was invited to Parents' Evenings to offer advice on the cost of living crisis and any other matters that may help support parents/carers.

- Cost of the school day – in partnership with the Parent Council, fundraising activities are carefully planned to ensure that monetary request are kept to a minimum.
- School uniform swap/free good as new uniform available to all pupils/families.
- School trips are accessible to all pupils, where costs are kept to a minimum and financial support offered (if required).

What are you going to do now?

What are your improvement priorities in this area?

This year: 2023-24

- In consultation with all stakeholders, develop a new school Promoting and developing Positive Relationships Policy
- Wider achievement of pupils to be further recognised and promoted across the school community.
- Pupil voice to be further incorporated into child's planning meetings and through pupil working groups regarding the work and life of the school.
- Tracking and monitoring of pupils' wellbeing and engagement through SCARF (Aberdeenshire's Health and Wellbeing Programme) termly assessments.
- Introduction of a baseline and follow up data set (Glasgow Profile) to measure Health and wellbeing for all our pupils.
- All staff to access and use Seemis Pastoral notes to record and track wellbeing. To use this information to make any further interventions/actions to support a pupil (if required).
- Sheriffs to introduce subgroups across the school linked to each indicator. A strategic wellbeing plan in place which is also linked into improvement plan.
- Plan more opportunities for outdoor learning.

24-25

- Refresh Wider achievement skills and attributes progression framework for skills and attributes they are developing through their achievements to record and monitor children's participation and achievements. This will help staff identify and support children who are missing valuable opportunities that lead to achievements.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

Attainment over time

Overall quality of learners' achievement

Equity for all learners

Relevant NIF priority: All

Relevant NIF driver(s): Assessment of children's progress, School improvement, Performance information

Level of quality for core QI: Good

(HGIOS?4/HGIOELC? 1-6 scale)

How well are you doing?

What's working well for your learners?

- Staff have a very good understanding of the benchmarks and what achievement of a level looks like. There have been opportunities for all staff to engage in moderation practices both within our own school as well as opportunities across the cluster. This has ensured that staff are clear what the standards are to achieve a curriculum level and have high expectations for all pupils.
- Through more effective regular monitoring and tracking of progress and attainment interventions are in place to support individuals and cohorts of learners.
- Almost all learners are making good or very good progress from prior attainment for Literacy and Numeracy.
- Almost all pupils who are exceeding expectations are also making very good progress against prior attainment.
- Literacy, numeracy and HWB progression pathways are now in place to ensure that progression and differentiation is in place for most pupils.
- Attainment has improved for both Literacy and numeracy from prior school attainment.
- Compared to national data Redmyre school pupils are achieving or exceeding national data for Literacy and Numeracy.
- All pupils who require additional support have either now achieved the level expected for their age and stage or have made some progress in their learning, demonstrated by various summative and formative assessments.
- Almost all pupils who are exceeding national expectations are making either good or very good progress compared to prior attainment.

How do you know?

What evidence do you have of positive impact on learners?

- Summative national data i.e. Scottish National Summative Assessments (SNSA), indicates that all P1/4/7 learners are attaining in line or above the national average in Literacy and Numeracy.
- Other summative data e.g. Schonell reading/spelling/termly assessments in Numeracy and HWB support professional judgements on pupil progress and attainment.
- Baseline data sets for reading and spelling are now in place at an individual level for each learner and demonstrates that almost all pupils are making very good progress from prior attainment.
- Review and feedback of progress at pupil planning meetings highlighted that parents, staff and other agencies agreed that progress was being made from prior targets.
- For Numeracy, using previous Highland's Diagnostic testing has identified gaps in learning for some individual learners, resulting in individual targets being set for them. These will be reviewed on a termly basis to ensure that strategies in place are having a positive impact on progress and attainment.

What are you going to do now?

What are your improvement priorities in this area?

23-24:

- Further improve tracking and monitoring by ensuring termly reviews of all learners' progress in Literacy and Numeracy through professional dialogue with all staff, including Learning Teacher, Pupil Support Assistants, and other partners/agencies, based on formative and summative assessments e.g. SNSA, GFL reading/spelling.
- Through embedding formative assessment across the school learners will have ongoing learning targets which they will review on a weekly basis.
- All pupils, who have a plan, to be involved in generating and reviewing their own plan termly and their specific targets on a weekly basis.
- Continue cluster moderation of curriculum levels, particularly in writing.
- Extend Highland's Diagnostic Testing for all pupils who, through other assessments, have been identified as requiring further support in Numeracy.

