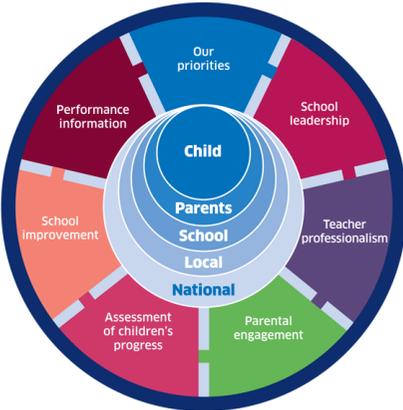


School/Educational Setting Improvement Plan 2019-20

Establishment:



National Improvement Framework
<http://www.gov.scot/Publications/2016/01/8314>

HGIOS 4 Self-evaluation
https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

Tayside Plan C&FS
[External Link](#)
 Tayside_Plan 1a.pdf

Dundee Education Plan
https://www.dundecity.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf

The aims of the School/Educational Setting are aligned to and informed by the National Improvement Framework Priorities, and the Dundee Annual Education Plan and the Tayside Plan for Children, Young People and Families. They are further informed by self-evaluation and associated toolkits.

This Plan will be implemented via a cycle of planned activities including consultation with pupils and parents and liaison with partners to evaluate the impact of improvement activities. The Plan links directly to self-evaluation toolkit information.

NIF Priorities:

1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in children and young people's health and wellbeing, and;
4. Improvement in employability skills and sustained, positive School / Educational Setting leaver destinations for all young people

NIF Drivers:

1. School / Educational Setting Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children's Progress
5. School / Educational Setting Improvement
6. Performance Information

Tayside Vision for Children, Young People and Families

"Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up."

Tayside's Five Priorities for Children, Young People and Families

1. Our children will have the best start in life; they will be cared for and supported to live in nurturing environments.
2. Our children, young people, and their families will be meaningfully engaged with learning, and combined with high quality learning experiences, all children and young people will extend their potential.
3. Our children and young people will be physically and mentally and emotionally healthy.
4. Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people.
5. Our children and young people will feel safe and protected from harm at home, school and in the community.

School/Setting Vision, Values, Aims:

Our vision is to empower our learners to meet new challenges with confidence, enthusiasm, resilience and success.

School Values: Learn, Respect, Aspire. Success and Happy.

School Aims

To ensure that all pupils are able to realise their potential through the promotion and recognition of achievement and excellence.

To equip pupils with the skills, attitudes and expectations required to prosper in a changing society and to encourage creativity and ambition.

To ensure a broad and balanced curriculum with high quality learning and teaching experiences that enable pupils to enjoy their education and develop positive attitudes towards learning.

To provide a welcoming, safe and caring environment to ensure good health in all pupils through strategies which promote physical and mental wellbeing and self-esteem.

To provide effective support systems which include parents, the wider community and external support agencies to enhance the personal and social development of all pupils. Promoting good behaviour, self-discipline and respect for others.

Consultation and Collaborative Self-Evaluation Processes

(the processes used to involve partners with self-evaluation and improvement planning; children, pupils, parents (council/forum), staff; partner agencies; volunteers.)

Ongoing and regular self-evaluation activities with the staff team – HGIOS4

Ongoing and regular consultation with children – capturing their views and their voice

Ongoing and regular consultation with parents through – questionnaires, small focus group and TATC processes

Partnership agreements and discussions with DEPS, Outreach. CAMHS and SALT on a regular basis.

Feedback from Annual Review processes

Consultation with the Parent Council to determine priorities for improvement

Tools for Measurement of Progress:

Self-Evaluation - assessment of current position (inwards, outwards, forwards - HGIOS 4, HGIOEL&C)

Evidence from:

