



Hazlehead Primary School Standards & Quality Report

2022-2023



National Improvement Framework Priorities <ul style="list-style-type: none">• Improvement in attainment, particularly in literacy and numeracy• Closing the attainment gap between the most and least disadvantaged children and young people• Improvement in children and young people's health & wellbeing• Improvement in employability skills and sustained, positive school-leaver destinations for all young people	Local Outcome Improvement Plan (LOIP) Stretch Outcomes <ul style="list-style-type: none">• 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026.• 90% of children and young people will report that they feel mentally well by 2026.• 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.• 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.• Child Friendly City which supports all children to prosper and engage actively with their communities by 2026.• 25% fewer young people (under 18) charged with an offence by 2026.
School Improvement Priorities 2022-2023 <p>Priority 1: Leadership of Change (QI 1.3) Strategic planning for continuous improvement Increase staff ownership of pupil data and develop teacher leadership and collaboration within the curriculum.</p> <p>Priority 2: Curriculum Development (QI 2.3) Learning and engagement- strengthen partnership working to enrich Our World learning and ensure the learning is shared creatively.</p> <p>Priority 3: Curriculum Development (QI 3.2) Attainment in literacy and numeracy- refresh our focus on AIFL principles and moderation within literacy and numeracy.</p> <p>Priority 4: Wellbeing, Inclusion and Equality (QI 3.1) Wellbeing-continue to develop outdoor, physical and staff wellbeing programmes. Further develop the use of SHANNARI as a mechanism for reflection throughout the school.</p>	School Improvement Priorities 2023-2024 <p>Priority 1: Leadership of Change (QI 1.3) Strategic planning for continuous improvement continue to Increase staff ownership of pupil data and develop teacher leadership and collaboration within the curriculum. (5)</p> <p>Priority 2: Curriculum Development (QI 2.3) .Learning, Teaching and Assessment looking and refreshing Higher Order Thinking Skills, Skilled Questioning and Feedback.(4)</p> <p>Priority 3: Curriculum Development (QI 3.2) Attainment in literacy and numeracy- refresh our focus on AIFL principles and equity for all learners. ASG moderation will focus on writing through the delivery of Science.(5)</p> <p>Priority 4: Wellbeing, Inclusion and Equality (QI 3.1) Wellbeing-continue to measure pupil wellbeing and use the data effectively to inform interventions and focus on Equality.(4)</p>

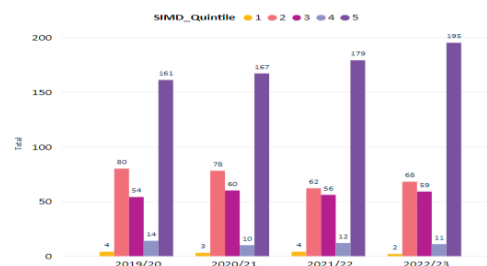
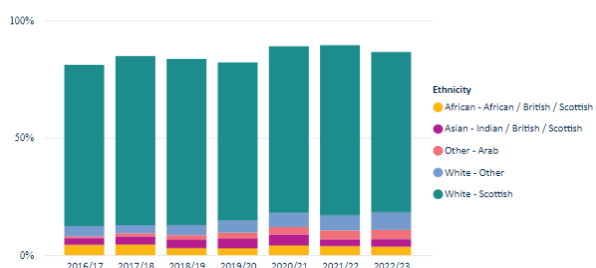
Quality Indicator	Evaluation 1-6
QI1.3 Leadership of Change	5
QI2.3 Learning, Teaching & Assessment	4
QI3.1 Ensuring Wellbeing, Equality & Inclusion	5
QI3.2 Raising Attainment & Achievement	4

Context of the school:

Our school vision **“When you believe in yourself anything is possible.”** has helped establish our strong school ethos.