PEF 2023-2024

Identified gap	<ul style="list-style-type: none">• Analysis of SIMD data shows that no pupil at Redmyre Primary School lives in an area of deprivation (deciles 1 and 2); the majority of pupils are in deciles 6, 7 or 8. However, we recognise that there are hidden deprivation challenges, particularly with the current economic challenges many families are facing in the current climate.• Formative and summative data have highlighted that writing, particularly spelling will continue to be a focus in the school. Through careful tracking and monitoring progress/attainment of all pupils entitled to PEF, appropriate planning and interventions are in place to support those pupils who are not making expected progress.• The cost of the school day continues is considered for all our families, but particularly those families that struggle the most.• Measures have already put in place to support our families e.g., throughs support/advice of the Poverty and Equality Officer, ensuring our families are aware of their entitlements to additional funding. Also, ensuring that uniform is free and accessible to all through our uniform swap scheme, reducing the stigma and promoting recycling and reusing.• Data on spelling, moderation of jotters, feedback from pupils, staff and parents highlights that almost all pupils require further support in this area.• Lack of Resources and previous spelling programmes have not managed to improve progress for almost all pupils.• Further support for teacher pedagogy in the explicit teaching of spelling.
Expenditure	<p>Previous funding: PEF carry forward £5,732 plus core allocation: £3,240 = £8,972</p> <p>Expenditure:</p> <ol style="list-style-type: none">1. 23.6 additional PSA hours per week. This level of funding for this support is no longer available for 23-24.2. £1,918.64 for academic year for a cluster PSA (contributions made by cluster schools).

	<p>Current funding: The total allocation for this year is approx. £3,240 (based on the previous year's allocation). All PEF funding will be spent on training and support for teachers in improving the teaching of spelling across the school. Sounds Write Programme costing 1 x £450 per for individual staff training and resources. Total training cost: £1,800. Further supply for additional teacher development days to implement programme: 5 x £250 = £1,250</p> <p>Contingency: £190 Total spend:</p> <p>Sounds Write: £1,800 Supply: £1,250 Contingency: £190 Total: £3,240</p>
<p>Expected outcomes</p>	<p>Improving the accuracy and confidence in spelling for all pupils will also improve the fluency of reading and writing for all pupils. Attainment in reading and writing will continue to improve for all pupils, especially for pupils whose families are experiencing any social/economic difficulties due to poverty or the cost of living crisis.</p>

Action plan 23-24

Priority 1	Continue to develop our curriculum through our curriculum rationale			
Data/evidence informing priority	Learning observations, termly QA Curriculum focus with staff/Pupils/Parents/carers, termly scrutiny of planning, Parental survey, Parents' evenings.			
Key Outcomes for learners	Pupils will experience a curriculum that offers them coherence, relevance, progression, depth, and breadth of learning. Through high expectations they will have high a clear understanding of what is expected of themselves and others. There will be greater motivation and engagement in their learning resulting in appropriate progress and attainment for all.			
National Improvement Framework Priorities:	Improvement in attainment, particularly in literacy and numeracy. Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive destinations.			
Key drivers of improvement:	School improvement Teacher professionalism			
How Good is Our School (HGIOS):	1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment			
Aberdeenshire Priorities:	1. Improving learning, teaching and assessment. 2. Partnership working to raise attainment. 3. Developing leadership at all levels.			
Key actions	By whom?	When?	How will we evaluate impact? (Measurements of success)	Progress
Finalise curriculum rationale statement in line with our Vision, Values and Aims.	Lead Mrs. McManus Shanarri Sheriffs, staff, parents, wider community	Term 1 2x staff/focus group meetings (September) Parent/carer Questionnaire: (September) Assemblies for learners' participation/input.	Shanarri Sheriffs/Pupil focus groups Follow up parental questionnaire. Staff feedback HGIOS 4 2.2 curriculum Wee HIGIOS Ragged in August 22/Jan 23.	