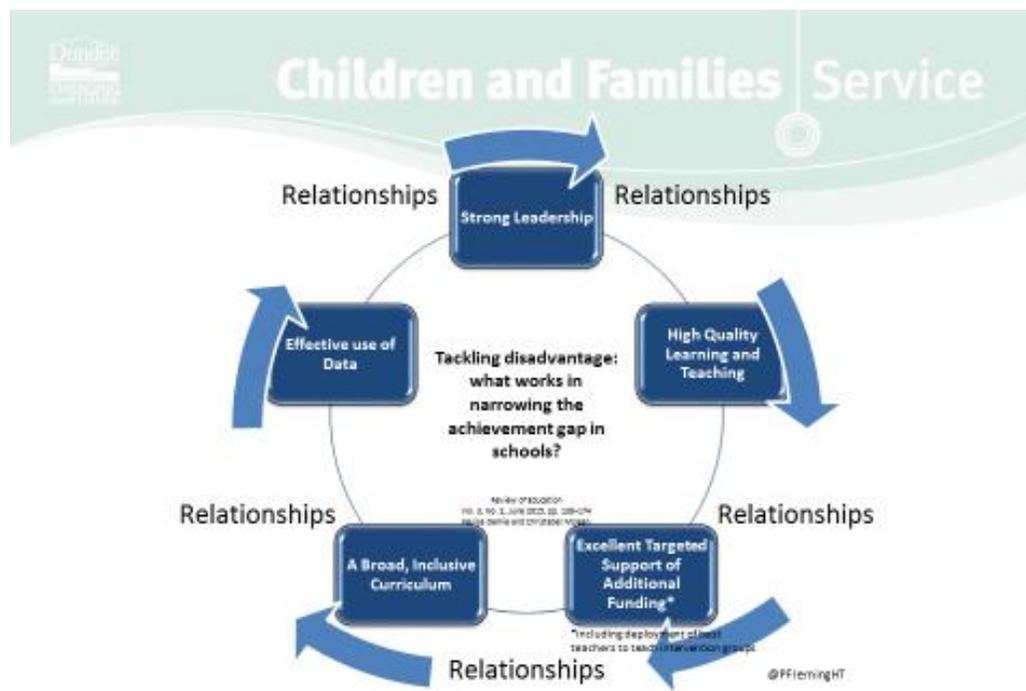
- Teacher Professional Judgement
- Standardised Assessment Data/Pitfalls/SQA data/trends (Insight)/ BGE Toolkit / Benchmarking/Moderation
- Exclusions and Attendance Data
- Changing Trends and Profiles in any of the above data
- Feedback from parents, children and young people and staff (evidenced through HMI questionnaires or Athena)
- Pupil learning plans, achievement and learning conversations
- Collaborative Action Research
- Interventions for Equity
- Model for Improvement activities
- Profile of outcomes for targeted groups: LAC; Young Carers; SIMD 1 and 2; FSM
- Dundee School Improvement Framework
- Inspection Findings

2019-20 RAISING ATTAINMENT & IMPROVING OUTCOMES FOR CHILDREN, YOUNG PEOPLE AND FAMILIES IN DUNDEE

We must continue to raise attainment and close the outcome gaps that exist across our School/Educational Settings **at pace, and with a sense of urgency**.

This is the core business of all Dundee School/Educational Settings and establishments. There is, therefore, no such thing in Dundee as a 'non-attainment challenge School/Educational Setting'.

All School/Educational Setting Improvement Plans will include the Key Aims / Expectations / Actions outlined within the plan on the following pages. Whilst all establishments should feel free to add additional aims and actions specific to their own setting as required, all improvement activity should be designed to improve outcomes for all learners and close identified outcome gaps.



		<ul style="list-style-type: none"> There is a consistent approach to relationships and restorative practice across the setting. 	<p>times.</p> <p>Ensure the overarching strategic plan in relation to relationships and wellbeing is reflected in all related policy documents e.g. the Positive Behaviour Management policy will be reviewed to reflect the ethos and practice in the school in relation to the 6 Nurture principles and a new relationships Policy will be formed.</p>	<p>Relationships within the school will improve.</p> <p>There will be a stronger focus on building positive relationships amongst pupils, parents and staff.</p> <p>Relationships with outside agencies and stakeholder will improve.</p>		<p>Dec/Miss Brown</p>
<p>Implement planned robust self-evaluation procedures in relation to learning and teaching involving all stakeholders</p>	<p>1.1 (2.3)</p>	<ul style="list-style-type: none"> All educators must have a clear understanding of the purpose of self-evaluation for improvement There is a culture of reflective practice and responsive, continuous improvement, using evaluative language All educators understand their role in the self- evaluation process and subsequent impact on children’s progress. Educators have a clear understanding of the link with CLPL and improved outcomes for learners. An Annual Quality Assurance calendar is in place and is followed rigorously. Classroom/Playrooms visits and observations focus on the 	<p>Annual Quality Assurance calendar to be shared with whole staff.</p> <p>All staff to be involved in self-evaluation process in line with HGIOS4/HGIOELC.</p> <p>School Improvement Partnership including pupils, teacher and SLT to carry out learning walk with a particular focus on the classroom environment. School Improvement Partnership to include shared visits in nursery.</p> <p>PSV classroom visits to be carried out by SLT. Feedback given to class teachers to aid self-evaluation.</p>	<p>Staff will be aware of the focus and timing of school improvement.</p> <p>Staff will periodically contribute to the self-evaluation process.</p> <p>Staff will take part in PRD with linked next steps for improvement.</p>		<p>Dec/Mrs Snee</p> <p>All Staff / ongoing</p> <p>SLT / class Teachers – ongoing</p> <p>All Staff</p>

