


Hazlehead Primary Improvement Plan 2023-2024



Last year	Current year	Next year
Q1.3 Leadership of Change		
<p>Increase staff ownership of data during tracking meetings.</p> <p>Timely interventions involving stakeholders to drive improvement.</p> <p>Increased leadership opportunities for staff within the school improvement programme.</p>	<p>Increased feature and use of data within staff discussions and collaborative planning.</p> <p>Interventions for pupils will be targeted and measured over a set period.</p> <p>Continuation of ASG (Associated Schools Group) Partnership Transition Teacher to support across the ASG</p>	<p>Confident use of data in all classes.</p> <p>Tracked and targeted interventions across the school.</p>
Q12.3 Learning, Teaching & Assessment		
<p>Refresh approach to IDL to increase pupils' engagement and motivational levels.</p> <p>Survey pupils throughout the year to ascertain what is working well for them in relation to Our World learning.</p> <p>Increased use of digital technologies to support and highlight IDL learning</p>	<p>Increased pupil voice in Our World themes.</p> <p>Consistency in Our World planning developed, including reviewing, and reflecting on how K/U/S are taught.</p> <p>Revisit the theory of formative assessment with specific focus on questioning and feedback.</p> <p>Developed enhanced practice in skilled questioning and effective feedback that impacts on learning and attainment.</p>	<p>Established pupil voice in Our World themes.</p> <p>AIFL principles embraced in all classrooms.</p> <p>Quality questioning and meaningful feedback given to all pupils.</p>
Q13.1 Ensuring Wellbeing, Equality & Inclusion		
<p>Development of a school Relationship Policy informed by Compassionate Classrooms.</p> <p>Increased quality PE Delivery using the ACC (Aberdeen City Council) PE progression.</p> <p>Continue to develop our Outdoor Learning Framework and Pupil wellbeing programmes.</p> <p>Increase parental partnership opportunities across the school for all families.</p> <p>Promote and develop a stronger understanding of SHANARRI across the school.</p>	<p>Increased use of The Circle Framework to identify pupil strengths and development needs.</p> <p>Increased measurement and evaluation of interventions to meet learners needs.</p> <p>Completion of school wellbeing Garden incorporating the school values.</p> <p>Measurement and use of biannual data of pupil's wellbeing using a SHANARRI survey.</p>	<p>Greater use of The Circle Framework to develop and support Learners Needs</p> <p>Increased measurement and evaluation of impact of learner's interventions.</p> <p>Increased focus on Inclusion and Diversity</p> <p>Measurement and use of biannual data of pupil's wellbeing using a SHANARRI survey.</p>
Q13.2 Raising Attainment & Achievement		
<p>Focus on use of Numeracy resources and development of AR across P4-7</p>	<p>Refresh our focus on AIFL principles and moderation within Literacy and Numeracy.</p>	<p>Refresh our focus on AIFL principles and moderation within literacy and numeracy.</p>

QI (Quality Indicators) – 2.3 Learning, Teaching & Assessment					
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
Pupils' views are considered when planning Our World Themes.	All the pupils are asked what they would like to learn about in terms of themes. Staff take on board pupils' views when planning Our World themes for 2023/24. <i>Pupils' responses across all year groups.</i> <i>School overview of pupils' views to compare with staff agreed/planned Our World themes for 2023/24 so links are clear.</i>	<ul style="list-style-type: none"> Survey pupils across the school to find out what they want to learn about. Incorporate pupils' views into planning ahead session for 2023/24. Identify common themes across all year groups to shape Our Worlds for increased pupil representation. Ensure all staff, pupils, parents, and partners are informed of pupil voice in planning Our Worlds for 2023/24 	Ongoing 2023/24		
Staff use a consistent approach to planning Our World themes.	All staff have engaged in sharing how they plan for IDL. Broad themes are identified to shape an effective planning format. <i>Examples of staff planning.</i> <i>Planning templates available for staff to access.</i>	<ul style="list-style-type: none"> Plan staff meeting for staff to share how they plan, teach, and assess an Our World theme. Identify key characteristics that are essential to be incorporated into an effective planner. Develop a planner that takes feedback into account. Trial planner to identify impact and next steps. 	Ongoing 2023/24		
Staff can articulate how they plan for identified K/U/S to be taught for them to be applied by pupils to answer the IDL big question.	All staff can identify key lessons where identified K/U/S have been taught during the cross-curricular. All staff can explain how impactful the teaching of K/U/S was based on IDL response outcome. <i>Planning exemplification</i>	<ul style="list-style-type: none"> Plan staff meeting (as above) to share how they plan, teach, and assess the K/U/S in an Our World theme. Identify lessons where specific K/U/S has been taught to gain a whole school picture of what learning looks like. This would be the beginning of moderation in cross-curricular/IDL. Staff reflect on the success of the planned taught input through examining a selection of IDL responses and pupil engagement as additional evidence. 	Ongoing 2023/24		

