



**Kininmonth School**  
**Standards & Quality Report**  
**2019 - 2020**  
**&**  
**School Improvement Planning**  
**2020 – 2021**

## School Forward

We are pleased to present both our Standards and Quality Report for Session 2019–2020 and our School Improvement plan for the current session 2020 -2021. 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 Kininmonth 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 Kininmonth 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 pupils 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.

*Briony Mair*

Head Teacher

## The School and its context

### Vision for the school

**Our Rainbow Route to happiness and success**

### Values that underpin our work

**Respect, achievement, inclusion, nurture, belief, opportunity and wellbeing**

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

**At Kininmonth School we aim to:**

- **Provide a positive, safe, friendly and welcoming environment for all.**
- **Create independent learners and thinkers motivated to reach their full potential.**
- **Work in partnership to provide a relevant curriculum for all.**
- **Create confident children equipped with skills for learning, life and work.**
- **Take pride in who we are and what we achieve.**
- **Establish clear rules that children understand and learn to abide by.**

### Context

Kininmonth Primary School is situated on the main A92 Aberdeen to Fraserburgh road, just north of Mintlaw.

The school currently has a role of 30 pupils coming from 18 families. The nearest village to the school is New Leeds, approximately a mile away. Half of our children live in very rural countryside and are either bussed to school or driven by parents. We have 5 out of zone pupils living in nearby villages. The school is fed by 3 nurseries, Strichen, Pitfour and Mintlaw.

Kininmonth Primary School has 2 classes. P1-4 is taught by Mrs Zoe McDonald and currently has 14 pupils. P5-7 is taught by Mrs Mair and Mrs Wallace (ToFD) and currently has 16 pupils. The school also benefits from the services of Mr Sinclair who teaches PE.

We have 2 Pupil Support Assistants, Mrs Buchan and Mrs Burke. Our office is staffed by School Administrator and Clerical Assistant, Mrs Findlay.

School lunches are prepared at Strichen School kitchen and served by our dinner lady, Mrs Reid. We also have a school cleaner, Mrs Morgan and a janitor, Mr Zacharias who comes in one morning a week.

Pupils at Kininmonth School fall within the 3<sup>rd</sup> and 4<sup>th</sup> quintile and the 6<sup>th</sup> and 7<sup>th</sup> decile on the SIMD data but this is not a reliable indicator of deprivation as it is postcode based rather than using data on income or employment.

The School has a Parent Council which provides support and partnership in the running of the school. They are also the fundraising committee raising money which contributes to the cost of various trips, experiences and outings to enhance the children's learning.

We also have an Additional Support for Learners teacher, Mrs Carole Brook, for 3.5 hours per week. Kininmonth School works closely with a range of other support agencies and volunteers in order to provide the best possible experience for children with additional support needs.

Our Active Schools Coordinator provides a range of additional active and sporting activities for the children.

On leaving Kininmonth Primary School the pupils transfer to Mintlaw Academy. Kininmonth School is part of the Mintlaw CSN Community Schools' Network and works in partnership with the other 10 schools in the Network.

Community links are a valued part of school life. The school, being situated in a rural area, tries to involve all members of the community in its activities inviting them to various school events.

## 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 2019-2020.

Key priority 2019-2020	Key actions undertaken	Impact (achieved throughout 2019-2020)
<p><b>Raising Attainment in Literacy, Language and Communication: Taking a whole-school approach to literacy, language and communication</b></p>	<ul style="list-style-type: none"> <li>• Universal and targeted support for children</li> <li>• Advice to families on ways in which they can support at home</li> <li>• PEF PSA supports identified pupils</li> <li>• Emerging Literacy screening for P1 children</li> <li>• HT and P1-3 CT attended local networks training</li> <li>• Engagement with Emerging Literacy/Highland strategies and materials for pupils across the school.</li> <li>• Vocabulary building - word a day/week</li> <li>• Re-cap with all staff on the Emerging Literacy approach early in session</li> <li>• PSA refresher delivered in February</li> </ul>	<p>Improvements noted in all children supported this way. Key areas for focus identified through screening.</p> <p>Improved spelling levels in P5-7 Collegiate discussion, sharing of resources and ideas Raised awareness Effective continuation of support and good knowledge and understanding through first level in P1-3 class. Enjoyment of and engagement with new vocabulary. Now using these words in writing.</p> <p>Reading SNSA 2019-20 P7-100% average or above average P4-100% average or above average P1-100% average Writing SNSA 2019-20 P7- 100% average or above average P4-100% average or above average P1- 100% average</p>

