

Aberdeenshire
COUNCIL



EDUCATION & CHILDREN'S SERVICES

**IMPROVEMENT PLAN
2014 - 2015**

FOR

The
KEMNAY CLUSTER

*Alehousewells
Kemnay
Kinellar
Kintore*

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."

Within the Kemnay Cluster we aim to:

- Create a shared vision through which we can focus on improvement
- Support each other professionally as we build our competence and confidence
 - Share high expectations with all learners
 - Engage children with relevant, real life contexts for learning
 - Encourage pupils to be actively involved in their own learning
- Embrace on going assessment as the key to setting next steps in learning
- Create a culture in which mistakes are seen as opportunities to learn
 - Model structured self-reflection and encourage it in others
- View dialogue as an integral part of learning, moderation and improvement

Withinn the Kemnay Cluster our vision is the driving force behind all our improvement activity.

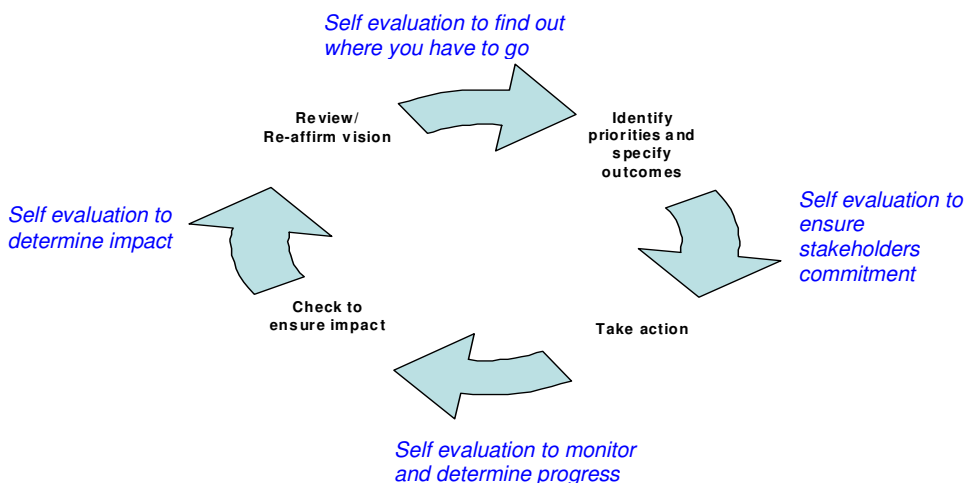
Education & Children’s Service’s Quality Improvement Framework, is the overarching strategic management tool which directs and supports school improvement in establishments across Aberdeenshire. At the heart of the framework is the belief that self evaluation in each school drives improvement and all 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, HMLe, 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	Building the Curriculum – Raising Attainment in Numeracy	
Intended Outcome (s) / Impact		Actions / Lead member of staff	Timescales
<ul style="list-style-type: none"> Review a range of National and International Maths progressions and decide upon the most appropriate one to tailor and adopt for the Kemnay Cluster Progression selected to be finalised and shared with staff across whole cluster – including Maths Department at Academy Progression tracker to be printed for all Pupils Time given at individual School meetings to look at content of tracker and discuss use/ terminology Time given to trial tracker and then discuss across cluster 		Cluster Principal teachers – Lorna Stewart and Gail Williams to meet with heads at Kemnay and Kintore then research/discuss merits of various progressions	June-Aug 14
		Headteacher at Kintore to email chosen progression to all heads in cluster, who will distribute to their own staff. PT to forward to Academy	June-Sep 14
		Responsibility of individual schools PT to agree times to lead this with individual schools	By November 14 By March 2015
		Time set aside for this at a Cluster Collegiate meeting	Term 4
How will you measure success?			
<ul style="list-style-type: none"> Feedback from teachers having worked with progression across the year Teachers more focussed when assessing and planning for next steps in learning Appropriate differentiation documented in trackers Ease of transition between classes, and from Primary up to Academy 			
Progress Check / Comments / Next Steps			
Date:			
Date			



