

Working Groups

Parent Council Wednesday 2nd October 2024



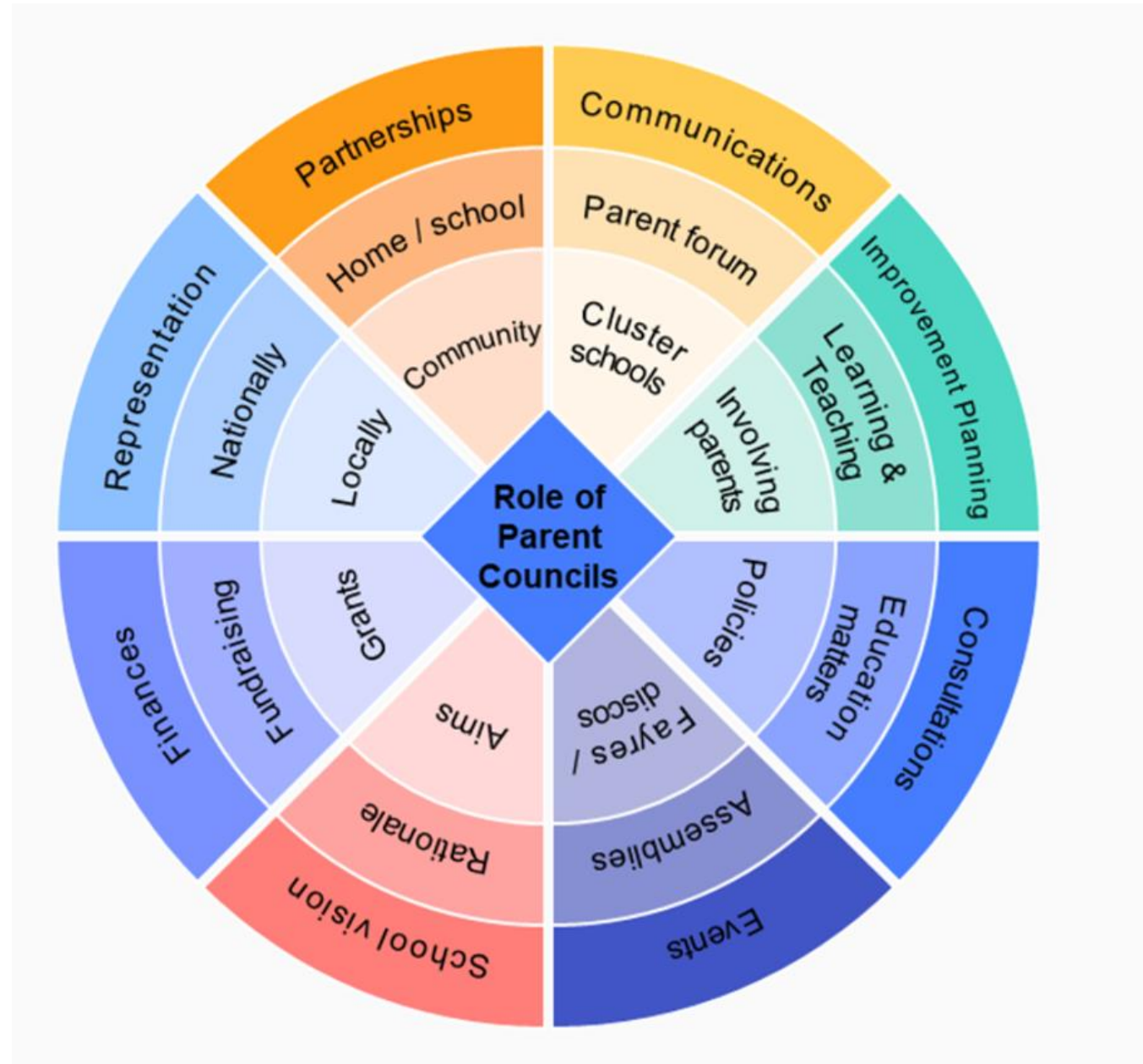
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Parent Voice Improvement Planning, Learning & Teaching

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Whole School map - Improvement Plan priorities

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Working Groups format

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Improvement Planning



Literacy

- 1) Literacy as a responsibility of all – consult with faculties and identify priorities for literacy skills
- 2) Pupil Voice – BGE pupils views on literacy skills and the approaches that help them demonstrate these effectively
- 3) Reading schools award – collate and submit evidence for the award