<p><b>Raising Attainment in numeracy through mastery maths approach: Taking a whole-school approach numeracy</b></p>	<ul style="list-style-type: none"> <li>• Use mastery maths approaches in teaching maths whenever appropriate and manageable as multi-composite classes</li> <li>• Sharing of Mastery maths approaches with parents during Maths Week event</li> <li>• Mastery Maths parent support leaflets issued at appropriate levels</li> <li>• Numeracy Bookmarks issued at appropriate levels</li> <li>• Develop knowledge and understanding of approach with PSAs</li> </ul>	<p>Across the cluster, improvements in maths attainment in S1 is reported. Mental agility and number confidence significantly improved as solid foundations from early/first level impact on learning in second level. This is evidenced through number talks and mental maths activities. PSA confidence in mastery techniques allows them to support children or lead groups effectively.</p> <p>Numeracy SNSA 2019-20 P7-100% 4 pupils above or well above average P4-100% 5 pupils average or above average P1-100% 1 pupil above average</p>
<p><b>Health and Wellbeing: Promoting and developing wellbeing for all</b></p>	<ul style="list-style-type: none"> <li>• Implement Rainbow Route to Recognition across all aspects of school life, involve House Captains</li> <li>• GL PASS survey to be undertaken by all children in Autumn and in Summer retest any whose results gave cause for concern.</li> <li>• Use in school survey at beginning and end of session to establish impact</li> <li>• Celebrate achievements in and out of school</li> <li>• Employ a range of teaching approaches to suit learning styles</li> <li>• Introduction of a range of experiences to promote wellbeing (at least 45 minutes once/fortnight.)</li> <li>• Learner conversations to establish what is going well and what needs attention for those children, wider groups, could take to Pupil Council/PC/Staff meetings</li> <li>• Make improvements and collate all our evidence to progress applications for RRS and ECO Green Flag.</li> </ul>	<p>Vision, Values, Aims refreshed with community involvement Embedded in life of the school-linked to reward system-positive pupil engagement.</p> <p>Covid affected retest of both these surveys though parental surveys and feedback from family phonecalls was very positive.</p> <p>To be redone this year though interesting discussion and response. Will create a display as part of an assembly.</p> <p>Wellbeing afternoons once/fortnight promoted discussion of our mental wellbeing and understanding of ways to support others and help ourselves Significant progress made in applications for both Green Flag and RRS however neither were completed because of Lockdown. Work will resume this session.</p>

<p><b>STEM and Family Learning</b></p>	<ul style="list-style-type: none"> <li>• STEM family learning launch event-13-9-19</li> <li>• Family learning STEM activity once per term</li> <li>• Share responses and outcomes of family learning in school</li> <li>• Use new STEM resources to teach discrete STEM lessons, promoting its relevance, challenge and enjoyment</li> <li>• Raise profile of skills for learning, life and work through STEM resources, family learning and community input</li> <li>• Establish feedback and response to STEM teaching and learning through learner conversations</li> <li>• Staff attended 2 collegiate sessions on practical approaches to STEM</li> <li>• Celebrate achievements in and out of school</li> </ul>	<p>Positive response and almost 100% engagement in STEM family learning activities that went home.</p> <p>Very positive feedback from pupils and parents to our STEM launch event.</p> <p>Understanding of skills associated with STEM subjects and their importance for life and work.</p> <p>E-learning in STEM subjects in term 4 had higher engagement level than other areas of the curriculum.</p> <p>Positive staff and pupil response to STEM based learning. Science resources audited and stored effectively.</p>
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## 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: 4**

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

**How well are you doing?**

**What's working well for your learners?**

**Refreshed vision, values and aims are user friendly, school community choice and linked to behaviour, achievement and wellbeing.**

**STEM Family learning focus**

**ECO, Glitch and RRS groups**

**P6/7 Activity groups**

**Maths Mastery approach**

**How do you know?**

**What evidence do you have of positive impact on learners?**

**Vision and Values refresh-Children can explain the values and provide examples of fulfilling the values, they are able to decide for which value they should receive recognition, they respond positively to prompts referring to these values.**

**STEM Family learning focus- prompted excellent attendance at the launch event and almost 100% pupil engagement in STEM weekend activities across the year and even during lockdown when activities were online.**

**ECO, Glitch and RRS groups-Pupil involvement and staff leadership led to progress in applications for Green Flag award and the Silver RRS, both halted by COVID.**

**Glitch group produced informative assembly about internet safety and using technology. Halted by COVID.**

**P6/7 Activity groups-P6/7 were responsible citizens and confident individuals in leading these clubs for the younger children. The P1-5 children looked forward to these sessions and took part with great enthusiasm.**

**What are you going to do now?**

**What are your improvement priorities in this area?**

**Continue to develop the teaching of STEM through SSERC training.**

**Progress applications which were begun last session.**

**Term 3 P6/7 groups to run again. (If COVID restrictions allow pupils to mix.)**



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

<b>QI 2.3 Learning, teaching and assessment</b> 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: 4 (HGIOS?4/HGIOELC? 1-6 scale)
How well are you doing? What's working well for your learners?
Mastery maths approach Emerging Literacy/Highland Literacy
How do you know? What evidence do you have of positive impact on learners?
Mastery maths-more engaged learners with a more positive attitude to maths and greater ability to explain their learning and apply across situations. All teachers using these techniques as appropriate for group or stage-children respond well to the stages of the process and are then more confident to work independently. SNSA results in numeracy Literacy-Early screening allows for focused support provided by CT and PSA. Continuity of practice from P1-P2-P3 maintains focus on identified aspects for each learner. P4-7 spelling approach adapted to promote learning and understanding and support gaps identified through SNSA. SNSA results for reading and writing.
What are you going to do now? What are your improvement priorities in this area?
Continue to explore and develop mastery techniques and resources, use of number talks and application of learning in a range of contexts. Continue to use these approaches but keep updating spelling approaches to avoid settling and becoming too routine. Use of questioning by staff and children to develop listening and talking. Develop questioning skills in children

## 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: 5**

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

**How well are you doing?**

**What's working well for your learners?**

**P6/7 Activity groups**

**Well-being afternoons**

**GL PASS results-initial screening showed positive mental health and self esteem in the majority of children but highlighted those who required further investigation and support.**

**PEF money targeted at children identified as requiring extra support academically or nurture-based.**

**How do you know?**

**What evidence do you have of positive impact on learners?**

**P6/7 were responsible citizens and confident individuals in leading these clubs for the younger children. The P1-5 children looked forward to these sessions and took part with great enthusiasm. P6/7 enjoyed the responsibility and displayed leadership qualities.**

**45-60mins/fortnightly Friday children were enthusiastic about activities, chose appropriate activities and took part responsibly. They made suggestions for activities.**

**PEF PSA time leading to improved outcomes in literacy and numeracy amongst identified children. One child receiving nurture-based input for social anxiety and responding well to this time though as yet to see improvement management of his behaviours.**

**What are you going to do now?**

**What are your improvement priorities in this area?**

**Unable to retest identified children on GL PASS because of COVID restrictions in term 4 of session 2019-20.**

**Will test all children in term 1 2020-21 and then follow up accordingly.**

**Explore wellbeing and mental health, emotions in term 1 to encourage discussion and sharing of emotions if required.**

**PEF input being continued.**

### **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: 4**  
**(HGIOS?4/HGIOELC? 1-6 scale)**

**How well are you doing?**  
**What's working well for your learners?**

**Mastery maths approach**  
**Highland Literacy**

**How do you know?**  
**What evidence do you have of positive impact on learners?**

All teachers using these techniques as appropriate for group or stage-children respond well to the stages of the process and are then more confident to work independently.  
Had completed a survey of attitudes to maths in term 1 to be followed up in term 4 but this was not done because of COVID restrictions.  
SNSA results in numeracy and literacy.  
Focused literacy interventions in P1 and beyond based upon Highland literacy screening. Ensures progress in skills to form solid foundation for literacy.  
Significant progress in 2 pupils benefitting from PEF input for literacy.