		<p>quality of learning and teaching.</p> <ul style="list-style-type: none"> Improvement Plans are consistent and focus upon high quality learning and teaching and positive outcomes for learners There are planned opportunities for sharing practice and for collaboration within and across schools, settings and networks Detailed tracking and monitoring is in place throughout BGE and Senior Phase, using agreed authority processes Planned, regular and rigorous discussions of tracking data and pupil progress take place at SLT / departmental / class teacher / educator levels Self-evaluation and CLPL activities result in agreed actions and interventions which are recorded and followed up as appropriate. 	<p>All staff to be given a PRD in line with the yearly calendar. Improvements to be linked with SIP.</p> <p>All CLPL to be linked with personal targets as well as SIP. Staff across the cluster to be involved in shared moderation exercises for writing.</p> <p>Implement new tracking and monitoring policy. Staff to use the new tracking and monitoring tool on Seemis.</p> <p>Attainment meetings held 3 times per year. SLT to interpret and discuss individual data with class teacher.</p> <p>Support staff given opportunities to engage with attainment data for children not achieving expected levels.</p> <p>In the nursery children to feel empowered in their learning, knowing the potential of their environment and having the confidence to make changes.</p> <ul style="list-style-type: none"> Observe, listen and record –adults to listen to children’s views and support them in their choices. 	<p>Any CLPL will be in conjunction with planned improvements.</p> <p>Teacher’s confidence in their professional judgment will increase as staff across the cluster work together on moderating writing. Our approach will be consistent due to shared practice.</p> <p>Staff will be able to discuss children’s progress and identify next steps using the data.</p> <p>Observations Photos Parental Feedback Journals and floorbooks</p>		<p>All Staff</p> <p>All Teaching Staff</p> <p>All Teaching staff / June 2020</p> <p>SLT / ongoing</p> <p>Miss Brown / ongoing</p>
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<p>Increase/improve opportunities for listening and responding to children's/learners' voice/leadership of learning.</p>		<ul style="list-style-type: none"> The guiding principle of listening and responding to children is embedded and included in the QI Calendar All schools use 'wee HGIOS' to embed learner voice and leadership Communication/engagement with parents is tracked and monitored - letters etc. Motivation of young people is promoted – assemblies, PSE lessons etc. Learner Voice – there is regular feedback from learners re quality of Learning & Teaching Young people lead learning Young people are involved in school self-evaluation e.g. taking part in observations and self-evaluation discussions 	<p>Work with the pupil council to develop our approach to 'wee HGIOS':</p> <p>Prefects to lead pupil council meetings.</p> <p>Pupil voice will be a strong focus during whole school assemblies and PSE lessons.</p> <p>Use the PASS survey in selected groups to gather evidence of how pupils feel about their contributions.</p> <p>Children to lead lunch time clubs with their own ideas to encourage leadership amongst pupils.</p> <p>Pupils will set their own learning targets in class. Each target will be reviewed and evidenced.</p> <p>Revise pupil folios to ensure content exhibits application, individual target setting and pupil voice.</p>	<p>Data from learner focus groups, Pupil Councils, Learning Councils, etc</p> <p>Pupils will feel more empowered to contribute to the learning process.</p> <p>PASS survey will show improvement in attitudes towards pupil voice.</p> <p>Pupil are confident to run clubs</p> <p>Pupils will take ownership of their learning.</p> <p>Folios / Journals will be updated and in place for session 2020-2021</p>		<p>Dec/ Mrs Wise</p> <p>Dec / Miss Brown</p> <p>Class Teachers Dec</p> <p>Mrs Wise / June</p>
<p>Implement robust processes for use of data/analysis to monitor and track individual progress leading to improved outcomes (Early Years Electronic</p>	<p>2.3 (1.1)</p>	<ul style="list-style-type: none"> Regular and rigorous analysis of attendance data and support for pupils to maintain good attendance takes place Children's learning and progress are regularly analysed and evaluated through the use of a wide 	<p>DHT and SFDW to meet monthly to review whole school attendance.</p> <p>Continue to update whole school PowerPoint to reflect whole school data.</p>	<p>Monthly meetings held and recorded with planned actions.</p> <p>Data PowerPoint updated and shared with all staff.</p>		<p>Mrs Wise / ongoing</p> <p>Miss Brown / Nov</p>

