



OUTCOME	PRIMARY DRIVERS	SECONDARY DRIVERS	ACTIONS / TESTS OF CHANGE / KEY DRIVERS OF IMPROVEMENT	IMPACT / EVIDENCE	VISIBLE LEARNING MINDFRAME	NIF	HGIOS4
95% of learners will achieve a year's growth (0.4 improvement effect size), or more, in numeracy	A consistent approach to high quality learning and teaching which supports and challenges all learners	Teachers deliver high quality learning experiences in numeracy which focus on developing fluency, skills and strategies	Develop and implement BPS numeracy programme for numeracy learning experiences (LS/KMcD, teachers, from T1)	Learning visits RA Meetings Planning discussions Feedback from learners Work sampling CLPL evaluations Moderation activities	1 2 5		2.2 2.3 2.4 2.5 2.6
			Agreed expectations of learning experiences through WAGOLs for mental maths (LS, from T4)				
			Agree and share understanding of what progress in numeracy and mental maths looks like at Banchory (SLT, teachers, families, T4 ongoing)				
		Progression through the numeracy Es and Os is rigorously tracked and recorded	Planning and Tracking system in place (LL, teachers, from T1)	Planning discussions RA Meetings	1 4		2.2 3.2
		Planning is thorough, built on prior learning and supports pace, challenge and depth of learning in numeracy	All staff to plan learning experiences in numeracy for all pupils around Aberdeenshire numeracy progressions (Teachers, from T1)	Numeracy for RA M Planning discussions Work sampling	4		1.1 1.3 2.2 2.3 2.4 3.2
			All staff to begin to plan assessments for all pupils using the Benchmarks to assess application and breadth of knowledge and understanding (Teachers, from T4)				
Children demonstrate sound 'number sense', achieved through a focus on deep understanding of concepts, relational thinking and the development of mental agility	Develop a standardised approach to planning, assessment, learning and teaching to raise attainment to target learners in number (SLT, teachers, PSAs, from T4)	Learning visits Feedback from learners	4		2.2 2.3 3.2		
High quality feedback for progress	Learners are able to articulate their learning through dialogue and begin to identify their next steps (Teachers, from T1)	Feedback from learners Learning visits KF	5 7		1.1 2.3 2.4 3.2		
	Teachers develop skills to evaluate the effect they have on their learners by seeking feedback on their teaching (Teachers, from T1)						

		All staff to focus on feedback which provides clarity of progress and next steps (Teachers, from T1)	Work sampling			
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Challenge Questions:

A consistent approach to high quality learning and teaching which supports and challenges all learners

Teachers deliver high quality learning experiences in numeracy which focus on developing fluency, skills and strategies

2.2 Do we have a shared understanding of what progression looks like?

2.6 To what extent do staff have opportunities to develop a shared understanding of: progress in learning across levels; and effective approaches to learning and teaching?

Progression through the numeracy Es and Os is rigorously tracked and recorded

3.2 How well do we use evidence from tracking Meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition?

Planning is thorough, built on prior learning and supports pace, challenge and depth of learning in numeracy

2.3 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?

3.2 How well is assessment evidence used to inform teacher judgements?

Children demonstrate sound 'number sense', achieved through a focus on deep understanding of concepts, relational thinking and the development of mental agility







2.3 How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?

High quality feedback for progress

2.3 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?

2.4 Are there robust arrangements in place to ensure all learners have regular communication and discussions with a key adult to review their learning and plan next steps?



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95% of learners will achieve a year's growth (0.4 effect size) in numeracy	The culture, ethos and aspirations of Banchory are developed through a focus on relationships, collaborative practices and high expectations which support the needs of our learners.	Teachers and learners understand what and how we learn	Professional learning opportunities planned, delivered and evaluated to support teachers to deliver high quality learning experiences (LS, identified external inputs, teachers, T1 ongoing)	PRD Planning discussions Learning visits Collegiate Meetings Evaluations of CLPL	2 3 5	  	1.1 1.2 1.3 1.4 2.3 3.1 3.2
			Teachers identify and evaluate impact of professional learning through PRD process (Teachers, T1 ongoing)				
			Teachers to undertake professional reading and activities, including evaluation of impact (Teachers SLT, T1 ongoing)				
			School staff to begin to make links and collaborate with other schools to identify good practice, implement and evaluate impact in own context (inwards, outwards, forwards)				
		There is a consistent language of learning developed and used across the school community	Share and embed language of learning (Learning Intentions, Success Criteria) (Teachers, Impact Coaches, from T1)	Learning visits Feedback from learners Planning discussions Work sampling Core Procedures Writing folders	8	 	1.1 2.3
			Agree and share understanding of numeracy expectations (LS, teachers, T1 onwards)				
		Parents and families are encouraged to actively engage in supporting the learning of their child(ren)	Shared learning opportunities to be identified and developed (SLT, ongoing)	Evaluation of family learning activities (e.g. Surveys, feedback) Photos / social media Involvement of families in planning and delivering of activities	7		2.5 2.7
			Open classroom sessions to share learning and learning strategies in numeracy (SLT, teachers, from T4)				

Challenge Questions:

The culture, ethos and aspirations of Banchory are developed through a focus on relationships, collaborative practices and high expectations which support the needs of our learners.