**What are you going to do now?**  
**What are your improvement priorities in this area?**

Survey all children on attitudes to maths in terms 1 and 4 for comparison study.  
Classroom monitoring of mastery maths techniques.  
Develop questioning skills through a staff and pupil focus to encourage high level questioning and support the development of listening and talking.

## PEF 2020-2021

<b>Identified gap</b>	COVID recovery for a few pupils who need extra input. GL PASS credits Numeracy mastery resources Literacy resources to support improvement agenda
<b>Expenditure</b>	£2691.11
<b>Expected outcomes</b>	PSA hours to support identified pupils in Lockdown catch up  Important data on health and wellbeing of our children, allowing a focus of support.  Resources in literacy and numeracy will support sustained improvement as per the improvement plan.
<b>Impact Measurements</b>	GL PASS-improvement between term 1 and term 4 outcomes.  Identified children make greater progress with PSA input.  SNSA results or individual pupil profiles show progress from where they began the session.

## Capacity for improvement

School staff are fully committed to the principle of continuous improvement. We wish to provide the very best for every child in our care. In this task, we are increasingly advised by performance data, such as pupil attainment data, so we can see clearly 'what' we need to improve.

We will continue to look inwards, outwards and forwards to prepare and equip our young people for their future. We will continue to work in partnership with parents, health professionals, and others to 'get it right' for every child.

## Wider Achievements

STEM family learning weekends prompted an array of responses and creations for each of the tasks set. The launch event in September was very well attended and greatly enjoyed by all, as evidenced by very positive feedback. This started a year where science and STEM were to the fore in learning across the school. We had visits from members of the community to talk about their work in STEM subjects.

Our Pupil Council organised a very successful Pet Day which saw parents bring pets to school and share information about them and their requirements.

Kininmonth School entered 2 teams in the Rotary Quiz for Central Buchan. We were delighted with all our participants and especially pleased to have a team come second in the event.

The whole school entered the BBC 500 words competition and whilst there were no winners among the 131,000 entrants nationwide, we did have one story commended and selected for the final 5,000.

During lockdown staff worked solidly to provide online learning experiences for our pupils and the uptake from families was at almost 100%. Families managed the learning platform well and shared learning regularly.

The netball team took part in an event for smaller schools/younger teams held at Mintlaw Academy and acquitted themselves very well on court and behaved responsibly off court.

## Memories are made of this:

Primary 1-3 enjoyed a trip round the countryside to explore the local area and find out a bit about where everyone in the class lives.

Primary 5-7 went out in the local area to visit landmarks-Strichen Standing Stones, Deer Abbey, Pitfour Lake and Aden country Park. We had much fun exploring the sites we had been learning about.

One Tuesday afternoon was lit up by the visit of local musicians who shared Bothy Ballads and local stories with us. Their talent and tales of misadventure were enjoyed by all.

During our exploration of Other World Religions we enjoyed creating colourful crafts, tasting world foods of religious importance and celebrated Chinese New Year with Chinese food tasting and a visit from a Chinese Heritage group where children wore costumes, used chopsticks and learned Chinese.

Our virtual Sports Day where children, parents and staff shared video clips of themselves undertaking sporting challenges was certainly a highlight for staff after so many weeks without seeing the children. To see them, albeit on screen, having fun and games in the sunshine was a real tonic for us all.

## Wider Community Links

We were delighted to welcome residents of Abbey Court Mintlaw to our school show at Christmas, The Last Monster of Scotland. Several residents attended and enjoyed their afternoon.

We were also joined that day by Local Councillors and residents from the New Leeds and Kininmonth Community Council.

In term 2 the whole school visited Crimond Kirk as part of our Religious and Moral Education programme. This was followed up with two visits from Tim Barker who worked in class to teach the children about Christian beliefs.

The Kininmonth Community trip to the Aberdeen Pantomime was a big hit as ever. It is a very enjoyable event and brings cheer to the community.