Numeracy

- 1) Finalise, launch and then evaluate Numeracy Booklet (over the course of the whole session)
- 2) Start to embed benchmarks in booklet
- 3) Work with cluster on transition



Digital Technology

- 1) Develop and deliver training on a range of identified topics throughout the year
- 2) continue to recognise achievement through social media & website



Health & Wellbeing

- 1) Create and implement an action plan to tackle mental health stigma and discrimination in school - See Me. See Change.
- 2) Promote/celebrate positive wellbeing for staff and pupils



Improvement Planning



Working Group format

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LTA

1. Feedback
 - Embed Do, Improve, Move (focus in BGE)
 - Classroom observations (focus on BGE)
2. Learning Statement
 - Continue staff engagement.
 - Pupil engagement
3. What Learning at Banchory Looks like
 - How observations & use of learning statement thread together LTA.



DYW

1. Continue to support DYW events e.g. Pathways and Careers Fair
2. Meta-Skills
 - a. Continue to develop a skills profile for BGE
 - b. Develop a skills profile for senior phase
 - c. Continue to plan and deliver 'skills focus' weeks for US time
3. Review and develop S1/2 Skills Course



PPR

1. Run twilight sessions on Pivotal units for new or enquiring members of staff
2. Pupil engagement with the PPR policy
3. Continue with staff engagement in the PPR policy and use of rules, values and praise.



Curriculum Structure

1. Review of changes to curricular structure: pupils, staff, parents, partners
2. Building the curriculum pathways: mapping groups and looking at need
3. Pathways events/ website
4. Timetabling Session 2025/26



Family Learning

1. Information sharing events to inform parents about parent portal & reporting
2. Wellbeing support for parents
3. Pathway events used to inform and educate parents/carers



Priorities

Focus Areas for Working Groups

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Priority 1

**To develop our
school ethos through
promoting positive
relationships and
our vision, aims, and
Values**

PPR

1. Run twilight sessions on Pivotal units for new or enquiring members of staff
2. Pupil engagement with the PPR policy
3. Continue with staff engagement in the PPR policy and use of rules, values and praise.



Priorities

Focus Areas for Working Groups

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Priority 2

To develop and improve our curriculum offer and embed Developing the Young Workforce (DYW) skills

DYW

1. Continue to support DYW events e.g. Pathways and Careers Fair
2. Meta-Skills
 - a. Continue to develop a skills profile for BGE
 - b. Develop a skills profile for senior phase
 - c. Continue to plan and deliver 'skills focus' weeks for US time
3. Review and develop S1/2 Skills Course

Curriculum Structure

1. Review of changes to curricular structure: pupils, staff, parents, partners
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Priorities

Focus Areas for Working Groups

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Priority 3

**To improve our
approach to
Learning, Teaching,
and Assessment
(LTA)**

LTA

1. Feedback

- Embed Do, Improve, Move (focus in BGE)
- Classroom observations (focus on BGE)

2. Learning Statement

- Continue staff engagement.
- Pupil engagement

3. What Learning at Banchory Looks like

- How observations & use of learning statement thread together LTA.



Priorities

Focus Areas for Working Groups

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Priority 3

To improve our approach to Learning, Teaching, and Assessment (LTA)

Digital Technology

- 1) Develop and deliver training on a range of identified topics throughout the year
- 2) continue to recognise achievement through social media & website

Numeracy

- 1) Finalise, launch and then evaluate Numeracy Booklet (over the course of the whole session)
- 2) Start to embed benchmarks in booklet
- 3) Work with cluster on transition

Literacy

1. Literacy as Responsibility of All

Consult with faculties and identify priorities for Literacy skills; develop an agreed approach to teaching skills across subjects and share with staff at INSET day in February

2. Pupil Voice

BGE pupils' views on literacy skills and the approaches that help them demonstrate these skills effectively; identifying what the students themselves feel are the priorities for literacy

2. Reading Schools Award

Collate and submit evidence from across the school to work towards Reading Schools Award



Priorities

Focus Areas for Working Groups

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Priority 4

**To improve
wellbeing through
ethos of inclusion,
equity, and equality**

Health & Wellbeing

- 1) Create and implement an action plan to tackle mental health stigma and discrimination in school - See Me. See Change.
- 2) Promote/celebrate positive wellbeing for staff and pupils