Ensure mechanisms are in place for tracking and monitoring curriculum pathways to ensure depth, breadth and progression in place for all subjects.	Lead: Mrs. McManus Staff/Learners	Term 1: 2x staff meetings (Sept) 2x Staff meetings (Oct) Whole school Review in Term 3: Inservice Feb	Learners' focus groups Pupil council Staff feedback	
Map key curriculum resources onto yearly overview plans.	Lead: Miss. Forster/Mrs. McManus	Term 2 onwards: Nov-Dec	Termly scrutiny of short, medium, and long- term planning	
Introduce electronic teacher file.	HT/Staff	Term 1: In-Service day 22 nd Aug	Consistency of planning and expectations for all teaching staff. To support QA processes: Scrutiny of planning/next steps for pupils/differentiation/pace of learning.	
Plan/implement quality outdoor learning activities.	Lead: Parent Council/Pupil Council Supported by: Pupils/staff/ Parent Council/parents/ carers/ other agencies e.g. Alba/local community	Term 1/2: Planning period: 2x staff meetings Parent Council meetings x 4 Term3/4: Implementation period	Feedback from Parents/pupils/staff. Teacher planning	

Priority 2	Improving feedback to develop and improve target setting for learners.			
Data/evidence informing priority	SNSA results, moderation of jotters, formative assessment from staff, pupils and parents/carers, /twice yearly reading/spelling tests, learning observations,			
Key outcomes for learners	Pupils will know what progress they have made in their learning, what they need to do next and know how to get there.			
National Improvement Framework Priorities:	<ul style="list-style-type: none"> ➤ Improvement in attainment, particularly in literacy and numeracy. ➤ Closing the attainment gap between the most and least disadvantaged children. ➤ Assessment of children's progress ➤ Performance Information 			
Key drivers of improvement:	Assessment of children's progress			
How Good is Our School (HGIOS)	2.3 Learning teaching and assessment 3.2 Raising attainment and achievement.			
Aberdeenshire Priorities:	1. Improving learning, teaching and assessment.			
Key Actions	By whom?	When?	How will we evaluate impact? (Measurements of success)	Progress
Audit of how feedback is delivered in the school now.	Focus groups both staff and pupils from across all 3 classes to gain full picture.	T1: 4x focus groups across the term. 1 for staff during collegiate time, 3x pupils' groups to get a picture from all three classes. To be planned in alongside class teachers.	<ul style="list-style-type: none"> - Staff and pupil questionnaires/ feedback from focus groups. (Learning Unlimited As I See It resources for staff) - Ragging against HGIOS 4, 2.3. 	
Start to look at effective verbal feedback with a focus on quality questioning. Discuss how we give verbal feedback 'in the moment'/ mid	Led by SF, all staff to engage in a session to give an overview of using effective questions to focus feedback (based on work from LU & Hattie and Clarke, Visible Learning Feedback, pg 92 & 93.)	T1/2: A collegiate session with staff at end of T1/ beginning of T2. T2: Staff to start implementing mid lesson feedback as part of	<ul style="list-style-type: none"> - Staff to use quality questions to develop feedback through questioning and give feedback on how they have found these. - Children will show greater understanding of learning and develop strategies to verbalise and articulate learning. 	

<p>lesson feedback and start to develop policy on this to ensure for consistency across classes.</p>	<p>Staff to develop strategies for 'in the moment'/ mid lesson feedback as part of collegiate time. Look @ Feedback and Feed Forward, Hattie & Clarke, Pg 108</p>	<p>maths using sentence starters provided by Hattie & Clarke.</p>	<ul style="list-style-type: none"> - Learner's level of understanding should show improvement due to regular, quality in the moment verbal feedback and as a result, higher attainment in maths. 	
<p>Regularly use verbal feedback, post lesson as a part of plenary (children starting to give feedback on their own learning based on examples by staff.</p>	<p>All staff to start using plenary plates at the end of every lesson to provide assessment opportunities for learners.</p>	<p>T3: SF to ensure all members of staff have access to the plates, staff to use these daily.</p>	<ul style="list-style-type: none"> - Based on feedback that has been modelled so far in the year, learners should start to be able to articulate their own learning and start to develop next steps based on their self-assessment. 	
<p>Start to develop work on written feedback starting with looking at examples from Dylan William – Visible Learning Feedback, pg 137. Staff to develop use of written feedback.</p>	<p>Led by SF and developed by staff as part of collegiate time.</p>	<p>T3: SF to provide materials for staff e.g. prompts and guidance on quality written feedback.</p>	<ul style="list-style-type: none"> - Pupil's responses to written feedback (answering it for upper stages pupils.) - Pupils will take time to read previous days feedback and use this to inform learning going forward – increased attainment, understanding and achievement towards targets. 	
<p>Start to develop concept of whole class written feedback based on work by Caroline Spalding and found in Hattie & Clarke (Pg139).</p> <p>Staff to continue to develop all of the work that has been done across the year and then in June, come back together as staff and pupil focus groups to track progress</p>	<p>Led and developed by SF, delivered to staff through collegiate time. Staff to practise this concept. Staff to have observations of one another going through whole class written feedback to create whole class next steps.</p> <p>SF, focus groups of pupils, focus groups of staff.</p>	<p>T3</p> <p>T4</p>	<ul style="list-style-type: none"> - Pupils to start to be able to think about own development based on whole class progress, creating own targets. - Whole class targets can be created based on quality feedback. 	

