SIP Insch 2018-19   Towards a self-improving school

Insch School embarks on the first year of collaborative Self Evaluation programme. We will work in a SE trio with Oyne School and Dunecht School. Our SE work this year is QI 1.1 Self-evaluation for self-improvement.

Action Plan 1 Allison to lead	**Refresh Curriculum Design**

QI	2.2 The Curriculum: Rationale and design - Development of the curriculum
Stakeholders Involvement:	Teachers - CAT Sessions, Parent and Pupil Focus Group

How are we doing now? *How do we know?* *Where are we going?*	*Where we want to be/ Features of highly effective practice.*
• Es and Os bundled for session August 2015. • Teachers tell us difficulties with composite class coverage. • Need to look at relevance of topics and duration of study to ensure adequate coverage and depth of learning. • DYW introduced as whole school session 2016-17. Further embedding required. This has led to understanding to look at local economy requirements for developing workforce and skills	All stakeholders are able to talk about how the unique features of the school community inform the design of the curriculum. Our curriculum has a strong focus on developing the skills our young people need in the world of work. Our curriculum is relevant to today's learner. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. Our curriculum has a strong focus on developing the skills our young people need in the world of work.

development of all learners.	

Actions *How will we get there?*	Progress
1 Teacher group to work on what we have and select what is to remain, what is to go. A clear out exercise. Then identify new areas of study that link to Es and Os that are relevant to today's learner. Consider historical, economic, geographical and scientific localised topics. 2. Parent / Pupil Focus group - here are the topics we study in P1 to P7. What is relevant? What is less so? What is more relevant to today's world? 3. Using teacher, parents and pupil contributions create a refreshed curriculum pathways. 4. How do we prepare our pupils for the World of Work at Insch School? DYW group to create a Skills Development Programme based on Top 10 Employability Skills SCEL. Parental/ Pupil engagement in this initiative will ensure parental and pupil contribution to shape curriculum.	
How do we know we are having impact?	All stakeholders are able to talk about how the unique features of the school community inform the design of the curriculum.
How will we measure impact?	

Action Plan 2 Mhairi to lead, John, Kerry and Lisa T to support.	**Increase Whole School Numeracy Attainment**

QI:	2.3 Learning, Teaching a& Assessment 3.2 Raising Attainment and Achievement
Stakeholders Involvement:	Pupils, Teachers, PSAs, ASL Teachers, parents.

How are we doing now? *How do we know?* *Where are we going?*	*Where we want to be/ Features of highly effective practice.*
• We have made good progress in attainment in numeracy. Levels have increased to 87% (Early), 77% (First) and 81% (Second). We know this from our CfE levels achieved data in June. • Mental maths and applying problem solving continue to be an areas for improvement. We know this from our Incas and SNSA results.	Our explanations and instructions in the teaching of Numeracy are clear. We use skilled questioning and engagement to regularly enable higher-order thinking skills in numeracy. We use feedback effectively to inform and support progress in learning. Our pupils know how they are progressing and can share their learning confidently. We have shared expectations for standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum. Planning is proportionate and manageable and clearly identifies what is to be learned and assessed. Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning. A quality body of evidence is used to support Assessment judgements and decisions about next steps. All teachers have well-developed skills of data analysis which are focused on improvement.

Actions *How will we get there?*	Progress
*Weekly Maths timetables to be reviewed and time for teaching maths increased. *Focus on developing mental agility across the school by: • increasing use of Sumdog across school. Teachers will improve use of analytical element of program to pinpoint pupil develop areas. • Increasing mental maths agility homework focus and rote learning in all classes. *Learning and teaching is supported by using Aberdeenshire Frameworks for planning and benchmarks for assessment throughout the school. *Children are supported and challenged in their learning through appropriately matched group work and class activities where appropriate. QA activities to check this. *Attainment conversation will focus on bottom 20%, mid 60% and top 20% learners. Action plan identified in Nov. and monitored and reviewed in March ensuring all pupils are making good progress. *Conduct surveys and discussions with children and staff to ascertain what makes a good maths lesson and adapted our practice accordingly. Numeracy Mastery Training to share best practice maths pedagogy. These have been researched as showing greatest impact. Maths leads to share with staff. *Conduct an audit of maths resources for use in all classes and purchase as required. *Learning Visits in all classes will focus on effective learning and teaching in numeracy and mathematics. *Evaluate the progress of learning and teaching in numeracy and mathematics, analyse SNSA standardised test results and develop our practice to focus on bringing about further improvement.	

*Cluster Moderation activities including planning, teaching and holistic assessment stages. CAT and INSET to improve shared understanding of CfE levels. *Hold Maths Open Mornings for our community to promote interest and enjoyment of maths. Maths theme week – 10- 14th Sept.	
How do we know we are having impact?	Staff have even greater confidence to assess at a given level. Assessments are incorporating a greater depth of learning. Attainment targets for maths are met. P1 = 87% (June 2018) Target=87% (June 2019) P4 = 85% Target=89% P7 = 81% Target=84%
Evidence of impact	SNSA results, number of moderation exercises completed.