Improvement Plan

Improvement Priority No.	2	Building the Curriculum – Raising Attainment in Numeracy	
Intended Outcome		Actions	Timescales
<ul style="list-style-type: none"> Highlight the importance of regular and robust Mental Maths as part of our vision to raise attainment in Numeracy Suggest Tom Renwick’s “Maths on Track” as a system to support breadth / as a way of keeping a record of mental maths work being focussed on Create Numeracy kit boxes for classes – containing simple materials - to raise the profile and support the teaching of mental maths 		Individual schools to ensure teachers are aware of the importance of regular mental maths and SMT to support / monitor practice in classes	By December 14
		Individual teachers could establish own mini action research within classrooms - The idea would be to set up a focus group for mental maths and establish a baseline assessment before giving input and then measuring progress	Optional
		Discuss at individual school meetings when sharing tracker	By March 2015
		Dependent on individual school’s budgets – PT to discuss next steps with each school	By June 2015
How will you measure success?			
<ul style="list-style-type: none"> More mental Maths planned for and implemented in classrooms, especially if this has meant a change to practice Tom Renwick’s “Maths on Track” or other resource used to document breadth/record work being done Results form Mini Action Research work – dialogue identifying what success/failure may be as a result of Numeracy kits being created and used within individual classrooms Professional dialogue – sharing successes, areas for development and next steps 			
Progress Check / Comments / Next Steps			
Date:			
Date			



Improvement Plan

Improvement Priority No.	3	Tracking, Assessment and Moderation		
Intended Outcome		Actions	Timescales	
<ul style="list-style-type: none"> • Create a shared vision of WHY we need to raise attainment in Numeracy across the cluster • Start to think about HOW we can work together towards this shared vision <ul style="list-style-type: none"> - Use of Progressions (see Priority 1) - Key milestones - Effective Teaching and Learning - HOTS (Higher order thinking skills) - Assessment - Moderation 		Establish a Cluster support group who will attend the 2 Education Scotland training days Support group to plan November In-Service day, focussing on Education Scotland's key messages and the recent SSLN findings – led/coordinated by PT Spend time refocusing on effective learning and teaching – examining “Excellence in Mathematics” and “Learning Together – Mathematics” Dist#Distil key points and create a shared reminder poster to be displayed in all schools across cluster LOTS and HOTS activity – looking at importance of higher order thinking skills Plan as focus for February In-Service day	August 2014 2 Cluster collegiate meetings then I.S. Nov 2014 By January 2015 during In-Service February 2015	
		How will you measure success?		
		<ul style="list-style-type: none"> • Evaluation sheets following In-Service days – understanding of shared vision / impact of day on practice • SMT to monitor use of progressions, effective T&L, HOTS within classrooms/plans • Long term - Improvement in attainment hopefully seen through assessment information eg P.I.P.S. and I.N.C.A.S. 		
Progress Check / Comments / Next Steps				
Date:				
Date				



Improvement Plan

<u>Improvement Priority No.</u>	<u>4</u>	<u>Tracking, Assessment & Moderation</u>
<u>Intended Outcome (s) / Impact</u>	<u>Actions / Lead member of staff</u>	<u>Timescales</u>
<ul style="list-style-type: none"> • <u>A shared understanding of on going assessment as key to effective teaching and learning and crucial to the setting of next steps</u> • <u>Awareness of positive impact Moderation can have – for both the pupils and the practitioners involved</u> • <u>Possible transition project – Cars Maths in Motion</u> 	<p><u>PT to lead morning session of In-Service day in February – supported by cluster numeracy support group</u></p> <p><u>Cluster Moderation Project planned to follow on from February In-Service day: Teachers across cluster schools to spend time creating engaging -assessment units which can be used at same stages throughout cluster schools Practitioners will then come back together to share results and discuss -successes/areas for development Units can be kept in schools to be used again</u></p> <p><u>PT to discuss possibility with cluster heads</u></p>	<p><u>February 2015</u></p> <p><u>Cluster collegiate time in Terms 3 and 4 2015</u></p> <p><u>Session 2015-16</u></p>
<u>How will you measure success?</u>		
<ul style="list-style-type: none"> • <u>More effective, focussed assessment seen on an on going basis within classrooms, supported by progression tracker</u> • <u>Teachers to evaluate impact of Moderation project – reflecting on pupil impact and own professional development</u> • <u>Effective transition project – as part of wider transition programme and establishing further curricular links with Academy staff</u> 		
<u>Progress Check / Comments / Next Steps</u>		

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Improvement Plan

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