

Westpark Action Plan - How Good is Our School?

- Staff in the school and nursery need to develop further their approaches to gathering information from observations or assessments of children's progress. They need to use this information more effectively so that children can build on what they can already do.
- All staff, including senior leaders, should deliver consistently high quality learning and teaching which provides children with increased pace and challenge. They need to ensure lessons have a clear focus on children making greater progress.
- Senior leaders and teachers need to ensure that regular checks of children's progress lead to improvements in their attainment.

2.3 Learning, teaching and assessment – HMle assessed as Weak

Areas for Improvement	Actions Required	Desired Outcomes for Learners	Timescale	Evidence and confirmed completion	Next Steps
Staff should continue to engage in professional learning, further exploring the role of the adult in supporting learning through play .	<ul style="list-style-type: none"> • Early Level partnership working to be established with DHT Kingswells, PT Bramble Brae and DHT Quarryhill. <ul style="list-style-type: none"> - Share/discuss relevant reading materials. - Peer support to improve role of the adult/interactions, spaces and experiences. 	Staff will be able to support and extend children's learning through play.	March '24	<p>Group established.</p> <p>March 24 - Settings have been visited by DHT, Kingswells.</p> <p>Dates set for improvement planning support sessions – April 24.</p> <p>P1 to 3 teachers visited to see play-based learning in action – May 24 – collegiate discussion about next steps at Westpark – environmental audit (Realising the Ambition) – Nov 24</p> <p>Fortnightly staff book group to discuss relevant reading materials as well as the impact of their visits to other settings –Nov-Dec 24</p> <p>G Bottrill training accessed to inform play-based practices within the core curriculum Aug-Oct 24</p> <p>Peer support will improve role of the adult/interactions, spaces and experiences at Westpark Aug - Dec 24</p>	Continued engagement in professional learning, through organized book group, exploring the role of the adult in supporting learning through play.

				<p>Play-based learning position paper developed, published – shared with school staff – Nov 24.</p> <p>Ongoing support from and observations by Kingswells DHT - evidence document with progress and next steps – progress good</p> <p>P1 to 3 teachers – developing a pilot of play-based approaches in primary 2 to 3 will be developed (learning environment, staff-pupil interactions, play-plenary, evidence gathering) Aug – Dec 2024</p>	<p>Review play-based learning position paper in Term 4 to ensure impact.</p> <p>Review impact of play-based approaches in P2 and P3 in Term 4.</p>	
<p>Teachers need to support children better to take greater responsibility for leading their own learning. This should include developing children's understanding of what they are learning and why.</p>	<ul style="list-style-type: none"> • SLT/CTs to develop and review approaches to planning to ensure learners are leading their own learning. • Further develop use of 'Big Questions' for IDL contexts. • Further develop choice and autonomy across the school. (Assignments, projects, group work, goal setting, determine own path.) 	<p>Children are supported more effectively to develop an understanding of their next steps in learning.</p>	<p>Ongoing</p>	<p>Collegiate discussion regarding the refreshed approach to IDL/knowledge harvest conducted to inform Big Questions/planning. Feb/April 24</p> <p>LI/SC input May 24 followed up by session on feedback and target setting identified need to revisit this. CDM 27th May will be informed by Leadership approach of Ron Berger and target sharing with learners and feeding back during learning to inform these.</p> <p>Weekly assembly about leading learning, sharing of targets achieved and next steps – videos made – from Aug 24</p> <p>Twice termly staff meeting exploring contexts, big questions and sharing of learning</p> <p>Follow up LISC input on using SC to inform feedback Oct-Nov 24</p> <p>Teachers to produce evidence from exit tickets in Aug 24.</p> <p>SLT/CTs to develop and review approaches to planning to ensure learners are leading their own learning within refreshed planning processes for IDL contexts; providing pupil choice with big</p>	<p>Working with the Northern Alliance Toolkit, teachers will continue to develop practices to improve pace, challenge and differentiation to engage all learners.</p> <p>Planned CLPL May 2025 Inset with Trio schools (Phil Badham, Visible Learning</p> <p>Teaching staff will continue to develop children's understanding of what they are learning and why, and to understand</p>	