Action Plan 3 Kat –school / Mhairi - nursery to lead	**Develop Family Nurturing Approaches** **Support closing of gap for individual learners**

QI: HGIOELC, HGIOS4	2.5 Family Learning
	   • Engaging families in learning
	   • Early intervention and prevention
	   • Quality of family learning programmes

Stakeholders Involvement:	Parents, Pupils, Nursery Staff, Teachers, PSAs.

How are we doing now? *How do we know?* *Where are we going?*	*Where we want to be/ Features of highly effective practice.*
School ACE are impacting on progress of individuals. Identified gap in health and wellbeing of identified pupils. Lack of parental ability to support homework, arrival at school on time, behaviour strategies at home, lack of emotional support from the home. Whole school approach to family nurture required to ensure early intervention and prevention for individual pupils Nursery Intergenerational Bookbug sessions	Creative approaches are used to engage families. Almost all those engaged in family learning are highly-motivated and actively involved in their own learning and development. There is clear evidence that the life chances of those families experiencing particular challenges are being improved as a result of their engagement in family learning. Almost all learners report improvement in their health and/or wellbeing. Family learning is responsive to identified needs.

have been positive and will continue for 2018/2019 session. Care plans are kept for every child and additional support plans for the children that require. Stay and play sessions with parents in terms two and four. Induction and transitions are high priorities and continue to be well planned and accessible to all parents and children.	

Actions How will we get there?		Progress
1. Using data from SIMD, FSM, attendance, lates, ASN levels, Pupil Learning Journeys SLT/ key teams identify individual focus pupils/ families to support. The gap is identified, a plan for intervention to individual need and measured impact reviewed. 2. New Home Link Worker is employed using PEF funding. Advert. Sept. 2018. 3. Whole programme of nurture training across the school and nursery staff: resilience, courageous conversations. Nov & Feb INSET 4. Nursery to continue with Nurture approach to work with and develop families.		
How do we know we are having impact?	Family learning is leading to stronger home-school links which are improving outcomes for learners.	
Evidence of impact	TMR Attainment and achievement, attendance, lates, homework completed. Minutes of MAPPM meetings. Home Link worker progress reports. Feedback from families. Level of family engagement increases.	

Action Plan 4 – Allison to lead with staff CG,LK, LB.	**Embed use of Digital Technologies across the school**

QI:	2.3 Learning, Teaching and Assessment 3.3 Increasing Creativity and Employability
Stakeholders Involvement:	Teaches, Pupils and PSAs

How are we doing now? *How do we know?* *Where are we going?*	*Where we want to be/ Features of highly effective practice.*
- There is a good amount of technology in school: 6 class sets of iPads, teacher iPads, SfL iPads, Roaming iPads, 24 laptops, Apple TV in every classroom. - One training session undertaken to staff on using certain apps, in particular Explain Everything - Digital Leaders are established, children meet weekly and are continuously being trained in different ICT resources. Further embedding required to ensure children are being used in classes regularly. - iPads and Laptops are being used frequently, mainly for Apps such as Sum Dog. - A few classes use technology as a tool to allow children to explain their learning on Explain Everything and Green Screen.	There is a consistency of highly skilled staff who are confidently delivering lessons using technology, that are highly motivating and purposeful. All stakeholders are able to confidently use technology independently in a range of well-planned activities to ensure learning is enriching, challenging, creative and engaging. Technology is embedded across the school and used to deepen learning and promote higher order thinking skills. There is an up-to-date progression of skills to ensure challenge and focused teaching. Children are able to make informed choices about what type of digital literacy they should choose.

• Some teachers may have a lack of confidence and knowledge on to how to embed technology across the school. • A Technology progression of skills has been started.	Children have and can apply sophisticated computational thinking skills. Children experience rich, work based learning and understand the importance of developing their own digital skills for learning, life and work.

Actions How will we get there?	Progress
1. A progression of Technology skills to ensure children are being taught focussed skills and there is continuity throughout the school – this is shared, understood and followed. 2. A range of staff training given in using technology to deepen learning in both iPads and Laptops and skills revisited regularly to continue a more focused approach – staff who are less confident to visit colleagues? 3. WAGOLL for technology to allow the sharing of good practise, resources and plans/learning. 4. Digital Leaders to continue their training and that classes use them more regularly throughout the year. This will continue to promote leadership in pupils. (teachers to plan to use DL at least one term throughout the year?) 5. Technology and WOW are linked and connected to develop the children's understanding of the relevance and importance technology has for their future careers.	

How do we know we are having impact?	Learners are ==highly motivated== in using technology and ==can explain== and present their learning independently and confidently. Class Visits. Technology is being used ==consistently== throughout the school and children are leading this learning. Monitor use of technology in classes. Teachers have a wider knowledge of apps and programmes to use and are ==confident== at using them. Not games only being accessed.
Evidence of impact	