Staff can reflect on the outcome with evidence of impact.	<i>Staff reflections</i>				
Staff access and apply relevant findings from educational research to improve learning and teaching.	<p>All staff engage in online courses on formative assessment.</p> <p>Time built into the staff calendar allows staff to discuss theory and practice further.</p> <p><i>All staff can articulate the theory behind formative assessment and can describe how their practice relates to it, share evidence, and explain impact.</i></p> <p><i>Quality Assurance visits show improvements in formative assessment practice across the school.</i></p>	<ul style="list-style-type: none"> ASG to plan 4 formative assessment sessions with Shirley Clarke across the school year to re-engage staff with theory: <ul style="list-style-type: none"> *Building a learning culture for high pupil self-efficacy *Effective Talk & Questioning *Knowledge, Skills, Learning Intentions and Co-constructed Success Criteria *Feedback Staff to engage in professional action research with colleagues on the key aspects of effective questioning and quality feedback, e.g., reciprocal visits with a clear focus on improvement. Protect time to follow up each of the 4 sessions with a) next steps b) impact and evidence of next steps across the school year. Purchase high quality resources that link theory with practice for staff to access. Create an area on our staff website for practice to be archived for sharing and future access. 	Ongoing 2023/24	ASG Funding	
Our questioning strategies enhance the learners' experiences and enable higher order thinking skills.	<p>High quality questioning is a key feature in classrooms to enable deeper thinking.</p> <p><i>All staff can articulate the theory behind giving effective questioning and can describe how their practice relates to it, share evidence, and explain impact.</i></p> <p><i>Quality Assurance visits show improvements in questioning practice across the school.</i></p>	<ul style="list-style-type: none"> ASG planned formative assessment sessions with Shirley Clarke on Effective Talk & Questioning (15.11.23) Staff to engage in professional action research with colleagues on the key aspects of effective questioning through proposed reciprocal visits with a clear focus on improvement. Protect time to follow up this session with a) next steps b) impact and evidence of next steps. Purchase high quality resources around questioning that link theory with practice for staff to access. Create an area on our staff website for practice to be archived for sharing and future access. 	Ongoing 2023/24	ASG Funding	
Learners receive high quality feedback and have an accurate understanding of their progress in learning and what they need to improve.	<p>All staff regularly give pupils quality feedback on their learning, so they know what their strengths and next steps are.</p> <p><i>All staff can articulate the theory behind giving quality feedback and can describe how their practice</i></p>	<ul style="list-style-type: none"> ASG planned formative assessment sessions with Shirley Clarke on Feedback (27.03.24) Staff to engage in professional action research with colleagues on the key aspects of feedback through proposed reciprocal visits with a clear focus on improvement. 	Ongoing 2023/24	ASG Funding	

	<p><i>relates to it, share evidence, and explain impact.</i></p> <p><i>Quality Assurance visits show improvements in feedback practice across the school.</i></p> <p><i>Pupils can articulate where they are in their learning – they know their strengths and next steps.</i></p>	<ul style="list-style-type: none"> • Protect time to follow up this session with a) next steps b) impact and evidence of next steps. • Purchase high quality resources around feedback that link theory with practice for staff to access. • Create an area on our staff website for practice to be archived for sharing and future access. 			 <p>ABERDEEN CITY COUNCIL</p>
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QI – 1.3 Leadership of Change

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Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
Increase ownership of the school values within the school and the wider community.	A values trail carved from trees in the park. A film about the trail.	Extend our school values into the local community area creating a values trail.	June 2024	Friends of Hazlehead Aberdeen City Council	
To integrate the school values into our school Wellbeing Garden	A school garden themed around the values.	Work in partnership with Friends of Hazlehead to create wood carvings within the community themes around our school values. Work with the local community and families to design and create a school garden.	June 2024	Teaching Staff	
Increased gathering of bi- annual SHANARRI data recording of pupil wellbeing.	Survey results measuring pupils' wellbeing.	Create a survey that is used to measure pupil wellbeing around SHANARRI in September and June.	May 2024	Staff	
Increased use of data to identify, measure and enhance improvement.	Improved measurable outcomes for learners measuring value added.	Increase the use of data within tracking meetings and focused discussion about pupils using the data.	June 2024	All staff	
Improve the use of focused interventions.	Measure interventions and evaluate every 6 weeks.	Implement The Circle Framework to identify pupil needs. Use a baseline for targeted interventions.	January 2024	All staff	
Increase leadership opportunities for staff based on PRD discussions ensuring that those looking for opportunities to lead are given an equitable chance to lead.	Leadership by a wider group of staff than SLT.	Guided and agreed through PRD discussions give staff opportunities to lead Improvements Health and Wellbeing and Moderation.	January 2024	Staff indicating, they would want this opportunity.	