using same baselines/HGIOS as originally used.			- Evaluation against HGIOS and staff and pupil questionnaires should show more consistent use of quality feedback that looks the same across all classes. (differentiated)	
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Priority 3:	Improving spelling			
Data/evidence informing priority	SNSA results, moderation of jotters, formative assessment from staff, pupils and parents/carers, /twice yearly reading/spelling tests, learning observations,			
Key outcomes for learners	Pupils will have greater confidence and accuracy in their spelling which will improve attainment reading and writing for all.			
National Improvement Framework Priorities	<ul style="list-style-type: none"> ➤ Improvement in attainment, particularly in literacy. ➤ Closing the attainment gap between the most and least disadvantaged children. ➤ Assessment of children's progress 			
Key drivers of improvement	<ul style="list-style-type: none"> ➤ Teacher professionalism ➤ School improvement ➤ Performance Information 			
How Good is Our School (HGIOS)	2.3 Learning teaching and assessment 3.2 Raising attainment and achievement.			
Aberdeenshire Priorities	3. Developing leadership at all levels. 4 Improvement through self-evaluation.			
Key actions	By whom?	When?	How will we evaluate impact? (Measurements of success)	Progress
Interim Jolly Phonics (P1-2) and Nelson Spelling Programme finalised for this year. Spelling to be explicitly taught in all classes on a daily basis linked to Nelson programme.	Class teachers	1 st collegiate meeting	Interim Nelson/Jolly Phonics learning pathways are in place to ensure progression for all pupils.	
Initial/mid and final spelling assessments administered for all pupils.	Class teachers/SFLT	1 st week in September 23/Jan 24/June 24	All pupils will have improved on their Aug baseline spelling assessments in Jan 24/ and then again in June 24. SNSA results/Schonell spelling tests. Formative assessments.	
Training for staff begins and trialling of resources/pedagogy in P3-5 class.	Sounds Write Team Mrs. Warden /Mrs. McManus	Term 2 (Oct)	Trailing of pedagogy and resources. Feedback from staff/children.	

Initial review and next steps: What's working well? Not so well? Next steps	1x collegiate		Feedback from pupils/staff/SFLT team/PSAs/parents. Lesson observations/moderation of jotters.	
Continuation of training	Sounds Write Team Miss. Forster/Mr.Simpson	Term 3 (Jan)		
Staff review and next steps	All staff	Term 4	Feedback form staff/parents/pupils. Spelling assessments Moderation of writing Scrutiny of writing	

Priority 4:	Develop a consistent whole school maths progression pathway and consistent pedagogy.			
Data/evidence informing priority	SNSA results, moderation of jotters, formative assessment from staff, children and p\rents/carers, end of term assessments/ learning observations, focussed group feedback.			
Key outcomes for learners	Any gaps in pupils' mathematical knowledge and understanding will be reduced. Where required specific and targeted plans will be in place to support pupils.			
National Improvement Framework Priorities	<ul style="list-style-type: none"> ➤ Improvement in attainment, particularly in numeracy. ➤ Closing the attainment gap between the most and least disadvantaged children. 			
Key drivers of improvement	<ul style="list-style-type: none"> ➤ Assessment of children's progress ➤ Teacher professionalism 			
How Good is Our School (HGIOS)	2,2 Curriculum 2.3 Learning teaching and assessment			
Aberdeenshire Priorities	3. Developing leadership at all levels. 4 Improvement through self-evaluation.			
Key actions	By whom?	When?	How will we evaluate impact? (Measurements of success)	Progress
Teaching Staff to complete an audit of their current understanding of maths. This will be shared on Teams. Current Maths Planning looked at and shared– to create a whole school maths plan example.	Teaching Staff – Collated by FG	End of term 4/Beginning of term 1 (23)	Feedback from Staff audit – written summary by FG shared with Teaching Staff	
Create a good example of a maths plan to be shared with teaching staff to refer too. Observation of Maths Lessons. Discussions with learners what are the learners currently getting from a maths lesson.	FG/ CMC	Term 1	Pupil Feedback Staff Feedback Feedback from observations	