Our school aims are actively pursued and developed through our five value animals: Courage Cat, Respectful Rabbit, Responsibility Rhino, Fairness Frog and Opportunity Octopus. Through these values we have developed an environment which is calm, kind, welcoming and respectful of others. This allows positive relationships to develop between staff and young people and consequently the children thrive and learn. Our school roll increased this year with 339 pupils from P1-7 and 77 in the Early Learning and Childcare setting. Our school has 13 classes. Staffing has remained constant providing a strong established support for all learners. The school is based in the west of the city on the edge of Hazlehead Park which is a fabulous green space and excellent extension of our learning environment. We are part of a well-established Associated School Group. Pupils’ transition to Hazlehead Academy along with Airyhall School, Fernielea School, Countesswells School and Kingsford School. We enjoy a very close working relationships with our partners and more recently have worked in partnership to establish stronger transitions programmes in ELC-P1 and P7-S1. This has been supported by a funded ASG transition support teacher. Partnerships include Adventure Aberdeen, Aberdeen Football Community Trust, all of which have been extremely positive and had a significant impact on pupils' confidence and wellbeing. Attendance is high at 97.2 % with one exclusion. 14.2% of our families registered to receive Free School Meals. 57 % of our pupils are in the highest percentile with 38 % in percentile 2 and 3. We have a broad spread with only 1 % in percentile 1. Our school draws its pupils from a wide range of socio-economic backgrounds and the varied SIMD profile can be seen in the table to the right.

Ethnicity - Top 5 Largest Groups (%)



We are allocated £29 000 from the Pupil Equity Fund. This funding was used to target and support pupils to engage with Outdoor Learning Activities to develop their skills and resilience.

Our approach to Interdisciplinary learning has continued to spark local, regional and National interest. A team from HMIE visited the school in March as part of a National Thematic Inspection of The Curriculum. Our school team shared this journey enthusiastically championing the clear benefits it can bring for learners engagement and motivation. The school was asked to write case studies around two key themes, Partnerships and Transitions. These were highlighted areas of interesting practice.

Attainment

Attainment in CfE levels show most pupils in P1, P4 and P7 are achieving levels as expected. Targeted interventions have impacted on the overall attainment and supported us to identify those pupils with Additional Support Needs. Comparing SNSA data over time we are beginning to minimise dips in middle stages and developing robust strategies to further support and impact on attainment. Our developing Tracking System is building staff confidence to talk about the data of their pupils, and this is now increasingly informing next steps and allowing more timely and measured interventions of support to be actioned.

We continue to grow as a diverse school, recognising and celebrating the uniqueness of our school community. There are 33 languages spoken and 12 religions practised. Our established HIT Squad (Hazlehead Interpreters & Translators) act as a support mechanism for new families where English is their second language. Hazlehead has the capacity to continue to grow and develop with increasing momentum. The established staff team are involved and passionate about moving the school forward. Both staff and pupils have embraced leadership opportunities and are actively engaged in shaping the direction of travel for our school. The main emphasis continues, to further develop the skills agenda throughout the school.

Achievements

This year has been hugely rewarding for the school in terms of Achievements.

We achieved our fifth ECO Green Flag. The pupil led ECO group has continued to be committed to ensuring we promote a strong environmentally friendly approach to our curriculum and this has been externally recognized.

We have, through our campaign and strong partnership workings with Active Schools, reinstated a thriving extracurricular programme. We now operate clubs in Netball, Football, Chess, Running, Badminton, Cricket and Hockey. This year we have seen an increase in our volunteers within the school and strong partnership pathways with sports clubs such as Gordonians Hockey and Aberdeen Wanderers Rugby have continued to develop. The pupil led Health Group have also submitted our third School Sports Award from Sport Scotland.

This year we were part of the HMIE Thematic Inspection in March of this year. This focused on our unique Curriculum. This experience was hugely positive and the feedback highly favorable of our capacity to continue to grow.

Our approach to Interdisciplinary Learning has been highly praised at a Local, Regional and National level this year. This has included visits from many schools to see our Curriculum in operation.

We continue to have a very active and supportive Parent Council. They have raised over £10, 000 to enhance our school curriculum.