<p>Screening Tool, Insight; BGE; SEEMiS; SQA; Track One system)</p>		<p>range of sources e.g. documentation extracts, journal entries, VERP</p> <ul style="list-style-type: none"> • Appropriate data is used to identify areas for improvement at all levels • Engagement in benchmarking activity within and across schools / settings and authorities is a regular feature • Improved understanding (across the school) of data and associated MIS systems to ensure effective use and clear links to tracking and reporting to parents • Target setting by educators and pupils is embedded across the school/setting 	<p>Share the data PowerPoint with all staff including support staff.</p> <p>A group of teachers to work with the TRIC TLAG to become more skilled at giving feedback. Pupils will engage with the learning process by acting on feedback and setting their own learning targets. These will be reviewed and evidenced in class.</p> <p>Teachers to use small tests of change to drive improvements.</p> <p>Barriers to learning will be addressed using data. Pupils requiring support to achieve expected levels will be in place.</p> <p>Across the cluster, we will work on moderation of writing and providing feedback.</p>	<p>Teachers to take part in TRIC project.</p> <p>Evidence of pupils acting on feedback in their work.</p> <p>Teachers become confident in improvement methodology</p> <p>Teachers to use new Cluster produced resources to asses writing. This will be moderated across the Cluster.</p>		<p>Miss Brown / Nov</p> <p>Teachers / June</p> <p>Miss Brown / Throughout the year</p> <p>All teaching staff/ June 2018</p>
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<p>Dundee City Council Children and Families Service</p> <p>RAISING ATTAINMENT PLAN FOR SCHOOL / EDUCATIONAL SETTINGS</p> <p>Session 2019/20</p>	<p>IMPROVEMENT PRIORITY 2</p> <p>LEARNING PROVISION</p>					
<p>Aims (what are we going to achieve?)</p>	<p>HGIOEL&C HGIOS4 QIs</p>	<p>Expectations</p>	<p>Actions (what will we do?)</p>	<p>Measurement (how will we know we are making a difference?)</p>	<p>Progress/Impact (what has improved?) BRAG – December, March, & May</p>	<p>Timescale / Responsibility</p>
<p>Ensure provision of high quality learning and teaching and learner engagement for all (feedback; differentiation; learners leading learning)</p>	<p>2.3</p>	<ul style="list-style-type: none"> • A clear Learning and Teaching policy, followed by all educators, is in place and is in line with DCC Policy • The school/setting has a Standard for Learning, aligned with the Dundee Standard, taking cognisance of BTC, AifL, Birth to 6 (LTiD) and DYW. • Co-operative learning strategies are embedded across the school/setting • All educators regularly attend professional learning opportunities which support reflective practice and improve 	<p>Develop a Mill of Mains standard to ensure a clear focus on consistency of learning and teaching across the school.</p> <p>Focus on sharing of intended learning and success criteria, effective feedback focussed on improvement and pace and challenge in individual lessons and across levels.</p> <p>In nursery foster children's imagination and enthusiasm for stories and sequencing of events,</p>	<p>Mill of Mains standard of expectation will be in place.</p> <p>LI, SC will be used in every lesson.</p> <p>Evidence in pupils' work of them acting on feedback.</p> <p>Increased participation</p>		<p>Mrs Snee/June 2020</p> <p>Teaching Staff / June 2020</p> <p>All nursery staff / June 2020</p>