Teachers and learners understand what and how we learn

1.2 How do we know that our professional learning is improving outcomes for learners?

- 1.3 How effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning
- 1.4 How well do PRD and school improvement planning bring about improved outcomes for child and young people?

There is a consistent language of learning developed and used across the school community

- 1.1 Do all staff have sufficiently high aspirations and expectations for all children and young people?
- 2.3 How well do we communicate the purpose of learning and give effective explanations for all learners?

Parents and families are encouraged to actively engage in supporting the learning of their child(ren)

- 2.5 Are outcomes for children improving as a result of their participation in family learning? How do we know?
- 2.7 How effectively do we support parents and carers to participate in, contribute to and understand their child's learning? How effectively do we communicate about progress, attainment and achievement?



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95% of learners will achieve a year's growth (0.4 improvement effect size), or more, in numeracy	Data and resources are used effectively to enhance and improve learning and teaching for all stakeholders	Allocation of resources to sustain improvement priorities	Evaluation of current numeracy resources and materials (LS/KMcD, T1)	Learning visits Feedback from learners RA Meetings Planning discussions Audit documents Work sampling	1 2		1.5 2.3 2.4						
			Consultation / review of new resources (LS/KMcD to co-ordinate, all staff, T1)										
			Identified resources from review purchased (LS/KMcD, T1)										
			Targeted intervention based on attainment and SIMD data (SLT, teachers, PSAs, August, October, January, March, May)										
			Mental maths boxes resourced for all classes (LS to co-ordinate, T1)										
			Mental maths boxes evaluated and further developed / resourced (Teaching staff, T4)										
		Data is collected, analysed and used to inform and improve learners' progress and achievement	Create and utilise an assessment calendar to ensure progress is measurable and tracked effectively (LS to create. Teachers and SLT to follow from T1)	RA Meetings focus on attainment and progress in a structured and rigorous way (SLT, October, January, March, May)	Measures of progress (pre and post-tests) are planned and implemented to measure impact of teaching and learning with interventions identified and evaluated (LS/KMcD, teaching staff, from T1 then ongoing)	RA Meetings Planning discussions Progress checks Standardised assessments Numeracy folders Work sampling Collegiate Meetings	1 4		1.1 1.3 1.5 2.3 2.4 3.1 3.2				
										Analysis of standardised assessments (PIPs, InCAS, SNSAs) supports measure of progress and achievement over time (SLT, teaching staff, from T1 onwards)			
											Teachers to begin to gather impact data to inform dialogue and decisions about approaches used, pedagogy, interventions (Teachers and SLT, from T1 onwards)		
												Impact of PEF monitored and evaluated, particularly for learners in SIMD 1 and 2, and those in receipt of free school meals (Teachers and SLT, from T4 onwards)	
													Whole school and stage data is shared and discussed to increase ownership, understanding of school context, and to support progress to raise attainment over time (SLT, teaching staff, from T1 onwards)
		Teachers to use assessment evidence to plan next steps with learners (Teachers and SLT, from T1 onwards)											
		Parents' Evenings focus on learner progress and identified next steps (Teachers, October, March)											
		Progress is shared with families regularly throughout the session (Teachers, ongoing)											

Challenge Questions:

Data and resources are used effectively to enhance and improve learning and teaching for all stakeholders

Allocation of resources to sustain improvement priorities

- 1.5 To what extent is financial expenditure focused on improving the quality of learning and teaching?
- 1.5 How effectively do we monitor the use and impact of available resources on learning and teaching?

Data is collected, analysed and used to inform and improve learners' progress and achievement 1.5

How effectively do we use our resources to meet the learning needs of all and ensure equity?

- 2.3 How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?
- 3.2 How well is our focus on literacy and numeracy leading to raising attainment across the curriculum?

Data is shared appropriately with learners and families

- 2.7 How effectively do we support parents and carers to participate in, contribute to and understand their children's learning? How effectively do we communicate about progress, attainment and achievement?
- 3.2 How well do we use evidence from tracking Meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition?

Notes

RA MEETING = Raising Attainment Meetings (Professional Dialogue and Attainment Data)

Visible Learning Mindframes

These 9 mindframes, "support you to frame the way you think about teaching and learning. They are described in John Hattie's book *Visible Learning for teachers* (2012). Hattie claims that teachers and school leaders who develop these ways of thinking are more likely to have major impacts on student learning." (Taken from *Visible Learning into Action for Teachers Two*)

1. I am an evaluator
2. I am a change agent
3. I talk about learning and not about teaching
4. I see assessment as feedback to me
5. I engage in dialogue not monologue
6. I enjoy the challenge
7. I develop positive relationships
8. I inform all about the language of learning
9. I see learning as hard work



The quality indicators

There is a set of QIs within each of the three categories. These can support you to take a closer look at specific aspects of your work and can be applied at classroom, department, faculty, whole-school, cluster and local authority level.

Fig. 7: The quality indicators

What is our capacity for improvement?		
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 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 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability