

Banchory Primary School Driver Diagram

Health and Wellbeing 2018/19



OUTCOME	PRIMARY DRIVERS	SECONDARY DRIVERS	Banchory Primary School Driver Diagram Health and Wellbeing 2018/19 ACTIONS / TESTS OF CHANGE / KEY DRIVERS OF IMPROVEMENT	IMPACT / EVIDENCE	VISIBLE LEARNING MINDFRAME KF	NIF	HGIOS4
By June 2019, 95%+ of children will be progressing in health and well-being.	The culture and ethos of Banchory has a focus on positive, nurturing and inclusive relationships as well as collaboration of all stakeholders.	Teachers continually reflect on their practice and evaluate the impact on children's wellbeing	<ul style="list-style-type: none"> All staff will reflect and embed inclusive principles within their practice (All staff and SLT. T1 onwards) Values to be displayed in all classrooms, school office and SLT office to embed into practice (All staff and SLT. T1 onwards) Staff to undertake and evaluate professional reading and research to develop social and emotional learning (Teachers and SLT. T1 onwards) All staff will have high and consistent expectations of children (Paul Dix & revise Shirley Clarke, Dylan William). (All staff, T1 onwards) All staff to model positive behaviour and ensure consistency across the school (All staff and SLT. Term 1 onwards) 	Monitoring (T3-4) Walkthroughs Professional dialogue	1 2 7	 	1.1 1.2 2.3 3.1
		There is a shared understanding across our school community of what makes a resilient and motivated learner who can use a range of strategies to embrace and overcome challenges.	<ul style="list-style-type: none"> Learning dispositions to be shared at school assemblies and will be reinforced daily by staff in class and in the playground (All staff- JH to lead T3 onwards) Staff to engage with professional learning about Growth mindset and every class will develop a learning pit and celebrate mistakes (Teaching staff-VL WG to lead- T3 onwards) Emotionworks & RelaxKids will be used to build resilience and wellbeing (JM to lead- All staff and SLT. Term 3 onwards). Mental Health project- strategies to be implemented, monitored and evaluated. Project to be scaled up across the school (Dr LT to advise- ongoing discussion) Family learning opportunities to share building resilience and what makes a motivated learner (JH to lead-T3) 	Sch Floorbook Feedback from peer learning visit Walkthroughs Focus groups Feedback	3 6 8 9	 	1.2 1.3 2.3 2.5 2.7 3.1



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Challenge Questions:

1.1 How do we know that the changes we have made have improved outcomes for children?

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

What strategies are we using to develop resilience and confidence in our learners to lead their own and others learning?

2.5 How is our family learning helping promote the wellbeing indicators? How do we know?

2.7 How do we ensure that relationships with parents, carers and families, the local community and partners are characterised by trust and respect?

3.1 How well do all staff understand their role and responsibility in supporting learners' health and wellbeing?

How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?

Develop and promote social and emotional learning and teaching across the school with effective feedback,	Learners will understand how to respond positively to different situations in order to improve their social and emotional learning.	<ul style="list-style-type: none"> Introduction of class conferences after Emotionworks assemblies – 30 minutes secured time per fortnight. Learners will articulate their learning as well as discuss how they feel in different situations, how they would respond and how they will improve situations better. (Teachers, T3onwards) Young Leaders to be established with Active Schools Coordinator. (ASC to lead- T2) Peer mediators to support children to respond positively and restoratively in different situations. (JF to lead- T2) Health week to be organised, planned and delivered for all children (JH to lead- T4) 	Classroom floor books?	5		2.1	
			Learner discussions/ feedback	8		3.1	
High-quality targeted intervention will support children and lead to positive outcomes.		<ul style="list-style-type: none"> Creation of dedicated nurture spaces (PC to lead with DrLT. T2 onwards) Boxall assessments will be completed and targets identified (AsfL team and PSAs- ongoing) Check with CMCg? Social skills groups from P1-7 will be identified to support needs. (JH and PSA- ongoing) Lego/Music and Art Therapy etc will be led by ASfL team. (JH coordinate- ongoing) Outdoor nurture will be introduced (ASfL team and JH ongoing) ASPs (Additional support plans) to be introduced. These will be created with families and monitored and evaluated to meet children's needs. (JF to lead. T3 onwards) 	Assessments (T3/T4)				
			Pupil participation groups				1.5
			Planning conversations	2		2.1	
			Learning conversations	7		2.3	
			Assessment-Progress			2.4	
			Evaluations				