				<p>questions to be explored to shape the direction and evaluation of learning. Aug 24/Nov 24</p> <p>Develop choice and autonomy across the school (assignments, group work, goal setting, determine own path). Audit of IDL planning and agreement to include planning for opportunities to lead own learning – Nov 24</p> <p>Pupil focus groups in lesson observations to be used to evaluate use of LI and SC in classes. -Nov 24</p> <p>SLT to quality assure through learning walks/classroom observations. Examples of LI/SC collected from all stages and evaluated by stage groups during curriculum development meetings. - Aug- Dec 24</p>	their next steps in learning.	
<p>Most lessons are not planned at the right level of difficulty to provide all children with appropriate levels of pace and challenge. Children's work is often pitched at too low a level or repeats what they have already learned. Teachers need to develop how they plan learning which builds</p>	<ul style="list-style-type: none"> • SLT/CTs to develop and review their approaches to planning to ensure they plan children's learning progressively through the CfE levels. • April/May – review use of progressive planners, ensuring appropriate pace, challenge and support is evident. 	<p>Teachers will plan more clearly for different groups of children within each class to ensure all children make greater progress in their learning.</p>	Ongoing	<p>SLT/CTs to develop and review their approaches to planning to ensure they plan children's learning progressively through the CfE levels. Feb 24 – agreed approaches for use of progressive planners for Literacy, Numeracy, HWB & IDL.</p> <p>May 24 planning meetings identified ongoing assessment to inform teaching and learning as a clear next step. Revisit with LIs and SCs at development meeting in June 24.</p> <p>Pace challenge and differentiation partnership with Northern Alliance leads. Planning workshop September 24. Pre-reading and self-evaluation documents shared with teachers – June 24 – self-evaluation and input completed Oct 24 – class observations and positive summary Dec 24.</p>	<p>Teachers will continue to develop and refine how they plan learning which builds progressively on what children can already do.</p> <p>Evaluate pace, challenge and differentiation as par of QA processes to identify next steps.</p>	

progressively on what children can already do.				<p>Planning Expectations document developed in consultation with staff and to be used from August 2024</p> <p>Reviewed in Sept 2024 - embedded</p> <p>QA of use of new planning processes to ensure learning planned at an appropriate level - Planning summary Sept 2024</p> <p>April/May 25 – review use of progressive planners, ensuring appropriate pace, challenge and support is evident.</p>	<p>Quality Assurance calendar includes termly planning discussions: opportunity to evaluate and review progress/improvements with planning</p>	
Senior leaders should consider how Westpark Workshops build on children's prior learning.	<ul style="list-style-type: none"> SLT to quality assure monthly workshop activities ensuring they contribute to individual skills development and wider life of the school. SLT/CT to create guidance material to support planning for Westpark Workshops. Alter plans to ensure Westpark Workshops build on prior learning and link to skills development. Staff to ensure Westpark Workshops are appropriately challenging. 	Workshop activities will build on learners prior learning and will have a clear learning focus.	<p>June '24 August '24</p>	<p>Considering DYW skills in outline plan for refreshed 'Skills Shops' Aug 2024</p> <p>Skillshop planning document shared with all staff, updated and collated monthly. (August 24)</p> <p>Skills embedded in Westpark Worlds Framework (IDL) Feb 2024</p> <p>Staff to ensure Westpark Skillshops are appropriately challenging, and skills developed to be shared and reflected on with classmates. Aug 24</p> <p>Teacher devised annotated DYW skills posters shared with all staff (Sept 24)</p> <p>Teachers from P1 to 3 including the language of skills in teaching and learning/play plenaries Sept 24</p>	<p>Review and refine skills, impact of tracking system using the ACC skills framework for workshops and inter-disciplinary learning</p>	