Pupil groups have also raised significant funds for our charity partners. The following amounts were raised for Gathimba Edwards £4,557.50, Befriend a Child £3,122.00, Cyrenians £122.00 and Friends of Hazlehead £122.00.

We also have a very active school choir, they took part in a variety of events this year including The Evening Express Carol Concert and our very own Musical Evening hosted by Craigiebuckler Church.

We have also worked in partnership with authors such as Matt Dickinson, Aberdeen City Council Creative Arts team, Aberdeen Football Club and Adventure Aberdeen to deliver an enriched and vibrant experience for all our learners.

Leadership of Change (QI1.3)		
HGIOS Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change		HGIOELC Developing a shared vision, values and aims relevant to the ELC setting and its community Strategic planning for continuous improvement Implementing improvement and change
How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
<p>Developing a shared vision, values and aims relevant to the school and its community</p> <p>Embedded vision values and aims throughout the school and the curriculum. All stakeholders are involved in the process and enhancement. They are evident throughout the school and integral to the whole school learning programme enhanced by the overarching SHANARRI principles.</p> <p>Through leadership at all levels, our school community works together to turn the shared vision into a sustainable reality.</p> <p>ELC children and families are supported to understand our vision, values and aims. Our vision, values and aims are shared in a variety of ways including displays, through our ELC handbook and Seesaw observations.</p> <p>Through ELC practitioner enquiry and professional dialogue we have developed our understanding of play pedagogy and how these impacts on the learning opportunities we provide. ELC practitioners created our own 12 features of play which sit at the heart of our planning.</p> <p>Strategic planning for continuous improvement</p> <p>Increased staff ownership of attainment data in Numeracy and Literacy.</p>	<ul style="list-style-type: none"> The school values are evident in weekly assemblies and awards within the school. All pupils can talk about the values and they are highly visible throughout the school and feature within all classrooms and pupil diaries. Most pupils can talk about the SHANARRI principles with increasing confidence. Values display with pupil photographs showing what each value looks like and sounds like in the ELC. Our ELC handbook shares the vision, values and aims Our shared understanding of 'Why play?' ensures high quality play opportunities which allow children to wallow in their play. Established timetables and agendas for Tracking Meetings Most staff are now able to understand and articulate their class pupil data with increasing accuracy. Through greater focus in tracking meetings, knowledge across the school of data around specific year groups. All interventions are now 	<ul style="list-style-type: none"> We will extend our school values into the local community area creating a values trail. We will integrate the school values into the school Wellbeing Garden Increased gathering of bi annual SHANARRI data recording of wider pupil achievement. Share our vision, values and aims through our new ELC site. Our 12 features of play has been shared with our P1-7 teachers but this will be rolled out across all classes to ensure a shared understanding of what play looks like at Hazlehead School. Increased feature and use of data within staff meetings and collaborative planning including the hidden picture. Interventions to support pupils will be measured using a baseline. These interventions will be shorter, measured and evaluated in a regular agreed quarterly framework.

<p>We have created increased opportunities for self-evaluation of school targets and interventions involving all stakeholders.</p> <p>Implementing improvement and change</p> <p>Greater distribution of leadership across the school. All staff are part of a school Improvement Group and Working Group. Through increased focused action plans this has resulted in improved outcomes for learners.</p>	<p>specific with greater evaluation of impact at the Tracking Meetings.</p> <ul style="list-style-type: none"> • Most staff are now able to identify gaps with greater confidence next steps and coordinate the required resources and interventions. • Surveys from pupils, parents and staff around the school Improvements Agenda and shared with staff with a focus on IDL and Numeracy. • Sharing of staff learning through staff meetings and our Google Slide that features all staff and the focus of their learning. This has enabled increased collaboration in key improvement areas such as Play Pedagogy. <p>Professional Learning 2022-2023</p> <ul style="list-style-type: none"> • An established professional calendar featuring budgeted time for staff collaboration and meetings for school improvement groups. • Detailed action plans and evidence of impact shared through Working Groups Google Slides. <p>Working Group Updates</p> <ul style="list-style-type: none"> • Increased collaboration within the curriculum in particular within Interdisciplinary Learning broadening the learners experiences. Staff have reported through PRD meetings the impact this has had on their confidence to be bolder in their planning. 	<ul style="list-style-type: none"> • Increase leadership opportunities for staff based on PRD discussions ensuring that those looking for opportunities to lead are empowered.
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Learning, Teaching & Assessment (Q12.3)