Family Learning

1. Information sharing events to inform parents about parent portal & reporting
2. Wellbeing support for parents
3. Pathway events used to inform and educate parents/carers



Priorities

Focus Areas for Working Groups

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Priority 5

**To improve
approaches to raise
attainment through
Tracking,
Monitoring, and
Reporting (TMR)**

Literacy

1. Literacy as Responsibility of All

Consult with faculties and identify priorities for Literacy skills; develop an agreed approach to teaching skills across subjects and share with staff at INSET day in February

2. Pupil Voice

BGE pupils' views on literacy skills and the approaches that help them demonstrate these skills effectively; identifying what the students themselves feel are the priorities for literacy

2. Reading Schools Award

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Numeracy

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Schedule of meetings - chairs

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Working Group meetings – 2024/25 & chair meetings for support/progress checking.



Week beginning (Working Group meeting)	Date (Chair meeting)	Agenda/areas for discussion
	Wed 11 th Sept	Set priorities for the session – schedule of meetings for members (template from MP)
23 rd September		Introductory meeting – welcome members and share schedule and priorities for the year. Allocation of staff to priority areas and how to get started.
28 th October		Work through and move forward with priorities.
25 th November		Work through and move forward with priorities.
	Wed 4 th Dec	Check in on progress – RAG of priorities and discussion around next steps for the rest of the session
20 th January		Work through and move forward with priorities.
21 st April		Work through and move forward with priorities.
	Wed 7 th May	Check in on progress – RAG of priorities and discussion around next steps for the rest of the session
3 rd June		Working Group to evaluate the progress of the year – use challenge questions where relevant and focus on the following. What’s been achieved this year and its impact on staff and pupils. What needs to be carried over and worked on next session? What are the new priorities for session 25/26?
	Wed 11 th June	Chairs to present an evaluation summary of progress of the year from the meeting (this builds into the priorities for 25/26 session Improvement Plan)



Sample schedule of meetings

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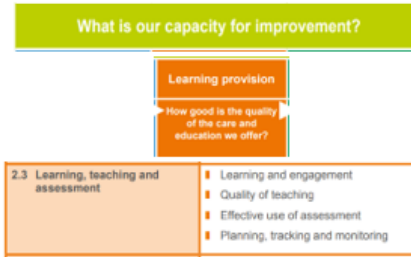


Learning, Teaching & Assessment Working Group

Priority 3

To improve our approach to Learning, Teaching, and Assessment (LTA)

Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Underpinning and staff protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Professional support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Ensuring quality and employability



At Banchory Academy we participate in individual and collective professional learning opportunities to allow us to ensure the highest quality education and experience for all our pupils.

Our commitment to Professional Learning & GTCS standards



Standard for Career-Long Professional Learning
Being a teacher in Scotland Understanding: • The Scottish context for education • The role of the teacher • The role of the school • The role of the profession
Professional Knowledge and Understanding Professional knowledge: • Deep understanding of the nature and development of children and young people • Deep understanding of the nature and development of learning and teaching • Deep understanding of the nature and development of the school and the profession • Deep understanding of the nature and development of the profession
Professional Skills and Abilities Professional skills: • Deep understanding of the nature and development of children and young people • Deep understanding of the nature and development of learning and teaching • Deep understanding of the nature and development of the school and the profession • Deep understanding of the nature and development of the profession

Priorities of the group 24/25

- 1) Feedback**
 - Embed Do, Improve, Move (focus in BGE)
 - Classroom observations (focus on BGE)
- 2) Learning Statement**
 - Continue staff engagement.
 - Pupil engagement
- 3) What Learning at Banchory Looks like**
 - How observations & use of learning statement thread together LTA.

Programme in school – Group meetings to be held on a Tuesday or Wednesday lunchtime in Room 21 (12.45 – 13.15)

Meetings in green are extra meetings and blue signifies In-service LTA input.