				<p>Wider achievement tracker to reflect opportunities to practise skills through extra-curricular activities and skillshops(Oct 24)</p> <p>Gen+ metaskills programme pilot established for all P6 and 7 pupils, and planning undertaken to track and evaluate application of skills. Jan-March 2025</p>		
Teachers should continue to develop how they use outdoor spaces.	<ul style="list-style-type: none"> Outdoor learning lead to be established. Working group to create an action plan to support improvement planning. 'Certificate in Outdoor Practice' online taster session (19.4.24 – www.outdoorsthinking.co.uk) SLT to monitor use of outdoor environment linked to IDL. 	Planning will support children to learn in a wide range of contexts.	Aug '24	<p>Outdoor lead established and initial training from external provider 'outdoors thinking' attended – April 24.</p> <p>NCCT to incorporate outdoor learning – July 24 – outdoor learning framework created for planning.</p> <p>Each Westpark World to incorporate some outdoor learning – Nov 24</p>	<p>Teachers will utilise outdoor learning framework to plan outdoor learning where NCCT is focused on science.</p> <p>Review pilot outdoor learning framework to inform creation of Westpark Framework 25/26</p>	
Teachers need to improve the clarity of learning intentions and success criteria so that children are much clearer on what they are learning and why, and how they will know how successful they have been.	<ul style="list-style-type: none"> 'Quality LI/SC' CLPL sessions to be undertaken by all CTs. LI & SC PP.pptx SLT to quality assure through learning walks/classroom observations. Pupil focus group to be used to evaluate progress. 	Children will be clear about the knowledge and skills they are developing or how they will know they have been successful.	May '24	<p>Recorded in progression pathways and ongoing assessments.April 24</p> <p>LIs and SCs input to be followed up in June 24 CDM meeting following May 24 QA focused on LI/SC use in classes.</p> <p>Teachers moderated their use of LIs and SCs and most teachers self-evaluated them as being relevant and appropriate. - May 24</p>	Teachers will continue to follow development work guidance to continue to improve the clarity of learning intentions and success criteria so that children understand what they are	

				<p>QA work in May 24 showed there is a need for more support for the majority of teachers in developing LIs and SCs (see summary evidence).</p> <p>LI/SC audit October- December 24 – to be self-evaluated for next steps</p> <p>Input re using LIs/SCs to feedback to learners Oct – Dec 24</p>	<p>learning and why, and how they will know how successful they have been.</p> <p>Quality assurance calendar will continue to include termly monitoring of jotters and practices in the classroom to evaluate progress on development and sharing of purposes of learning and assessment and feedback.</p> <p>Development work on differentiation, pace and challenge with Northern Alliance will continue.</p>	
Teachers need to develop the use of more skilled questioning techniques.	<ul style="list-style-type: none"> • ‘Effective Questioning’ CLPL sessions to be undertaken by all CTs/PSAs. Higher Order Questioning & Thinking.pptx • SLT to quality assure through learning walks/classroom observations. • Bloom's question supports shared – included in planning 	More skilled questioning techniques will promote children's curiosity and help children to reflect more on their learning.	June '24 August 24	<p>Blanks question technique shared during CDM in Feb 24. Focus of class visits in May 24 and identified next steps revisited in new CDM calendar.</p> <p>Questioning progression pyramids on display in all classrooms March 24</p> <p>SLT to quality assure through classroom observations – high quality questioning added to</p>	<p>Introductory work on developmental approaches to questioning will be followed up by participating in ASG oracy training and</p>	

	folder – Teachers to develop bank of questions – to be revisited			<p>non-negotiable features of teaching and learning, used to audit practice during QA class visits and identify next steps. Sept 24</p> <p>QA work May 24 - A minority of teachers used higher order thinking or questioning strategies – see summary evidence –</p>	<p>further staff development work.</p> <p>Numbertalks development work will ensure consistency with this across P1 to 7.</p> <p>Early level staff will work towards developing interactions with pupils, including use of questions.</p> <p>QA classroom visits and learning walks will focus on questioning.</p>	
Teachers need to develop consistently high-quality verbal and written feedback across the school to help children know what they have done well and identify their next steps in learning.	<ul style="list-style-type: none"> • SLT/CT to develop expectations document linked to feedback. • Feedback CLPL sessions to be undertaken by all CTs/PSAs. • SLT to quality assure through learning walks/classroom observations. • Collegiate moderation of feedback with next steps identified – June '24. • Pupil focus group to be used to evaluate progress. • Achievement of targets weekly feature at assembly 	Learners will be able to identify next steps in their learning.	Aug/Sept 24	<p>Practice sharing May 2024 CDM May 2024</p> <p>SLT/CT to develop expectations document with specific direction regarding providing high quality feedback to learners for all learning: shared with staff June 2024. Reviewed Aug 24, Sept 24 LT&A policy updated with non -negotiables June 24.</p> <p>SLT to quality assure through classroom observations/jotter monitoring.</p> <p>Achievement of targets weekly feature at assembly</p>	<p>Teachers will develop consistently high-quality verbal and written feedback across the school to help children know what they have done well and identify their next steps in learning.</p> <p>Termly monitoring of</p>	