Update whole school maths planners to include new schemes and resources. Maths Assessments to be agreed and evaluated on a termly basis.. Track progress, depth and breadth.	Teaching Staff	Term 1 2 x staff meeting to share new planning format and for teaching staff to update	Maths progression planners in place. Tacking of breadth and depth in place. Feedback from pupils/staff.	
Staff to begin to use new updated progression pathways when planning for maths. Ensure resources are linked and being used effectively.	Teaching Staff	Term 2 1Xstaff meeting to review progress.	Maths progression planners in place. Tacking of breadth and depth in place. Feedback from pupils/staff.	
Curriculum mapping to be finalised incorporating maths progression planner/topics-IDL.	Teaching staff	Term 2	Evaluation of data: SNSAs/Termly assessments/Diagnostic testing Feedback from puils/staff/parents.	
Review how maths planning is going – are we being consistent? Baseline assessments SFL Support for maths?	Teaching staff	Term 3/4	Moderation of Maths	

Priority 5:	Implement new digital platform Just2easy (J2e)			
Data/evidence informing priority	School improvement Review Meeting. Curriculum Rationale Audit. VVA Refresh.			
Key outcomes for learners	Learners will be proud of the achievements and be able to share and celebrate their learning and achievements with their families.			
National Improvement Framework Priorities	<ul style="list-style-type: none"> ➤ Improvement in attainment, particularly in literacy and numeracy. ➤ Assessment of children's progress 			
Key drivers of improvement	<ul style="list-style-type: none"> ➤ Parental engagement ➤ Assessment of children's progress 			
How Good is Our School (HGIOS)	2.3 Learning teaching & assessment 2.5 Family learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion. 3.2 Raising attainment and achievement.			
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.			
Key actions	By Whom?	When?	How will we evaluate impact? (Measurements of success)	Progress
J2e Implementation Presentation to staff. Share login guide and familiarisation activities for staff from our tech teams (IT-helpers)	Mr. Simpson	T1 Aug In-service 23	Staff discussed and agreed workflows, pedagogy, progressions, common practise. SQulP plan updated with any new items or changes. Login guide easy to follow and child friendly.	
Staff training: Scoping/Rationale		T1 Two teacher collegiates:	How could we use J2e to improve our learning? To give feedback? To share our learning? For new learning? To hone key skills?	

		September 2023: All staff invited. Teachers (2 x Collegiate)		
Updated SEEMiS class details for 23/24 session.	Mrs. Hunter	31st Aug 23	All users able to access J2e.	
Share login guide and familiarisation activities for learners from our tech teams (IT-helpers) Staff and learners add J2e tile to login page then try some of the applets, for example: j2Blast Spelling and Times Tables, j2 camera	Class teachers	3 rd /4 th week in September	Through feedback learners and staff understand the functionality of the platform and are able to easily access it.	
J2e introduced to parents/carers via a twilight session. Information/questionnaire to be sent to all parents/carers.	Mr. Simpson	3 rd /4 th week in September	All parents/carers have a very good understanding of the functionality of J2e and can add their views on functional aspects they would particularly find useful.	
Draft Redmyre J2e Guide & Usage Policy in place. School video guides alongside usage policy will be produced.	Mr. Simpson Class teachers	Term 2	A clear and shared understanding of the functionality of J2e with all core stakeholders.	
Ongoing support /review of practice and effectiveness of J2e in place across the school and with families at home. Liaise with other Feedback/target setting workstream work to develop a target setting protocol which will be consistently used across all classes for all learners as part of daily learning and teaching.	Mr. Simpson Miss. Forster (Feedback lead)	Term 2/3:	Feedback from focussed groups/class observations is very positive and any next steps incorporated into draft policy.	