Our Burn's Lunch became a Burn's afternoon of poetry music and dance following the Burn's Lunch. It was a delight to see so many people in the school enjoying food, music, poetry recitals and dance.

Mrs Mair attends all meetings of the New Leeds and Kininmonth Community Council and plans were afoot to hold a joint fundraising event. These were put paid to by COVID but will be resurrected in the future.

All children in P4-7 have learned to play the recorder and many are benefitting from guitar lessons from our enthusiastic volunteers, retired locals Anne and Robert Aitchison and Blair Bennett. We enjoy their visits and musical input as much as they appear to enjoy providing it.

These musical links continued through lockdown with our volunteers providing recorded musical activities for our pupils.

<p><u>National Improvement Framework Priorities</u></p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement  3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress  3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></p> <p>1. Improving learning, teaching and assessment.  2. Partnership working to raise attainment.  3. Developing leadership at all levels.  4. Improvement through self-evaluation.</p>
<p>Notes/Information</p>		
<p>Emotion Coaching follows on from input in session 2019-20.</p>		

## Action plan 1: HWB / COVID RECOVERY

Priority 1 : To support all our children to reintegrate successfully back into school life, after a sustained period of lockdown.		Data/evidence informing priority: Baseline information from GL Pass, Pupil feedback.		Progress
Key actions		By whom	When?	How will we evaluate impact? (Measurements of success)
				On Track
				Behind Schedule
				Not Achieved
Virtual Emotion Coaching Training	Morag Donaldson	Two Twilight sessions	Pre and post audit of skills and confidence of staff. Compare the results.	
Mintlaw Cluster Team – Back to School 2020 PowerPoints	Developed by Anna McKerchar, led by class teachers	Term 1	Feedback form pupils regarding confidence in school.	
GL Pass all pupils, Boxall for identified pupils based on score. Follow up end term 3 GL for identified pupils.	Individual schools to order GL PASS	Term 1 & Term 3	Supports in place will have a positive impact which will be evidenced in the follow up assessment.	
Term 1 and 2, light touch use of assessment to establish a new baseline and identify next steps.	Individual Schools	Term 1 & Term 2	Identify and address learning gaps.	
To better support our pupils, also have supports in place for parents and teachers as this is also a time of change for them. – for reference see Barthol Chapel exemplar	Individual Schools Community Hub Conversation Cafes	Term 1 - ongoing	A sense of resilience throughout the school and community.	
Develop Switched on for Success – resilience programme to roll out beyond p6 with parental engagement.	Anna McKerchar Morg Donaldson	Once restrictions lift.	Parents empowered to best support their child's resilience	



<p><a href="#">National Improvement Framework Priorities</a></p>		<p><b>Aberdeenshire Priorities:</b></p>
<ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy.</li> <li>• Closing the attainment gap between the most and least disadvantaged children.</li> <li>• Improvement in children and young people’s health and wellbeing.</li> <li>• Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children’s progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><a href="#">HGIOS</a> and <a href="#">ELCC</a></p> <p>1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement  3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children’s progress  3.3 Developing creativity and skills for life</p>	<ol style="list-style-type: none"> <li>1. Improving learning, teaching and assessment.</li> <li>2. Partnership working to raise attainment.</li> <li>3. Developing leadership at all levels.</li> <li>4 Improvement through self-evaluation.</li> </ol>
<p>Notes/Information</p>		
<p>This is a continuation of work undertaken over the last two years to introduce aspects of Emerging Literacy programme/approaches and</p> <p>In many schools, year one was P1 and HTs completed training – overview of Emerging Literacy approach and assessment tools for P1</p> <p>Year 2 was to consolidate the use of assessments, continue momentum into P2 and to begin planning for approaches that could be taken forward across the whole school – sequence and narrative &amp; Building Vocabulary for better Literacy. Records were being maintained for the cluster in Writing attainment. Clearly with closure in Mar this programme of development came to an abrupt end.</p>		