QI – 3.1 Ensuring Wellbeing, Equality & Inclusion
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Improvement Outcomes	Measures of Success	Actions Required	Timescales	Resources	
What do we hope to achieve?	How will we know this has been achieved? <i>What evidence will we have?</i>	What do we need to do?		Who and what is required? (including cost/fund)	
Completion of the wellbeing garden incorporating the school values	Garden is created and used by pupils as part of their outdoor learning and reflection time. Use of the garden by pupils and staff.	Share plans with the whole school and create a working group with the parent council and partners. Work with a project team to plan the implementation and source the materials. Develop a group of pupils and parents interested in working on the project. Work in partnership with all pupils working Groups to develop certain areas of the garden.	July 2024	School Community B Jones	
Measure pupils' wellbeing to see value added because of our Health and Wellbeing Programme.	Increased measurement to create an accurate picture of pupil wellbeing.	Implement a survey to all pupils around Wellbeing at the start of the session and then in June and compare the data. Share this data with class teachers and target those that need support. Implement the ACC Health and Wellbeing Survey to measure the picture across the school. Implement SHINE survey to all P6 and pupils across the school.	September September 2024 October 2024	Health Improvement Group C Beard M Crowther	
Continue to ensure that our pupils understand wellbeing using SHANARRI	Children can articulate and describe how they feel across SHANARRI	Review and develop our Health and Wellbeing programme across the school using Healthy Schools and updated resources such as Emotion Works and a particular focus on body image material. Through Assemblies highlight SHANARRI and feature it throughout the school through classroom and whole school activities. Continue to update and review the Health and Wellbeing Google Site.	November 2024 July 2024 July 2024	Health Improvement Group	
Increase pupil activity levels across the school	Survey pupils to find out how active they are in and out of school. Create a whole school picture of activity across the school.	Create a spreadsheet to record pupil activity levels. Present data and act on this to inform us of the areas we need to target to meet 100% activity of all pupils. Share this with the Health Pupil Group and ask them to help us improve the activity levels across the school. Report Updates through Assemblies and Newsletters across the school.	September 2024 Ongoing Pupil Sports Reps	Health Improvement Group	

		Promote clubs for those children not currently engaged in physical activity.			
Ensure pupil voice directs and challenges the current programme so that all pupils feel supported, valued, and celebrated	Create a pupil/volunteers sports committee Continue to work through the Health Improvement Pupil Group	Create a sports committee through application. Use pupil voice and representatives to guide and inform opinion within the school developments.	May 2024	Health Improvement Group	
Increase the use of Circle Framework to support meeting learners needs	Staff consistently use The Circle Framework across all classes.	Implement Circle Framework in all classes	January 2024	S E Will	

Q1 – 3.2 Raising Attainment & Achievement					RAG
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
Identify specific misconceptions and gaps in understanding in numeracy and provide targeted support based on SMART targets	Increased ownership by staff through data at Tracking Meetings. Support data used from Big Maths CLIC and SAFE levels and STAR Maths data.	Teaching staff to complete the tracking document identifying gaps and interventions recommended – information to be shared with SLT and handover teacher. Teaching staff to evaluate trends in BIG MATHS – concepts which are consistently difficult for children to acquire and decide what can we do to change this. Volunteers identified and recruited to help deliver interventions from parental helpers and the BP volunteer Scheme. Precise targeted SFL timetable created for delivery of requested interventions.	By end of 2023-2024	Data information	
Increase vocabulary instruction in P1-P4 classes through play-based approaches (Greg Bottrill)	Tracking meetings Reading comprehension will improve and less children will require extra intervention as the year progresses Almost all pupils in the middle years will be benchmarked as on track.	Teaching staff to complete the tracking document identifying gaps and interventions recommended – information to be shared with SLT and handover teacher. Identify specific dates for delivery through staff meetings/in-service sessions. Review the reading framework as a staff and how vocabulary instruction is delivered	By end of 2023-2024		
Improve feedback and questioning techniques in teaching staff to improve checking for understanding and responsive teaching (Craig Barton)	QA visits by SLT Increased attainment Pupils can articulate their thinking when questioned.	Identify specific dates for delivery through staff meetings. Staff to Identify specific SMART targets from the training sessions to achieve SLT to provide coaching sessions for achieving targets with interested staff members.	By end of 2023-2024		