HGIOS

Learning and engagement
Quality of teaching
Effective use of assessment
Planning, tracking and monitoring

HGIOELC

Learning and engagement
Quality of interactions
Effective use of assessment
Planning, tracking and monitoring

How well are we doing?

What's working well for our learners?

How do we know?

What evidence do we have of positive impact on learners?

What are we going to do now?

What are our improvement priorities in this area?

Learning and Engagement

A refreshed approach to IDL has increased pupils' engagement and motivational levels when participating in IDL.

Pupils exercise choice and take increasing responsibility in their learning, having many opportunities to lead their learning in IDL.

Pupils' views are sought, valued and acted on in terms of planning next steps in IDL for 2023/24.

- High levels of engagement which can be seen here.
[IDL 2023](#)
- All staff positive on the refreshed approach in that it has had its intended impact. Staff more open and more confident to taking risks and trying new approaches due to the success of the year.
- All pupils given the opportunity to feedback on their views of planned IDL learning through Google Forms throughout the year. This has been very positive and constructive.
- Evidence from how pupils have answered the IDL big questions, varying greater in response under the terms say, write, make, do.
- Feedback from Google Forms has shown that pupils are trying new ways of sharing their learning. They are more willing to take risks. *"I think I always do a slide so I decided to show my creativity and make a poster." "I've never made a slideshow before."*
- All staff keen to seek pupils' ideas to look to increasing personalisation and choice for future IDL planning.
- All pupils from ELC to P7 were asked to identify contexts they would like to learn about. This was shared with staff during May INSET day. From this, staff identified 2 common contexts from ELC – P7 to incorporate into 2023/34 planning of IDL. *SLIDES*

- Continue to consult staff and pupils on how approaches and the overall process in working in order to build on success while striving for continued improvement.
- Review the year in May 2024 with the view of consulting pupils to strengthen the approach by increasing personalization and choice more with regards to the cross-curricular contexts and the IDL approaches for answering big questions.

<p>Quality of Teaching</p> <p>Our approach to IDL is underpinned by our shared school vision and values.</p> <p>Staff use a wide range of learning environments and creative teaching approaches.</p> <p>Increased use of digital technologies is enhancing the learning.</p>	<ul style="list-style-type: none"> • Our approach to IDL is connected to our school values and SHANARRI. • Evidence from staff discussions and quality assurance visits demonstrates the use of a wide range of learning environments and creative teaching approaches to enhance learning. This has been further enhanced by the continual use of partnership working – looking outwards to see who can help. • Many staff are sharing and teaching pupils how to use digital technologies in different ways through cross-curricular learning. This has included wevideos, thinglinks, QR codes, Google Sites. Pupils are then using this 	<ul style="list-style-type: none"> • Review how we plan for IDL to ensure a consistent approach from ELC to P7.
<p>Effective Use of Assessment</p> <p>Staff use a wide range of approaches to measure pupils success and allow pupils to demonstrate their knowledge and understanding across the curriculum.</p> <p>Across the stages we share the standard and expectations in Science working moderating across the ASG.</p>	<ul style="list-style-type: none"> • Continuation and greater ownership of Wonder Wall to showcase exemplification across the school of the standard in IDL. These are also showcased across the school increasing pupil awareness of different approaches to illustrate learning. • Creation of a Google Platform to share pupil learning and staff learning around IDL. • Whole ASG Moderation event highlighting the standard. Positive impact and collaboration across schools .Science ASG Moderation 	<ul style="list-style-type: none"> • Pupil skills and success will be measured through working through the skills programme and The Four Capacities through IDL and our Ethos Block. • Discuss, decide and implement how to best assess the knowledge, understanding and skills taught for the pupils to apply in IDL as a mechanism for moderation. • Continue to develop Google platform as a mechanism for archiving and storing evidence of learning. This can be used at different milestones to discuss pupils' progress in their learning.
<p>Planning, Tracking and Monitoring</p> <p>Our IDL approach is planned over different timescales to ensure its relevant and appropriate to planned contexts.</p> <p>Pupils are fully involved in the planning of the Cross-Curricular learning through the knowledge harvest.</p>	<ul style="list-style-type: none"> • Creation of planned contexts known and shared at the start of the year. Greater partnership with parents and the use of partnerships to motivate and inspire. • Sharing events as part of the professional Calendar around IDL contexts gathering pupil feedback and staff feedback. 	<ul style="list-style-type: none"> • Continue our IDL planning around our planned contexts ensuring Pupil Voice is used.