## Action plan 2: Literacy / COVID Recovery

Priority 2 : To support all our children to reintegrate successfully back into school life, after a sustained period of lockdown.		Data/evidence informing priority: Baseline information from GL Pass, Pupil feedback.		Progress
Key actions		By whom	When?	How will we evaluate impact? (Measurements of success)
				On Track
				Behind Schedule
				Not Achieved
1. P1 Baseline assessments for areas of phonological awareness, fine motor skills, pre-writing skills, scissor skills – analysis, next steps planned.	ZM and BM PT Literacy available for consultation any Tues	Sept. Jan and May	Next steps are defined and shared at attainment/planning meetings; there are 3 definite periods for assessment – Jan and May; scoring tools available to track progress	
2. Existing data on P1s moving to P2 discussion with BM at planning meeting	ZM and BM	Planning meeting 1	Ongoing conversation regarding progress; how are weaker skills being consolidated for relevant pupils? Track progress for those children identified.	
3. Identify pupils who lost momentum in core areas of Literacy; use school's systems for assessment and identify any interventions	All teaching staff, PSAs, BM	Term 1	Analysis of assessment results, evidence of planning for next steps for individuals/groups, parental involvement in planning for remediation	
4. PT Literacy continue to gather data about Reading and Writing progress for all children for the cluster to monitor progress	All HTs to pass data to PT Literacy	Nov 20 and May 21	Continue to monitor overall numbers of children who are On Track and who require support over time Cluster level moderation activity where attainment is scrutinised and areas for improvement identified	
5. Develop questioning techniques to enhance listening and talking	All staff and children	Term 2 and beyond	Sample the questions children ask in term 2 and then make comparison with those asked in term 4 (children)	
6. With all teaching staff, re-visit last session's input on Building Vocabulary for better Literacy and Sequence & Narrative	PT Lit to review presentations and share with wider cluster- Phase 2	Phase 2 and Phase 3	2 x 1 hour sessions Schools to identify moderation time internally to look at any impact of this aspect of the Emerging Literacy programme alongside overall attainment results	

## Action plan 3: STEM – Maths/SSERC

<p><u>National Improvement Framework Priorities</u></p>		
<ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy.</li> <li>• Closing the attainment gap between the most and least disadvantaged children.</li> <li>• Improvement in children and young people's health and wellbeing.</li> <li>• Improvement in employability skills and sustained, positive destinations.</li> <li>• Improvement in STEM awareness and knowledge amongst staff.</li> <li>• Improvement in engagement of STEM activities within classes.</li> <li>• Improvement is CfE benchmarks for STEM being planned for in learning and teaching.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership for learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff/ practitioners</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress</p> <p>3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></p> <ol style="list-style-type: none"> <li>1. Improving learning, teaching and assessment.</li> <li>2. Partnership working to raise attainment.</li> <li>3. Developing leadership at all levels.</li> <li>4 Improvement through self-evaluation.</li> </ol>
<p>Notes/Information</p> <p>This work builds on the STEM focus we had last year, its success and the interest and engagement evident in the learners.</p>		

Priority 3: To build teacher and pupil confidence and attainment in STEM subjects		Data/evidence informing priority: Ongoing development building on cluster STEM work		Progress
				On Track
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Behind Schedule
				Not Achieved
Mastery Maths – develop ppt with commentary for lesson 6	Frances Ingram	Term 1	Re issue survey used last session – measure/compare teacher and pupil confidence	
Mastery Maths – develop an overview for staff of the MM approach	Frances Ingram	Term 1	Re issue survey used last session - measure/compare teacher and pupil confidence	
Further development of approaches to maths across the cluster – link with Andrew Brown, Ed Scot maths advisor within Northern Alliance	Frances Ingram/Stephen Buwert/all schools	Term 1 - ongoing	All staff confident in a range of approaches to teaching maths	
Schools to participate in Numeracy Week Scotland 28 Sep – 4 October – PT to investigate activities and promote to all schools	Frances Ingram/all staff	Term 1	Pupil engagement with activities	
Family learning – support parents with information on strategies and techniques to support and engage their children in their maths learning	Frances Ingram/all schools	Term 1 - ongoing	Survey of parents/pupil engagement in home learning tasks	
SSERC meets– equipment sent to schools Living in a Material World 19/25/27 Aug Pneumatics and Hydraulics 15/21/29 Sep Carbon Dioxide 1/8/29 Oct Light 11/17/19 Nov	Online SSERC team. Sign up online.	Term1 Term 2	All schools signed up and attending meets. Sign in sheets collated and sent to SSERC Awareness of STEM/ SSERC increased and reviewed.	
Catch up for mentors to discuss where we are with SSERC development Mentor training events, residential & e-learning	Online meet – mentors only TBC	Nov/Dec 20-21	Meeting attended. Developments reviewed and updated to reflect where we are. Development and improvement updated reflecting information gathered	
Interactive e-learning Computing science PL course (2) Engagement with self-referencing materials. Opportunity to engage with pre-recorded materials to support use of sites	On-line For mentors only	Sep – Jun 2021	CPD development opportunities. Recorded on individual profiles. Greater use of within school setting. Awareness and use across the cluster schools	
Use of STEM learning and mastery maths approaches to hook learners and increase engagement particularly amongst some boys. Relate these activities to real life and be explicit about skills being developed across the curriculum.	All staff	Session 20-21 and ongoing	GL PASS results September and May-engagement Maths attitudes survey September and May Professional judgement on engagement of identified pupils, September and May	
External provider input from SSERC approved site for schools (if appropriate to curriculum development)	To be discussed with Euan Mitchell	Sep – Jun 2021	School engage with opportunity to raise engagement with STEM activities.	