Increase parent awareness and engagement with ways they can support learning.	PEEP Training Increased parental engagement and confidence	Develop parental engagement and confidence to support their children's learning Create resources and Google Sites to support their learning	By end of 2023-2024		
Increase pupil Listening and Talking skills.	Pupils will increase their communication levels.	Develop a comprehensive Listening and Talking program for learners.	By end of 2023-2024		

ELC (Early Learning and Childcare) Only					RAG
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
All ELC staff are engaged in Emotion works training raising understanding of the resources and implementing these in our setting.	Training is offered to all ELC staff through our INSET programme. Emotion works resources are used by our young learners.	Provide training for all ELC staff on Emotion works. Introduce the cogs within our setting and implement Emotion works.	2023/2024	Emotion works training provided by Hazlehead staff	
Increase and strengthen parental partnership through monthly PEEP sessions. Introduce PEEP sessions as part of our Induction programme for all new families to Hazlehead ELC.	PEEP sessions will be offered monthly by ELC PEEP trained staff. PEEP sessions will be planned with a focus on literacy, numeracy and HWB. All PEEP sessions will be evaluated through feedback from families.	Offer monthly PEEP sessions to all families. Plan each session with a literacy, Numeracy or HWB focus. Share 'Google Feedback Forms' with parents to evaluate sessions.	2023/2024	PEEP ELC trained staff to lead sessions.	
Increase the quality of physical activity offered during PE sessions.	Training is offered to all ELC staff through INSET programme. Individual staff to attend PE CPD sessions. ELC PE Programme created by staff.	Provide training for all ELC staff on PE Empower staff to share PE training sessions with colleagues to help upskill our ELC team Create an ELC PE programme	2023/2024	PE training by PE specialist	
Promote opportunities of literacy and numeracy through music	Training offered to all ELC staff through INSET programme by Anna Hamilton	Provide training for all ELC staff to promote literacy and numeracy through music and singing Promote literacy and numeracy opportunities within our setting through music and singing	2023/2024	Donna Minto	

<p>Increase parental involvement in our Induction process</p>	<p>Provide PEEP sessions to all new families as part of our induction process.</p> <p>Provide a wide range of information for new parents through our 'Coming to Hazlehead ELC' site.</p> <p>Parental/family and staff feedback on PEEP sessions and site will allow us to evaluate our Induction process</p>	<p>Offer an Induction PEEP session to all new families</p> <p>Share 'ELC Induction Site' with all new families</p> <p>Work with a focus group to evaluate both induction opportunities</p> <p>Get feedback from families through questionnaires</p>	2023/2024	<p>ELC PEEP trained staff to lead sessions</p> <p>ELC staff to share questionnaire with families</p>	
<p>Deepen understanding of play pedagogy to inform learning and collaboration within the ELC and primary school.</p>	<p>Develop our 12 features of play in ELC – P7.</p> <p>All classes in Hazlehead will use our 12 features of play within each classroom to deepen understanding of play pedagogy.</p> <p>Staff discussions through quality assurance visits.</p>	<p>ELC staff to share their play pedagogy journey with P1-7 teachers.</p> <p>12 features of play to be used from ELC –P7</p> <p>Increase staff confidence in using our ELC 'Interactions, Experiences and Spaces' when setting up and developing play opportunities and interactions with the children.</p>	2023/2024	ELC staff	

Maintenance
Q11.3 Leadership of Change
Continue to create a new Website and Google Site for staff, families, and senior leaders.
Q12.3 Learning, Teaching & Assessment
Continue to develop IDL learning throughout the school and continue to develop the sharing mechanisms across the school. Continue to develop Expressive Arts resources in a portal for staff access.
Q13.1 Ensuring Wellbeing, Equality & Inclusion
Continue to ensure all staff have Compassionate Classrooms and Emotion Works training and develop their understanding of our school Relationships Policy. Continue to develop the ELSA (Emotional Literacy Support Assistant) support within the school and Seasons for Growth interventions for pupils. Continue to develop and evaluate the impact of our Outdoor Learning and pupil and staff wellbeing programmes.
Q13.2 Raising Attainment & Achievement
Continue to work with Adventure Aberdeen developing pupil resilience through engaging with the outdoors.