- Tue 24th September – Welcome 😊 – Recap from last year that has led to the 3 priorities for this session. Staff allocation to subgroups and how we take this forward.
- Wed 2nd October – Continue from previous week meeting to plan the year ahead.
- Tue 28th October - Work through and move forward with priorities. Planning & discussion for IN-SERVICE in November – focus on CIRCLE – Structures & Routines - input needed from LTA group on the Learning Statement (staff knowledge of and roll out of pupil version...feedback from pupils on how it gives clear understanding of learning expectations etc)
- Wed 6th November – Finalise arrangements for IN-SERVICE.
- Thu 14th November In-service Day – LTA slot
- Tue 26th November – Group evaluation of IN-SERVICE day slot. How we move forward...
- Wed 11th December – Work through and move forward with priorities. Sub-groups to give brief update on progress/actions. Round up of terms 1 & 2 and Christmas goodies 🎁
- Tuesday 21st January – Discussion & planning for slot at IN-SERVICE in February – ‘The Banchory Lesson’ How we engage staff in this concept. Activities planned.
- February In – service day – LTA slot
- Wednesday 5th March – Group evaluation of IN-SERVICE day slot. How we move forward...
- Tuesday 25th March – Work through and move forward with priorities. Sub-groups to give brief update on progress/actions. Round up of term 3 and Easter goodies 🐣
- Wednesday 23rd April – Focus on final areas that require coverage in term 4 – best use of study leave etc?
- Tuesday 13th May – Final update from sub-groups on progress - first of two evaluation meetings - Focus on priorities and evaluate the progress of the year – What’s been achieved this year and its impact on staff and pupils. What needs to be carried over and worked on next session? What are the new priorities for session 25/26?
- Wednesday 4th June – Final evaluation meeting (see above) Finalise priorities for session 25/26...and summer cakes! 🍰



- Summary of Meeting days (meetings held 12.45 – 13.15)

Working Group	Day	Room
Literacy	Friday	5
Numeracy	Tuesday	13
Digital technology	Wednesday or Thursday	23
Health & Wellbeing (HWB)	Tuesday or Thursday	12
Learning, Teaching & Assessment (LTA)	Tuesday or Wednesday	21
Developing the Young Workforce (DYW)	Wednesday	Sc6
Promoting Positive Relationships (PPR)	Wednesday	22
Curricular Structure	Wednesday or Thursday	ITR
Family Learning	Wednesday	16

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Role of Parent Council in Working groups

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How good is our school?

2.3 LEARNING, TEACHING AND ASSESSMENT

Themes:

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

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements.

Level 5 illustration:

Learning and engagement

The ethos and culture of our school reflects a commitment to children's rights and positive relationships. Our children and young people are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities. Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. They understand the purpose of their learning and have opportunities to lead the learning. Our learners are successful, confident and responsible. They contribute effectively to the life of the school and wider community in a range of well-planned activities. They know that their views are sought, valued and acted upon.

Quality of teaching

Our teaching is underpinned by our shared school vision and values. We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies. Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.

Effective use of assessment

Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people. Across our learning community we have shared expectations for standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum.

Planning, tracking and monitoring

We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. Learners are fully involved in planning learning. As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas. This includes for those facing additional challenges, for example young carers, looked after children and those living with financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.

How good is our school?

Features of highly-effective practice:

- ✓ The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.
- ✓ Learners' achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work.
- ✓ Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning.
- ✓ Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.
- ✓ Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve.
- ✓ Staff access and apply relevant findings from educational research to improve learning and teaching.
- ✓ Planning is proportionate and manageable and clearly identifies what is to be learned and assessed.
- ✓ Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning.
- ✓ A quality body of evidence is used to support assessment judgements and decisions about next steps.
- ✓ Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching.
- ✓ Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after.
- ✓ All teachers have well-developed skills of data analysis which are focused on improvement.

Challenge questions:

- ✓ How well are learners enabled to select and make use of high-quality resources and equipment including digital technologies?
- ✓ How well do we use our community and spaces to deliver high-quality outdoor learning?
- ✓ How well do we motivate and engage all learners in all aspects of school life?
- ✓ How well are we enabling learners to become independent learners and develop the four capacities?
- ✓ How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?
- ✓ How well do we communicate the purpose of learning and give effective explanations for all learners?
- ✓ How well do our questioning strategies enhance the learners' experience and enable higher-order thinking skills?
- ✓ How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies?
- ✓ How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?
- ✓ How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?
- ✓ How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?
- ✓ How effectively do we involve learners and parents in planning and evaluating learning?
- ✓ How well do we enable all children and young people to engage in self- and peer-assessment to improve their learning? How do we know this benefits learning?

✓ How effectively do we involve learners and parents in planning and evaluating learning?



Thank you
for
listening



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