Ensuring Wellbeing, Equality and Inclusion (QI 3.1)

HGIOS

Wellbeing

Fulfilment of statutory duties

Equality & Inclusion

HGIOELC

Wellbeing

Fulfilment of statutory duties

Equality & Inclusion

How well are we doing?

What's working well for our learners?

How do we know?

What evidence do we have of positive impact on learners?

What are we going to do now?

What are our improvement priorities in this area?

Wellbeing

A strong, quality P.E programme devised for use across Aberdeen City Council has improved the delivery of PE within classes.

All staff and partners are proactive in promoting positive relationships. An established Relationships Policy supports interactions between staff and pupils within the school. All staff are trained in Compassionate Classrooms and these principles provide the foundations for our strong sense of community.

Our Outdoor Learning Framework and strong outdoor partnerships such as Active Schools , ACC Rangers, Adventure Aberdeen have developed staff skills and confidence in using the outdoor learning environment more frequently. Staff engage in team teaching to develop their skills and confidence. All classes use the outdoors to develop their skills and benefit from learning in the natural environment.

Within the ELC, the wellbeing of practitioners is a priority for the DHT and SEYP. All practitioners feel valued in their work and are confident they will receive the support they need.

- Through feedback staff have reported positively about this resource and its ease of use. Through discussions and feedback pupils also shared that the quality of PE in the school has improved. All lessons observed were of a more challenging level and increased participation and enjoyment.
- All staff are included within the life of the school through our Ethos Block and share in a positive Staff Health and Wellbeing calendar. They meet as small groups for example as a Book Club, Walking Group, Lunch and Breakfast Club to develop staff relationships. All staff have the opportunity to suggest events and through feedback and PRD have shared they feel positive contributors to our school community.
- Relationships Policy created shared and understood by all.
- Almost all staff have been trained in Compassionate classrooms which has raised the profile of ACES and the importance that our classrooms reflect this.
- All classes have been observed using the outdoors more frequently for learning. The Outdoor Learning Framework has acted as a strong support tool to increase pupil engagement in particular within numeracy. Some classes plan collaboratively to upskill; themselves in this area.
- SEYPs meet regularly with the DHT and minutes are recorded
- Through PRD meetings staff have shared how they feel valued and they feel empowered to lead different areas

- Develop more resources to compliment the resource
- Increase and record the amount of activity available to pupils as part of the wider curriculum in partnership with Active Schools.
- Continue to update the Health and Wellbeing programme incorporating body image and mental wellbeing as a featured key aspect.
- All staff will have the opportunity to attend Compassionate Classroom training this year.
- Increase and measure the impact of the outdoors with a more focused curriculum element around Literacy and Numeracy
- The National Induction Resource will be used with new staff joining the team
- Regular meetings with the SEYPs will continue
- DHT termly meetings with all other ELC staff will take place
- Up, up and away will continue to be used to meet the needs of our young learners where required.

Up, up and Away has been used in the ELC this year to support children who may be at risk for poor achievement in language, literacy and learning.

Fulfillment of statutory duties

We comply and engage through professional learning with statutory requirements .Our aspiration at all times is to improve outcomes for our learners.