<p>Redmyre J2e Guide & Usage Policy is finalised and shared with all core stakeholders.</p>	<p>Mr. Simpson</p>	<p>Term 4</p>	<p>J2e is embedded across the school and with families at home: facilitating, enhancing, evidencing, and sharing the learning.</p> <p>Pupils, families, and staff all familiar with relevant J2e functions, usage policy, and how to give further improvement feedback/ideas (feedback process documented in usage policy).</p> <p>Learning, including specific targets, information sharing and acknowledging wider achievements are in place for all learners to share with their families and for families to share with school.</p>	
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Priority: 6	Wider Achievement/community engagement and involvement within our school community.			
Data/evidence informing priority:	Feedback and questionnaires from pupils, staff, parents and local businesses and community groups. Pupil involvement in local clubs and groups.			
Key Outcomes for learners	Pupils feel they belong in the school community. They are developing the skills and knowledge for the world of work. They are proud of their wider achievements and understand the skills and knowledge gained are also support their learning and wellbeing.			
National Improvement Framework Priorities	<ul style="list-style-type: none"> ➤ Improvement in children and young people’s health and wellbeing. ➤ Improvement in employability skills and sustained, positive destinations. 			
Key drivers of improvement	<ul style="list-style-type: none"> ➤ Assessment of children’s progress ➤ Parental engagement 			
How Good is Our School (HGIOS)	2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion. 3.3 Increasing creativity and employability.			
Aberdeenshire Priorities	2. Partnership working to raise attainment. 3. Developing leadership at all levels.			
Key actions	By whom?	When?	How will we evaluate impact? (Measurements of success)	Progress
Carry out an audit of current practise. What do we already do to recognise the wider achievements of our pupils? Which community groups do we already have a relationship with?	Lead: Mrs Warden All staff and pupils	<u>Term 1</u> Questionnaire to be carried out with classes. Parent/ carer questionnaire sent home.	Feedback from pupils, staff and parents. Written summary collated by Mrs Warden. Follow up questionnaire at the end of the school year.	
Begin to map our wider school community. Who and what do we have in our local area?	Lead: Mrs Warden Pupils Local businesses, community groups, places of historical/geographical interest, charities, etc.	<u>Term 1</u> Collate data from questionnaires. Research other businesses and community groups in the area. Produce a written document for reference.	Number of businesses/ community groups etc present in the local area. Number of links to these groups and businesses. Uptake of pupils participating in local clubs.	

<p>Explore further opportunities to connect with our community.</p> <p>Use IDL topics, the work of the SHANARRI sheriffs and both the pupil and parent council. Make links to Developing the Young Workforce (DYW) and the Mearns Community Council, etc.</p>	<p>Lead: Mrs Warden Teaching staff SHANARRI Sheriffs</p>	<p><u>Term 2</u> Mrs Warden to lead 1 staff meeting to elicit potential links to the wider community relating to IDL topics or other work within the school (e.g. choir singing at Care Home or kickboxing teacher doing a taster session at school.)</p>	<p>Number of new links and re-connections made with community groups and businesses. Data gathering to determine any improved uptake of children's classes/ activities throughout the year. (Follow up questionnaire.)</p>	
<p>Create an action plan.</p>	<p>Mrs Warden Teaching staff</p>	<p><u>Term 2</u> Mrs Warden to prepare action plan document and share as an item at 1 staff meeting to agree or amend for future implementation.</p>	<p>Feedback from staff and pupils, where appropriate.</p>	
<p>Begin to implement the action plan in terms of fostering new partnerships.</p>	<p>Lead: Mrs Warden (to act as ambassador) supported by other staff members and parents, where necessary.</p>	<p><u>Terms 3 + 4</u> Contact/ visit some of the identified clubs and businesses with key questions to determine if we can develop a working relationship that will benefit both parties.</p> <p>Record communication with groups and businesses and collate/ evaluate answers to key questions.</p> <p>Create visual record of wider achievements within school, visible for all to see.</p>	<p>Feedback survey from clubs and businesses we have worked with. Re-do questionnaire from action point 1 with pupils and note any changes or improvements from the beginning of the year. Discussions with pupils, parents, visitors, etc regarding awareness of wider achievements within school.</p>	

Wider achievements:

Enterprise activities: P4-6 (Candle holders/Xmas tree decorations) P6-7 Cookbook

Funding led to Critter Creeper visit/Pizza/Craft making/Tye dye shirt making/P7 disco.

Christmas Westerfield Carol singing by school choir

Christmas card competition winner for MSP

Fettercairn Art competitions – 4 winners

Rotary Quiz P7s – runners up

Coding competition: P6 group were finalists at Aberdeen University.