		<p>pedagogical understanding, leading to improved outcomes for learners.</p> <ul style="list-style-type: none"> • Implementation of Leaders of Learning, Action Learning Sets or equivalent, Learning Rounds etc with a focus on pedagogy and robust feedback/reflection • HR support is engaged at an early stage when supporting staff attendance • Underperformance is challenged early, consistently and rigorously, using DNCT / GTCS / SSSC standards and procedures • HR support is engaged at an early stage when challenging underperformance 	<p>improve vocabulary and children's engagement.</p> <p>In Nursery continue with Chattertots Programme with 2s.</p> <p>Embed SALT interventions in Nursery</p> <ul style="list-style-type: none"> • ABC and Beyond • Teaching Children to Listen • Word Aware • Nursery Narrative <p>Staff to promote numeracy across all areas of the nursery</p> <ul style="list-style-type: none"> • Upskill staff through use of training • Moderating areas for numeracy opportunities <p>Encourage and empower nursery parents to see the opportunities for numeracy across everyday life.</p> <p>Staff to embed co-operative learning strategies to encourage skills for collaboration. Skills revisited in staff meetings</p> <p>Staff to work with the pedagogy team to develop</p>	<ul style="list-style-type: none"> • ABC Sparkle word Tracking Sheets • TCTL – Assessments • Nursery Narrative - Assessment • Observations • listening to children's conversations • photographic evidence • Model mathematics opportunities on 'Stay and Play Days', • Supply families with Numeracy Resource Bags <p>Staff using cooperative learning strategies</p>		<p>Speech and Language Therapist and all staff / June</p> <p>All Nursery Staff/ June</p> <p>All Nursery Staff/ June</p> <p>Jacqui / June 2020</p>
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			<p>own pedagogical understanding.</p> <p>SLT to seek HR support as and when required for procedural issues such as attendance.</p> <p>Use DNCT, SSSC and GTCS to inform our approach to professionalism in the workplace.</p>	All staff meeting required standards		Mrs Snee Throughout the year
<p>Provision of an engaging and exciting BGE which provides learner pathways through to the Senior Phase and beyond and meets the needs of all learners, developing the Skills for Learning, Life and Work and DYW</p> <p>(The primary driver is NOT senior phase - shift away from "courses" S1-S3)</p>	2.2	<ul style="list-style-type: none"> A clear curriculum rationale is in place. (Early Years Settings ensure the principles of Making Young Children's Learning Visible are reflected in their curriculum rationale.) Learning time is maximised - remove 'dead time' in the curriculum / day Differentiation is in place in all classes. Progressive pathways are in place in the BGE in all curricular areas, using standard Dundee formats 	<p>Staff to engage with DDC progressive pathways when writing the medium term plans.</p> <p>Planning guidance to be updated to reflect DDC Progressive Pathways. All staff to engage with Progressive Pathways to be discussed at whole staff meeting.</p> <p>Staff aware of the importance of reducing dead time with a focus on maximising learning by ensuring children are engaged with purposeful learning at all points of the day.</p> <p>Differentiation to be a focus at staff meetings. Staff to</p>	<p>Pathways to used in planning programmes of work.</p> <p>Guidelines in place</p> <p>No Evidence of dead time in the school day.</p> <p>Pupils will report that their work is suitably challenging.</p>		<p>Teaching Staff / Dec</p> <p>SLT / Sept</p> <p>All teaching staff / Sept</p> <p>All Teaching Staff / ongoing</p>

			share good practice with the wider team.			
Planned strategic implementation of moderation arrangements across stages and curriculum throughout the session		<ul style="list-style-type: none"> Regular professional dialogue develops a shared understanding of ages and stages of development and anticipated progress. Regular, planned opportunities for moderation are a priority throughout the year (as per DCC Moderation Strategy - planned into collegiate time, Inset days and WTAs) There is a strong focus on continuity and progression of learning/pedagogy during transitions An effective Cluster Transition Policy from Early Years - S1 and through all stages, is in place, including the exchange of information and SNSA/ACEL/SQA data. In-service days prioritise time for training and upskilling staff, focussing on high quality learning and teaching 	<p>DCC Moderation Strategy - planned into collegiate time, Inset days and WTAs.</p> <p>Cluster moderation to take place 3 times this sessions with a focus on writing.</p> <p>All teachers to engage with new writing assessment criteria following on from last sessions Big Writing.</p> <p>Nursery to school transition programme to be shared timeously with all partners.</p> <p>Secondary school to be invited to TATC from P7 to enhance transition process.</p> <p>In service days well planned with clear actions to improve learning and teaching.</p>	<p>Plans will reflect this</p> <p>Greater confidence with teacher judgements for writing.</p> <p>Writing assessments in use and pupils making increased progress with their writing.</p> <p>Programme in place and shared with partners leading more children participating.</p> <p>Work with all secondary schools to ensure a smooth transition for pupils.</p> <p>Improved outcomes for pupils.</p> <p>Inservice is focused on SIP.</p>		<p>Mrs Snee/ Sept</p> <p>All teaching staff / June 2020</p> <p>All teaching staff/ June 2020</p> <p>Mrs Harris / January 2020</p> <p>Mrs Snee/ Mrs Wilson and Mr Leech June 2020</p> <p>Mrs Snee / ongoing</p>