				<p>Stage evaluations of LI/SC to consider appropriate feedback linked to progression pathways. Oct-Dec 24</p> <p>QA Trios to focus on moderation of writing at May in service.</p>	jotters and classroom visits will continue to support development of high-quality verbal and written feedback.	
<p>Senior leaders and teachers need to use assessment information more effectively to make accurate judgements of children's progress, and plan appropriate support where this is required.</p>	<ul style="list-style-type: none"> SLT to audit current assessment approaches. CT/SLT sharing session to be undertaken. Share good practice/new examples for assessment/evidence gathering, across the curriculum. (Promote collaboration/learning from each other.) Moderation approach developed to validate teacher judgements using assessment evidence more effectively (SLT to identify and assess sample of learners prior to planning and tracing meetings) SfL teacher engaged to support children to achieve the next level through 4 targeted sessions per week in 6 week blocks. 	<p>Consistent approaches evident regarding use of assessments to support teachers' professional judgements throughout the school.</p>	<p>June 24</p> <p>September/October 24</p>	<p>Tracking/moderation in May 24 demonstrated some inconsistency in assessment informing records in progression pathways</p> <p>Expectations around refreshed expectations of range of assessment approaches to be revisited with staff and evaluated at termly tracking and planning meetings. June 24</p> <p>Developing assessment approaches - share good practice/ongoing assessment/high quality assessment in literacy. Monthly practice sharing.</p> <p>Internal triangulation of teacher judgement of progress and predicted achievement dates to support effective teacher use of assessment evidence (SLT to identify and assess sample of learners). May 24, Nov 24</p> <p>SLT to monitor teacher recording and use of assessment to inform groupings, planning and progress. Termly</p> <p>Teachers to moderate progress by planning learning and assessment with stage partners. Aug 24</p> <p>SfL teacher engaged to support children to achieve the next level through weekly targeted writing sessions in 3 weekly blocks. Oct 24</p>	<p>Revised assessment framework with termly snapshots in core areas of learning will be created.</p> <p>Quality assurance calendar includes termly meeting with teachers to discuss assessment plan and outcomes.</p>	
Continue to develop	<ul style="list-style-type: none"> SLT to plan for termly opportunities for moderation 	Improved understand regarding progression	Ongoing.	Staff have developed confidence in and knowledge of progression pathways – Dec 24	Ongoing sampling of	

approaches to moderation.	<p>across the school. (Focus on literacy, numeracy, LTA)</p> <ul style="list-style-type: none"> • Moderation pairs to allow staff to observe and learn from range of strengths and experience throughout school. • CTs will identify next steps for learners and stage partners. • Moderation programme planned with schools from trios (Ferryhill and Culter), starting with writing in 11th Feb 2025. 	through Curriculum for Excellence levels.		<p>which will support judgement in planned moderation activities T3 and 4.</p> <p>Increased team teaching and assessing opportunities, including with SLT. SLT targeting numeracy and literacy assessments to triangulate SNSA and Class data for target children.</p> <p>June moderation of feedback – collation of LI/SC/feedback and pupil voice, identified next steps and exit tickets.</p> <p>Updated SFL timetable to support writing in each class P2-P7 – regular moderation of target learners by SFL and CTs.</p> <p>SLT triangulation of Literacy and Numeracy following tracking meetings – Nov 24</p> <p>Moderation with other schools to start with writing at Culter on 11th Feb in-service.</p> <p>SLT will lead pupil focus groups to check progress and predictions of achievement alongside teacher evidence (Focus on literacy and numeracy). May 24, Nov 24</p> <p>Analysis of NSA used to triangulate teacher judgement of achievement and next steps in learning – transition, planning and tracking meetings June 24, Sept 24, Nov 24</p> <p>SLT will plan opportunities for CTs from other settings – literacy with Ferryhill and Culter May 25</p>	<p>pupil work and focus groups to triangulate judgement about progress and level achieved.</p> <p>Annual stage partner moderation activity will support shared understanding of progress.</p> <p>SLT will plan numeracy moderation activities with teachers from other ASG and trio schools.</p>	
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3.2 Raising Attainment & Achievement - Weak

Areas for Improvement	Actions Required	Desired Outcomes for Learners	Stakeholders & timescales	Evidence and confirmed completion	Next Steps
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<p>Improve attainment in Literacy and English.</p>	<p>SLT/CTs to agree expectations for teaching Literacy, closely considering the following points.</p> <ul style="list-style-type: none"> • Listening & Talking focus: Increase learner confidence levels when contributing their ideas in whole class or small group discussions. • Reading focus: <ul style="list-style-type: none"> ➤ Early Level – consider pace (new sounds & words). ➤ First Level - increase confidence when answering inferential and evaluative questions about familiar texts. ➤ Second Level – focus on author techniques (word choice/ emotive language). Increase focus on reading for enjoyment. • Writing focus: Presentation and handwriting – across the school. Increase range of purposes/extended writing. Writing calendar <p>CT to closely consider evidence gathering for Literacy. (Seesaw from ELC – P3, Google Classroom for P4-7.)</p> <p>Literacy Planet to be used for comprehension activities for training from P2 to 7.</p>	<p>The majority of children making greater progress from their prior levels of attainment in Literacy.</p>	<p>Ongoing</p>	<p>Feb '24 - Early Level staff revisited Active Literacy, application of phonics & use of progression planners.</p> <p>March '24 Expectations linked to daily writing/weekly extended writing, feedback and target setting for all learners agreed.</p> <p>April '24 Draft expectations linked to assessment of reading and writing shared.</p> <p>May '24 whole school phonics and spelling progression expectations document developed, due to roll out in August.</p> <p>May '24 handwriting competition class with most improvement shared at assembly.</p> <p>August- October 2024 Roll out of 5/10 minute boxes with PSAs and parent volunteers</p>	<p>Development and self-evaluation work will continue, with a focus on raising attainment in the key areas of literacy and numeracy.</p> <p>PEF PT to continue to lead improvements to raise attainment in literacy.</p>	
<p>Improve attainment in Numeracy and Mathematics.</p>	<p>SLT/CTs to agree expectations for teaching Numeracy, closely considering the following points.</p> <ul style="list-style-type: none"> • Number, money and measurement. 	<p>The majority of children making greater progress from their prior levels of attainment in Numeracy.</p>	<p>Ongoing</p>	<p>Started consultation with PT from Braehead – to support action-planning for embedding mastery approach – June 24</p> <p>Audit of numeracy environment – undertaken by pupil focus groups in all classes – Sept 2024</p>	<p>Development and self-evaluation work will continue, with a focus on raising attainment in the key areas of literacy and numeracy.</p>	

	<ul style="list-style-type: none"> ➤ Early Level – Increase opportunities to use and record numbers. ➤ First Level – Fractions and use of analogue time requires focus. ➤ Second Level – Mental calculations of money including percentages – requires focus. • Shape, position and movement. <ul style="list-style-type: none"> ➤ Focus required – angles. ➤ Further opportunities to consolidate S, P & M learning needed. • Information handling. <ul style="list-style-type: none"> ➤ Focus needed – recording data/use of digital technologies. <p>CT to closely consider evidence gathering for Numeracy. (Seesaw from ELC – P3, Google Classroom for P4-7.)</p>			<p>CPA training by CfE level – Kris Karbis Braehead – Nov 2024</p> <p>Numeracy presentation focus and class competition – Nov 2024</p> <p>Revisited maths expectation agreement with CTs – November 2024</p>	Sfl teacher to lead improvements to raise attainment in numeracy.	
Senior leaders need to establish a range of accurate data on how well children are progressing in their learning.	<ul style="list-style-type: none"> • SLT to audit current assessment approaches. • CT/SLT sharing session to be undertaken. Share good practice/new examples for assessment/evidence gathering, across the curriculum. (Promote collaboration/learning from each other.) • SLT to create a clear assessment calendar and system for tracking and monitoring accurate data. 	CTs increased confidence in their use of a range of assessments, data, and moderation activities will ensure professional judgements are increasingly robust.	June 24	<p>Feb to May 24 – development work on ongoing and holistic assessment and practice agreed – focus on development of holistic assessment approaches in literacy (T&L, reading and writing) – revisited following QA work – May 24</p> <p>Shared understanding of 75% as indicator of achievement for periodic and holistic assessments.</p> <p>Triangulation of tracking information developed and implemented May 24 (taking advice from management) - to be discussed with management in May 24</p> <p>Assessment calendar to be reviewed as part of WTA discussions – June 24</p>	<p>SLT will continue to review range of accurate data on how well children are progressing in their learning; including ongoing and periodic assessment evidence.</p> <p>Power BI training to access up-to-date attainment for key groups.</p> <p>Termly tracking and planning meetings will include consideration of children from key</p>	

					groups and to include analysis of progress and effectiveness of measures in place to raise attainment.	
Senior leaders and staff's analysis of data does not yet identify trends in attainment over time for different groups of children.	<ul style="list-style-type: none"> Systems to be established to enable staff to monitor and report on the progress of learners (i.e. EAL/Care Experienced learners). Focus on specific cohorts – May tracking meetings. SIMD in the classroom staff input, considering impacts of poverty on attainment for each year group at Westpark – Dec 24 	Staff are able to use assessment information effectively to accelerate children's progress.	May 24	<p>Cohort (SIMD) and group data shared with staff in July 24</p> <p>Class tracking documents developed including specific groups to improve recognition, planning and tracking of progress – Dec 24</p> <p>Tracking overview for attainment for year groups over time, ACC and comparator school – Dec 24</p>	<p>SLT will establish a range of accurate data on how well children are progressing in their learning; including ongoing and periodic assessment evidence. Power BI training to access up-to-date attainment for key groups.</p> <p>Termly tracking and planning meetings will include consideration of children from key groups and to include analysis of progress and effectiveness of measures in place to raise attainment.</p>	
Further develop tracking systems linked to participation in club. SLT/CTs need to link to the specific skills being developed through participation.	<ul style="list-style-type: none"> SLT/CT to consider use of ACC Skills Framework. ACC Skills Framework (sharepoint.com) 	Children will understand the skills they are learning through these experiences.	October 24	<p>Tracking of skills through IDL – May 24</p> <p>Added skills column to wider achievement tracker – Dec 23</p> <p>Golden Time linked to skills</p> <p>Working with Active Schools to develop use of skills language in extra-curricular areas. - Oct 24</p> <p>Working with Gen + to develop tracking of skills development. Jan 25</p>	The wider achievement tracker has been updated to include reference to metaskills demonstrated. SLT/CTs will link to the specific skills being developed through participation.	
Staff should consider how	<ul style="list-style-type: none"> SLT/CTs to audit current opportunities for pupils to 	Leadership opportunities will	Aug 24	Updated Westpark Skillshop plan – Aug 24.	Staff will consider how children can take	

children can take on more leadership opportunities across the school.	<ul style="list-style-type: none"> take on leadership opportunities. Share ideas/agree plans to increase opportunities. 	enable learners to be included more fully in school improvement.		<p>Termly audit of wider achievement tracker to target opportunities.</p> <p>IDL audit and stage planning of 8 steps – November in service – to ensure opportunities for leadership planned for.</p> <p>Audit of leadership opportunities across school- Nov 24</p> <p>Development of leadership opportunities across school – Feb 25</p>	on more leadership opportunities across the school.	
SLT to further use and analyse the data linked to the poverty related gap , more rigorously.	<ul style="list-style-type: none"> Further develop use of Pupil Equity planner. HT to link in with Suzie Wood, Education Scotland Attainment Advisor. 	SLT will be able to identify how effective targetted interventions are helping children most affected by poverty to attain as best they can.	June 24	<p>Cohort (SIMD) and group data for each class</p> <p>ACC PEF tracking tool</p> <p>PEF gap analysis tracker</p> <p>Class trackers with PEF categories</p>	PEF tracker will inform analysis of impacts of interventions to close the poverty related attainment gap.	