Equality & Inclusion

There is an increased knowledge and use of the SHANARRI indicators across the school. All pupils are able to recognise and talk about the indicators. Staff are acutely and actively aware of their responsibility to ensure equity for all.

We actively identify through tracking and available data those pupils who may be disadvantaged and we work to develop effective strategies through our planned PEF intervention to help those in need of support

of the curriculum within our setting e.g. PEEP sessions, Early Talk Boost, Play on pedals, Rhyme of the week, Story of the week which impact on our learners.

- In the ELC the 'Circle' resource has supported the team to profile individual's stages of development. The evaluation tool has helped staff to observe and evaluate play and supported the team to plan in meeting the child's needs.
- There has been Increased learning around Dyslexia to support learners. Two staff have begun leading in this area to uplevel all staff and reflect on how learners can be supported.
- This has been evident through working with The Circle Framework with all staff to reflect on their learning environments . Changes have been made to support better outcomes for learners.
- Increased use of the outdoors to deliver the curriculum and SHANARRI is used by all pupils as a reflective tool. Through highlighting these indicators during classes and assemblies and HGIOS reflections there is a greater use and understanding by all. SHANARRI Calamari our additional values character has helped children engage also.
- Through close working and analysis of pupil data interventions within Literacy and Numeracy and individual support has raised most identified pupils progress in key areas. We have also used volunteers to target those needing additional help. This has been effective and had a direct impact enhancing pupil motivation and progress.

- Increase the use of the Circle Framework in all classes and discussions to support and enhance learning in all our classes.
- Ensure pupil voice directs and challenges the current programme so that all pupils feel supported, valued and celebrated.
- Increase the celebration of diversity within the school calendar.

Raising Attainment and Achievement/ Securing Children's Progress (Q13.2)

HGIOS

Attainment in literacy and numeracy
Attainment over time
Overall quality of learners' achievement
Equity for all learners

HGIOELC

Progress and communication, early language, mathematics and health & wellbeing
Children's progress over time
Overall quality of children's achievement
Ensuring equity for all children

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?
<p>Attainment in numeracy and literacy</p> <p>Learners make good progress from their prior levels in literacy and numeracy We have raised attainment for all learners in literacy and numeracy but not all learners are on track yet. Early Talk Boost has supported our young learners in literacy in the ELC</p>	<ul style="list-style-type: none"> Throughout the year we discussed attainment concerns for 28% of our pupils. By measuring STAR data for math and reading and Reading Benchmarking levels from term 1 to term 4, the number of pupils below track dropped to 12%. Of the remaining pupils, 10% are now on track and 8% are on watch to ensure they continue to increase levels of attainment. All pupils made progress over the year, some made significant progress from their initial starting point, particularly in reading even if they are still behind track. This is especially evident in P2-P4 where an increase in more than three reading levels or Big Math levels was seen over the year by nearly all pupils tracked. 14 children have received Early Talk Boost involving 9 weeks of 3 sessions per week. The children are assessed at the beginning and the end of the 9 week block. Practitioners have reported a positive impact on all the children participating. Final assessments will be completed by the beginning of July 2023. 	<ul style="list-style-type: none"> Identify specific misconceptions and gaps in understanding in numeracy and provide targeted support based on SMART targets Increase vocabulary instruction in P1-P5 classes through play-based approaches (Greg Bottrill) Improve feedback and questioning techniques in teaching staff to improve checking for understanding and responsive teaching (Craig Barton) Early Talk Boost will be offered to our young learners who require it.
<p>Attainment over time</p> <p>Learners are making good progress from their prior levels of attainment. All staff are confident using tracking systems and assessments to monitor progress. Our tracking system is becoming a more robust tool for tracking impact of interventions</p>	<p>Data for our current P7s show the following increases in attainment over time:</p> <p>ACEL: Reading P1 – 78% to P7 – 93% Writing P1 – 74% to P7 – 90% Numeracy P1 – 74% to P7 – 75%</p> <p>SNSA: Reading P4 – 84% to P7 – 92% Writing P4 – 82% to P7 – 90% Numeracy P4 – 68% to P7 – 75%</p>	<ul style="list-style-type: none"> Identify specific interventions before the start of the 2023-24 academic year and have a plan in place for identified pupils addressing the immediate needs identified. Provide Parental sessions for parents in the early years on how to support literacy and numeracy at home. Increase parent awareness and engagement with ways they can support learning.
<p>Overall quality of learner's achievements</p> <p>Our learners are successful, confident, responsible learners who contribute to the life of the school, wider community and as global citizens.</p>	<p>AFCCT leadership opportunities P6-7 pupils planned, organized and lead sporting sessions for children in the ELC,</p>	<ul style="list-style-type: none"> School staff will take a lead on continuing the work started with AFCCT and will embed the process as part of leadership development and transitions work.