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<p>Dundee City Council Children and Families Service</p> <p>RAISING ATTAINMENT PLAN FOR SCHOOL / EDUCATIONAL SETTINGS</p> <p>Session 2019/20</p>	<p>IMPROVEMENT/PRIORITY 3</p> <p>SUCSESSES and ACHIEVEMENTS</p>					
<p>Aims (what are we going to achieve?)</p>	<p>HGIOEL&C HGIOS4 QIs</p>	<p>Expectations</p>	<p>Actions (what will we do?)</p>	<p>Measurement (how will we know we are making a difference?)</p>	<p>Progress/Impact (what has improved?) BRAG – December, March, & May</p>	<p>Timescale / Responsibility</p>
<p>Fully implement robust assessment and planning processes for wellbeing in line with National Practice Model (GIRFEC)</p>	<p>3.1</p>	<ul style="list-style-type: none"> Children, staff and families understand their entitlement to and responsibilities to deliver GIRFEC. Increased engagement with Health Visitors as the named person in Early Years Assessments of wellbeing are analytical and focussed upon improving outcomes for children/families DCC staged intervention process (Team Around the Child) is used consistently and effectively to support children and families 	<p>All pupils in P3-P7 to complete a wellbeing wheel (GIRFEC) at the beginning and end of the sessions. If needed, this can be used as a tool to track wellbeing.</p> <p>PASS survey to be implemented with focus groups throughout the school.</p> <p>TATC to be held with all relevant partners to ensure children with barriers to</p>	<p>Compare the two wheels.</p> <p>Comparing the results of survey before and after interventions.</p> <p>Children with ASN or barriers to learning will have their needs met.</p>		<p>Teaching staff / June 2020</p> <p>Miss Brown & Miss Brown June 2020</p> <p>SLT – ongoing</p>

		<ul style="list-style-type: none"> Agreed Authority-wide planning, recording and referral systems are used consistently 	<p>learning have their needs met.</p> <p>Referrals to be completed and noted in Mosaic. This will be dated in Seemis.</p>			SLT – ongoing
<p>Embed/implement Nurture Approaches Framework across the whole School / Educational Setting (with reference to Restorative Approaches)</p> <p>The UNCRC / Children’s Rights / Nurturing Approaches and Restorative approaches underpin all policy and practice</p>	3.1	<ul style="list-style-type: none"> All School/Educational settings will be working towards becoming a ‘Nurturing Setting’ An Alternatives to Exclusion policy is in place and understood by all educators, learners and parents Regular review of learners’ attendance is undertaken, with interventions identified for targeted individuals and groups Regular review of school pupil exclusions with interventions identified for targeted individuals and groups The curriculum includes explicit activity on the UNCRC e.g. through the Rights Respecting School approach Focus is shifted from behaviour/discipline to relationships resulting in all schools/settings having a Relationship Policy in place. Restorative practices are used to resolve conflict, to support self- regulation, to reduce disruption and on return from exclusion 	<p>Positive relationship policy to reflect the nurturing principles.</p> <p>Alternatives to exclusion to be addressed in the policy.</p> <p>SFDW to work with DHT to review attendance on a monthly basis.</p> <p>Interventions to be reviewed termly or as appropriate through the TATC process.</p> <p>All children to be taught the importance of GIRFEC during PSE lessons and assembly.</p> <p>In nursery involve children in activities promoting SHANARRI and discussing their rights</p>	<p>Improved relationships Less disruption to L&T Reduced exclusions Reduced ‘referrals’ Improved attendance Improved attainment</p> <p>Interventions reviewed and altered appropriately.</p> <p>Children able to explain and understand SHANARRI</p> <p>Recordings of children’s conversations using open-ended questions. Photographic evidence</p>		<p>All Staff / June 2020</p> <p>Miss Brown / ongoing</p> <p>All Staff / ongoing</p> <p>All Trained Nursery Staff / ongoing</p>