## Action plan 4 Parental Engagement

<p><u>National Improvement Framework Priorities</u></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy.</li> <li>Closing the attainment gap between the most and least disadvantaged children.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in employability skills and sustained, positive destinations.</li> </ul> <p><b>Key drivers of improvement</b></p> <p>School leadership</p> <p>Teacher professionalism</p> <p><b>Parental engagement</b></p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance Information</p>	<p><u>HGIOS</u> and <u>ELCC</u></p> <p>1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships</p> <p>3.1 Improving/ ensuring wellbeing, equality and inclusion</p> <p><b>Specific to HGIOS 4</b></p> <p>3.2 Raising attainment and achievement  3.3 Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2 Securing children's progress  3.3 Developing creativity and skills for life</p>	<p><b>Aberdeenshire Priorities:</b></p> <ol style="list-style-type: none"> <li>Improving learning, teaching and assessment.</li> <li>Partnership working to raise attainment.</li> <li>Developing leadership at all levels.</li> <li>Improvement through self-evaluation.</li> </ol>
<p>Notes/Information</p> <p>Consultation with parents to ascertain their preferred method of sharing the learning in the current circumstances.  Encourage feedback from parents on how this is working for them and their children.</p>		

Priority 4: To increase parental engagement in ways that are COVID safe but also sustainable		Data/evidence informing priority: Baseline information from GL Pass, Pupil feedback.		Progress
				OT
Key actions	By whom	When?	How will we evaluate impact? (Measurements of success)	Behind Sch. Not Ach.
<b>Sharing the Learning</b>				
Using online platforms, add to stream/ upload and update over the terms to show progression. Prioritise Health & Wellbeing, Literacy and Numeracy as the focus for sharing the learning. Notify parents once this is live – parents access the online platforms with their child and discuss.	All staff and pupils	This session	Feedback and parent/pupil survey	
Learning Newsletters issued, term 2 onwards, to show learning across the curriculum. Links could be embedded so that parents can access digital clips.	CTs	Term 2 onwards	Feedback as to usefulness for parents	
Feedback from events could be collected through Microsoft teams/ survey Monkey/ other, ensuring a current data is being collected and used for reference and continued improvement.	BM	Term 3		
Corridor displays could become online galleries, more accessible to parents. Could we then have open galleries instead of open afternoons? Could be more frequent?	As appropriate	ongoing	Parental feedback	
Online homework in term 2 and beyond as required.	CTs	Term 2 onwards	Level of engagement and feedback from children and families	
<b>Assembly/ Christmas/ Easter/ Summer Shows</b>				
Filming in-school events could be presented through digital means/ streamed. Such shows can be a fundraiser for schools – investigate a means such as selling codes could be undertaken.	All staff	Term 2 onwards	Feedback forms and evaluations	
<b>Meetings</b>				
Parental Support Meetings to take place on online platforms as well as MAAPMs and SAAPMs.		Terms 2 & 4, also as required	As above	