Most P4-7 pupils are aware of and can speak confidently about the meta-skills and what they do

Equity for all learners

We have effective systems in place to promote success and achievement for all our children and young people.

We have raised attainment of many of our most disadvantaged pupils.

across the primary school, the local care home, Hazlehead academy and local people in the community.

Out and About Aberdeen IDL involved all pupils organizing a publicity campaign for a local area – each year group promoted a different location in Aberdeen.

Working Groups each took the lead on a different aspect of working with the community and supporting local charitable organizations

Golden Book – every week each class nominates a child who has exemplified our school values and they are recognized in assembly.

Incredible Work – every week each class nominates a pupil for incredible work within a curriculum area and it is recognized by the head teacher and shared with parents.

P4 Adventure Aberdeen – All P4 pupils are given the opportunity to take part in Adventure Aberdeen sessions to develop resilience, group working and meta-skills. Pupils learn from and support each other to be successful in the varied challenges.

- Meta-skills will feature explicitly as a set of skills to develop and recognize growth in as part of reflection time.

- Adventure Aberdeen will have a more specific focus on outcomes based on the meta-skills: collaboration, communication, feeling, and adapting. Impact will be measured using an observational scale and pupil self-evaluation wheel

Curriculum (QI2.2)

HGIOS

Rationale and design
Development of the curriculum
Learning Pathways
Skills for learning, life and work

HGIOELC

Rationale and design
Learning & developmental pathways
Pedagogy & play
Skills for life and learning

How well are you doing?

What's working well for your learners?

Rationale and design

Over time, we have collaboratively created an ambitious, brave, relevant and inspiring curriculum that engages pupils, teachers, parents and partners resulting in positive outcomes, progress, success and equity for all.

Implementation of our unique interpretation of Ethos and Life of the School and Community has enabled an exciting and relevant approach to curriculum design that builds on pupil voice, partnerships and connections within our community.

The ELC looked at the theory behind Play Pedagogy and created their own 12 features of play considering theorists such as Professor Tina Bruce and Stella Louis as well as the Froebelian principles and Realising the Ambition.

Development of the curriculum

Progression frameworks created for curricular areas by school working groups in Expressive Arts are based on local and national guidance.

Science has been moderated locally by our ASG which staff responded very positively to. This has developed connection amongst staff to collaborate further.

Continuous review and collaboration with partners has ensured feedback shapes its development and embraced a collegiate approach to shaping our curriculum that we own.

Skills for learning, life and work

Creative child centred IDL learning has enabled pupils to understand the relevance of their classroom learning by seeing connections to their family and carers, local community and their future in the world of work.

How do you know?

What evidence do you have of positive impact on learners?

- <https://www.thinglink.com/scene/1684626186820386818>
- Our 12 features of play was shared with families to create a shared vision of play at Hazlehead ELC.
- Through quality assurance visits, play has been highlighted as high quality, relevant and stimulating.
- This resource bank will be shared across ACC schools
- [Expressive Arts Framework](#)

What are you going to do now?

What are your improvement priorities in this area?

