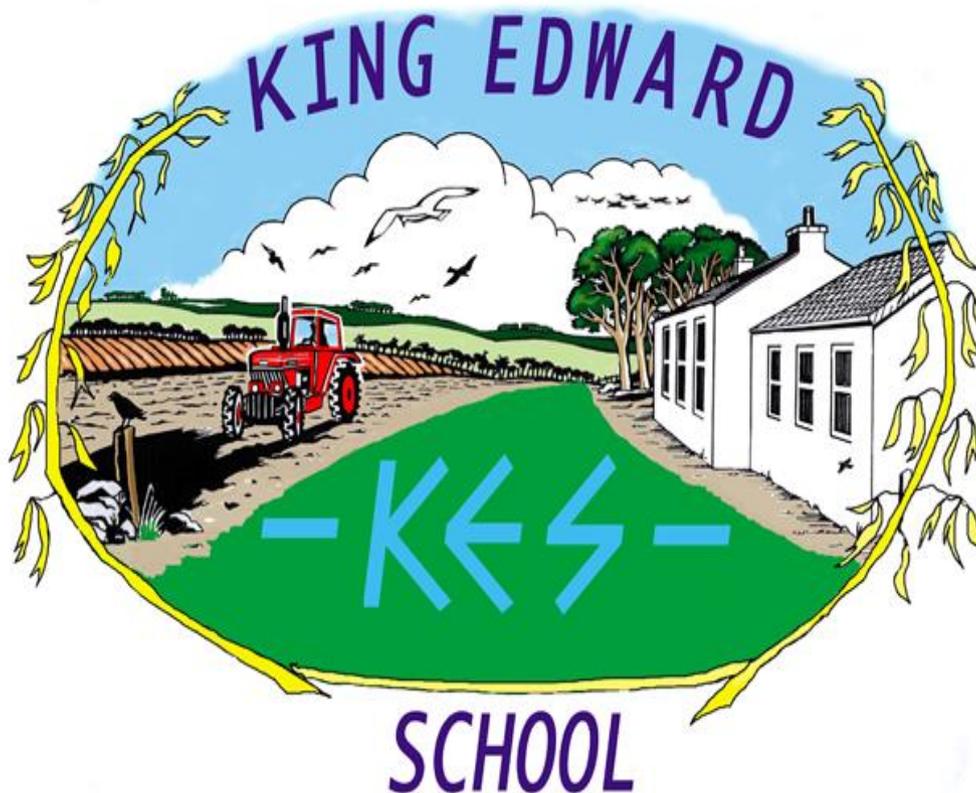


**IMPROVEMENT PLAN
2015- 2016**

FOR



Aberdeenshire Council Education & Children's Services

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

Our Vision for King Edward Primary School

Stay on the RightTrack to Excellence



We want King Edward School to be a happy, safe and stimulating learning community that supports the development of the whole child and where everyone aspires to be the best that they can

Respect – Ourselves, Others, Our School, Our Community and Our Environment

Responsibility - Behave Well, Have Good Manners, Be honest and trustworthy

Friendship - Be Fair, Work Together, Be Understanding

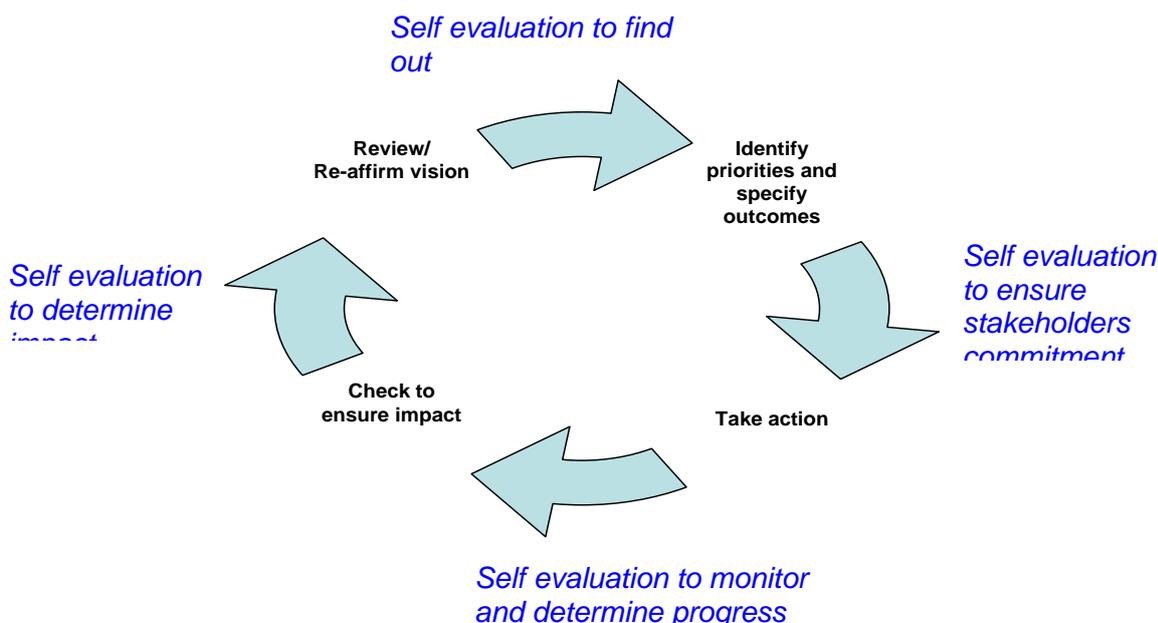
Working Hard - Do Your Best, Challenge Yourself, Aim High