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Challenge Questions:

- 1.5 How effectively do we use our resources to meet the learning needs of all and ensure equity?
- 2.1 How effective are our approaches to support wellbeing (e.g. buddies, mentors, safe areas)? How do you measure the impact of these approaches?
- 2.3 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?
- 2.4 How well does our curriculum planning meet the needs of different groups of learners?
- To what extent is our school an inclusive learning environment?
- 3.1 How well do children and young people show consideration for others and demonstrate positive behaviour and relationships?

Data is used effectively to measure and evaluate the impact of learning and to improve outcomes for learners (know thy impact).	A range of data is used by all staff to support dialogue about children's progress and achievement.	<ul style="list-style-type: none"> All staff will use data (SIMD, ACES, PEF) to inform practice and support children in class and playground (LL to lead- ongoing) During RA meetings, Line Managers to provide support and appropriate challenge for teachers' judgement linked to health and wellbeing needs (PEF/ACES). (SLT and teaching staff) 	Professional discussions- PDAMs Assessments (T1/T4)	1 3 4 5	 	3.2 2.3 2.4
	Social and emotional learning will be monitored and evaluated by analysing children's progress and achievement.	<ul style="list-style-type: none"> A range of data gathering methodologies will be used to gather baseline and ongoing information about social and emotional wellbeing, eg. Learning walks, surveys, interviews, focus groups etc (JF to lead-ongoing) BPS Assessments will be completed in T2 and T4 to monitor and evaluate learners' wellbeing (LL to lead- T2 and T4) 	Walkthroughs Working group Pupil Participation group Assessments	1 4 8	 	1.1 3.1 3.2



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Challenge Questions:

1.1 How well have we identified our whole-school, departmental and individual strengths and areas for improvement through self-evaluation?

How well do we involve all stakeholders (children, staff, parents and carers, families and partners) in self-evaluation and planning for improvement?

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?

How well are we removing barriers to learning and ensuring equity for all?

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

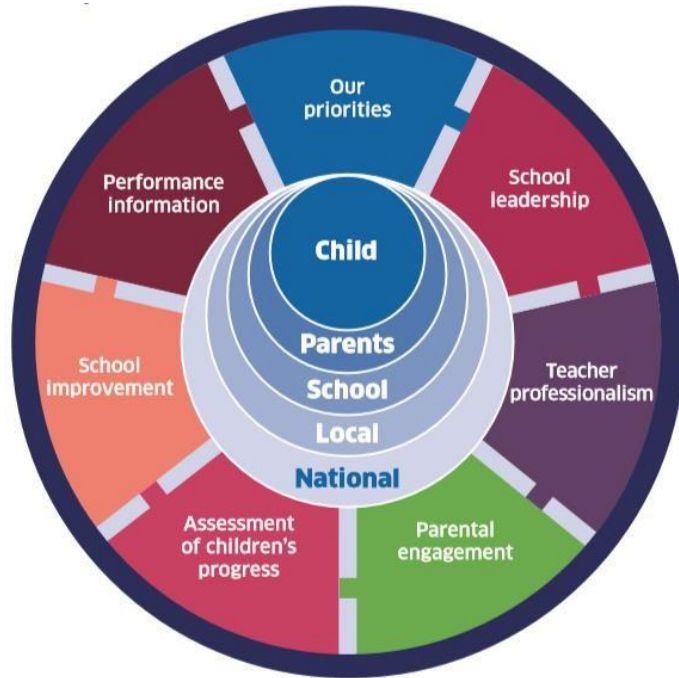
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NIF – National Improvement Framework

HGIOS4 QIs



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