- Share our curriculum through the creation of a Google Site.
- Continue to use Pupil voice to shape and evaluate our curriculum through working groups.
- We will use our 12 features of play across the school from ELC- P7. ELC practitioners will share our journey with their primary colleagues and support those who would like to learn more about play from our ELC practitioners.
- Evaluate and enhance the resource bank to ensure that partners are contributing and it fully reflects the shared resources available.
- Develop Primary 1 ASG meetings to continue encourage collaboration.
- Review the year in May 2024 with the view of consulting pupils to strengthen the approach by increasing personalization and choice more and including wider partnerships within the process with regards to the cross-curricular contexts and the IDL approaches for answering big questions.

Partnerships (Q12.7)

HGIOS

Development & promotion of partnerships
Collaborative learning & improvement
Impact on learners

HGIOELC

Engagement of parents and carers in the life of the setting
Promotion of partnerships
Impact on children & families

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?
<p>Development & promotion of partnerships</p> <p>We have reviewed and refreshed our curriculum rationale to identify relevant and meaningful opportunities to involve partners to add value to the learning. We have strengthened existing parental partnerships to be fully involved in our curriculum</p> <p>We have an ASG Transitions teacher, seconded to work across our Associated School Group, who is leading and shaping ASG transition arrangements to support positive pathways.</p> <p>We have a strong, well established ELC/P1 transition programme with clear policies and practice which embraces partnership working. Our children, parents, partners and carers are actively involved in the transition process through the use of Seesaw in ELC and increased family partnership through PEEP sessions have allowed parents to join their children in our setting on a monthly basis. P1.</p> <p>Collaborative learning & improvement</p> <p>Our Partnerships enable strong collaboration . We have worked for example with Aberdeen Football</p>	<ul style="list-style-type: none"> Engineers visiting classes/Google Meets to share their expertise during IDL learning 'Our Engineering World' Parents visiting classes to share their faith as part of RME studies enhancing their learning and knowledge. Transitions Pupil feedback confirms the positive impact. Transitions Survey Transitions Parent feedback Survey Feedback PEEP Feedback Parents have completed Google evaluations about the sessions which has all been positive e.g. "This was a fun and creative way to enjoy numbers for kids." "I enjoyed the relaxed feel of the session and that parents and children were working together." The sessions have been well attended by our families. ASG Transition Partnership with Brave Creative Learning working with artists to deliver aspects of our IDL Our Creative World. The positive impact of the learning was shared nationally with Education Scotland by the pupils and teachers. Although the turnout to the event was low the impact for those in attendance was significant. Positive evaluations evidenced this which were gathered through Google Forms. Parent Feedback ASG Health and Wellbeing feedback ASG Feedback Google Site ELC 	<ul style="list-style-type: none"> Plan jointly and evaluate shared projects with identified partners in IDL and Science. Increase the representation of parents and carers in the school and their social, economic, and cultural backgrounds. Share our IDL contexts through our parent council and media channels for the year ahead to give a longer lead in time for planning.

Club, Adventure Aberdeen and , Creative Learning to develop skills within our learners.

The creation and use of a parental skills and interests data base had great impact on our curriculum delivery.

PEEP training has developed increasingly positive parental partnerships and increased engagement with families.

Our ASG Partnership forum hosted a successful Health and Wellbeing Event for families. Suzanne Zeedyk spoke to staff and families. The Event Involved 14 of our partners.

Impact on learners

Our partnerships have increased pupil confidence and smooth transitions as a result of greater connections through focused and responsive preparation,

Shine Data has raised challenging current issues and we have been able to focus on these collaboratively.

- [School Website](#)
- Continued joint working as an ASG around the issues raised. We have been able to target our teaching and support for pupils around these key issues such as body image and social media pressures.

- Plan PEEP sessions as part of our ELC calendar
- Offer PEEP sessions as part of our transition programme.
- Try to involve more of our families in PEEP sessions and get ideas for sessions around their feedback.
- Plan to demonstrate the impact of partnership working more consistently throughout the year
- Adapt and upskill staff joining with Hazlehead Academy staff and local support along with our 'Place To Be' school counsellor.