In King Edward School our vision is the driving force behind all our improvement activity.

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

*“Self evaluation is a reflective, professional process through which schools get to know themselves well...Improvement Planning builds on that self knowledge by involving us in understanding and valuing the best of that which already exists, deciding how good we can really be, and identifying the best way forward.
The Journey to Excellence Part 4: Planning for Excellence, HMIE, 2007*

Self-evaluation is an on-going process and involves all stakeholders, including our pupils. It is reported annually to parents/carers in our Standards and Quality Report.
Education & Children’s Service Improvement Cycle



The priorities for improvement contained in the Improvement Plan for 2014 – 15 reflect this process and the priorities identified locally and nationally.



Improvement Plan

Improvement Priority No.	1	Curriculum	
Intended Outcome (s) / Impact	Actions / Lead member of staff		Timescales
In consultation with the whole school community develop, write and promote a Curriculum Rationale based on the identified key aspects of the Curriculum	Staff collegiate workshops to identify and audit the key aspects of the Curriculum using resources from Education Scotland and 'Stepping Up Your Curriculum'		September 2015
	HT, in consultation with the whole school community, to write a Curriculum Rationale paper		September 2015
	Organise a launch event to launch the Curriculum Rationale to the whole school community		October 2015
	Distribute a Curriculum Rationale statement to the whole school community and display throughout the school and community		October 2015
	Staff to evaluate current core resources on Literacy, Numeracy and Health and Well Being		September 2015
	Staff to identify, buy and implement any new core resources in Literacy, Numeracy and Health and Well Being		On-Going



Improvement Plan

How will you measure success?

HT to monitor progress through Improvement Plan process
Completed Curriculum Rationale promoted throughout the whole school community
Stakeholders can easily identify and relate to the Curriculum Rationale
Gather and evaluate feedback from all stakeholders and the wider community on the Curriculum Rationale
Classroom Learning Visits to monitor new core resources or programmes
HT Feedback on Learning Visits
Pupil sampling and learning conversations
Staff and pupil evaluations and feedback of new core resources or programmes
Scrutiny of pupil assessment levels and assessment evidence
Teacher planning
Ongoing Professional Discussion with staff with a focus on new core resources
Collegiate Working Time/In Service/Parent Council Minutes

Progress Check / Comments / Next Steps

Date:	
Date	



Improvement Plan

Improvement Priority No.	1	Curriculum	
Intended Outcome (s) / Impact		Actions	Timescales
<p>Engage with Curriculum Frameworks in Literacy, Numeracy and Health and Well Being to ensure progression and depth and breadth in learning across all stages</p> <p>Produce updated teacher planning sheets and a robust pupil tracking system based on the Curriculum Frameworks ensuring increased opportunities for personalisation and choice within learning and teaching and within courses for all learners</p> <p>Use the Curriculum Frameworks to inform teacher planning, assessment and tracking pupil progress</p>		<p>HT to attend Authority training opportunities based around the Curriculum Frameworks in Literacy, Numeracy and Health and Well Being</p> <p>HT to attend training on Curriculum Frameworks for all curriculum areas run by Education Scotland and Aberdeenshire Council</p> <p>HT to lead training for staff to engage with the Curriculum Frameworks in Literacy, Numeracy and Health and Well Being for teaching staff</p> <p>Staff begin to use the Curriculum Frameworks to inform planning, assessment and tracking pupil progress</p> <p>In consultation staff (possible Cluster) to produce up to date, manageable and informative teacher planning sheets</p>	<p>September 2015</p> <p>November 2015</p> <p>November 2015</p> <p>January 2016</p> <p>On-Going</p>



Improvement Plan

How will you measure success?

HT to monitor progress through Improvement Plan process
Monitor staff's engagement with the Curriculum Frameworks in Literacy, Numeracy and Health and Well Being
Updated Teacher Planning Sheets completed and implemented
Improved, robust pupil tracking system completed and implemented
HT Feedback on Teacher Planning and Pupil Tracking
Staff feedback of new Planning Sheets and Pupil Tracking System
Scrutiny of pupil assessment levels and assessment evidence
Ongoing Professional Discussion with staff
Collegiate Working Time/In Service Minutes

Progress Check / Comments / Next Steps

Date:

Date





Improvement Plan

Improvement Priority No.	1	Curriculum	
Intended Outcome (s) / Impact To begin to plan for Interdisciplinary Learning opportunities for all learners (termly at first) which is tailored to and meets learners' needs and that combine curriculum areas within a theme	Actions Staff engage with current literature on IDL from various sources – Journey to Excellence, Education Scotland, Aberdeenshire Council etc. to build up understanding and knowledge of what IDL looks like Staff discuss and plan an IDL opportunity within each learning context that allows learners to develop awareness and understanding of the connections and differences across curriculum areas that may see them explore certain themes, meet challenges, solve problems or complete final projects	Timescales February 2016 On-Going	



Improvement Plan

How will you measure success?

HT to monitor progress through Improvement Plan process
QIO feedback during QIV
Classroom Learning Visits to observe and monitor IDL
HT Feedback on Learning Visits
Pupil sampling and learning conversations
Teacher planning
Scrutiny of pupil assessment levels and assessment evidence
Ongoing Professional Discussion with staff with a focus IDL
Collegiate Working Time/In Service/Parent Council Minutes

Progress Check / Comments / Next Steps

Date:

Date



Improvement Plan

Improvement Priority No.	2	Raising Attainment
Intended Outcome (s) / Impact	Actions	Timescales
To raise the levels of attainment and achievement in Reading for all learners	Staff conduct an audit on current Reading resources and approaches	January 2016
Increased motivation and enjoyment in Reading activities	HT to seek support and advice from Aberdeenshire Council's Literacy Development Officer, fellow HTs and colleagues on possible training and suitable resources	On-Going
Improved learning experiences for all young people		
Build staff confidence in planning and assessing Reading	Staff to attend any suitable training to refresh skills in the teaching of Reading or on the delivery of any new resources purchased	On-Going
	Parents informed of any new resources/approaches implemented – workshop	May 2016





Improvement Plan

How will you measure success?

As a starting point use data from Standardised Assessment to identify priority areas of Reading to focus on
Attainment levels in Reading will have improved for all pupils
HT to monitor progress of implementation plan through Improvement Plan process
Learning visits and feedback by HT
Pupil sampling and learning conversations
Collegiate professional dialogue focussed on learning in Reading
Ongoing professional discussion with staff with a focus on sharing of good practice
Collegiate Working Time/In Service/Parent Council Minutes

Progress Check / Comments / Next Steps

Date:

Date



Improvement Plan

Improvement Priority No.	2	Raising Attainment
Intended Outcome (s) / Impact	Actions	Timescales
<p>To develop and implement a manageable profiling process to help promote the way learners understand their own learning, progress and achievement, with the focus remaining on improving outcomes for all learners</p>	<p>Staff to revisit effective AiFL tools and processes that help learners to understand and reflect on their own learning – ‘Learning Unlimited’, Journey to Excellence, Education Scotland, Aberdeenshire Council resources</p> <p>Teaching staff to attend ‘One Note’ training</p> <p>Staff to discuss and develop a manageable profiling process that includes the ‘One Note’ profiling tool</p> <p>Introduce ‘One Note’ to non-teaching staff</p> <p>Roll out the ‘One Note’ profiling tool to pupils and parents</p> <p>Try out and evaluate the profiling process and ‘One Note’</p>	<p>March 2016</p> <p>When available</p> <p>March 2016</p> <p>March 2016</p> <p>April 2016</p> <p>On-Going</p>





Improvement Plan

How will you measure success?

HT to monitor progress through Improvement Plan process
Completed Profiling Process agreed on and implemented
Stakeholder feedback of new Profiling Process and 'One Note'
Learning visits and feedback by HT
Scrutiny of pupil assessment levels and assessment evidence
Ongoing Professional Discussion with staff
Collegiate Working Time/In Service/Parent Council Minutes

Progress Check / Comments / Next Steps

Date:

Date



Improvement Plan

Improvement Priority No.	3	Self Evaluation
Intended Outcome (s) / Impact	Actions	Timescales
To further establish and implement a planned programme for Self Evaluation and Quality Assurance	HT to develop and introduce a Quality Assurance calendar to teaching staff	August 2015
To re-establish and carry out/timetable regular learning visits by HT and peers and sampling learners' work	Teaching staff to engage with the Quality Assurance calendar, focussing on key procedures/processes to be carried out each term	August 2015



Improvement Plan

How will you measure success?

Staff implement and evaluate the Quality Assurance Calendar and programme for Self Evaluation and Quality Assurance
Staff feedback on the Teaching Staff Quality Assurance Calendar
Monitor children's levels of attainment to ensure progress/raised level of attainment/achievement
HT to monitor progress of implementation plan through Improvement Plan process
Collegiate professional dialogue
Ongoing professional discussion with staff with a focus on sharing of good practice

Progress Check / Comments / Next Steps

Date:

Date