			<p>All classes have a display on GIRFEC.</p> <p>Restorative practices are used to resolve conflict, to support self-regulation and to reduce disruption.</p> <p>In nursery children to be given the opportunity to partake in lunch at nursery.</p> <ul style="list-style-type: none"> Model and support healthy choices and table etiquette <p>In nursery improve children's physical abilities</p> <ul style="list-style-type: none"> To offer children opportunities to develop the skills to assess their own risk using a variety of loose parts 	<p>Display in place</p> <p>Conflict resolved fairly, swiftly.</p> <p>Observations and listening to the children Observations</p> <p>HWB Tracking Sheets Feedback from Parents</p>		<p>Teaching staff / ongoing</p> <p>All staff / ongoing</p> <p>All Nursery staff/ ongoing</p> <p>All Nursery Staff / ongoing</p>
<p>Have robust processes for use of data/analysis to monitor and track individual progress leading to improved outcomes (including attainment, achievement, attendance, exclusions)</p>	<p>1.3 (3.2) (2.3)</p>	<ul style="list-style-type: none"> Focused discussions regularly take place on every individual child Ensure equity – keep focus on targeted children and on improving outcomes for targeted groups: LAC, ASN, Young Carers, SIMD1&2, CP register (including attendance and exclusions) 	<p>Attainment meetings held 3 times per year. Children in danger of not achieving are highlighted with actions agreed.</p> <p>Database to be updated termly to reflect targeted groups such as LAC, ASN etc.</p>	<p>All children making appropriate progress and achieving</p> <p>Focus on targeted children</p>		<p>All Staff / ongoing</p> <p>SLT / ongoing</p>

		<ul style="list-style-type: none"> An agreed core data set is in place, which is used to monitor/track progress 	<p>Carry out a planned whole school audit of meeting the needs of all learners using the good practice checklist to ensure consistent processes and practice at universal and targeted levels in relation to the learning environment, including use of visuals and symbols.</p> <p>In nursery embed robust practices to ensure best use of data in order that children's needs are met, and learning extended for individuals</p> <ul style="list-style-type: none"> Observation and recording of progress – screening tool and assessment trackers Able plans where applicable Moderating journals and floor Books Sharing Information about focus children and planning next steps 	<p>Universal supports in place in all classrooms</p> <p>Tracking and monitoring sheets for individuals</p> <p>Individual journals</p> <p>Floor books</p> <p>Reviewing the progress of children throughout the year</p>		<p>Miss Brown / Dec</p> <p>All Nursery Staff / ongoing</p>
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<p>All schools are rigorous about the implementation of DCC policies re attendance</p>	<p>1.3 3.2 2.3</p>	<ul style="list-style-type: none"> All tracking and monitoring systems feature the key measures of attainment, attendance, care experienced status, young carer status, SIMD, CP register, ASN Attendance of all pupils is promoted through agreed DCC policy and resulting staged interventions, eg SDS risk matrix is 70% or below, absences total 20 days or more 	<p>DHT and SFDW to review attendance taking into account DCC policies.</p>	<p>All pupil attendance to be a priority</p>		<p>Mrs Wise / Mrs McKendrick ongoing</p>
<p>Wider Achievement is recognised and rewarded</p>		<ul style="list-style-type: none"> Clear and consistent processes are in place for promoting, monitoring and tracking wider achievement for all pupils 	<p>Wider achievement is celebrated during assembly.</p> <p>Encourage parents to alert the teacher to achievements outside of school through Dojo.</p> <p>Wider achievements will be developed alongside the implementation of folio of work.</p>	<p>RRS Award SCQF DoE Caritas / PFFA</p>		<p>SLT / ongoing</p> <p>Mrs Wise / June 2020</p>

Key	Colour
School Priority	
Nursery Priority	
Joint Priority	

Curriculum, Pedagogy and Performance Strategy and Action Group – On-going Priorities

- agree implementation and monitoring periods for use of the BGE tracking tool and SEEMiS Progress and Achievement Module for all city School / Educational Settings
- finalise curriculum rationale, design and progression work already started in key areas including literacy and numeracy
- support all School / Educational Settings to have an agreed curriculum rationale which drives improvement, including a BGE that transitions into the SP to ensure progression pathways for all learners and raises attainment
- finalise revised policy and arrangements re reporting to parents
- finalise revised learning and teaching policy
- strategically plan and deliver CLPL on evidence-based approaches to raising attainment to both primary and secondary sectors

Scottish Attainment Challenge – Dundee

Recommendations from ILA inspection:

- ❖ simplify the landscape - what's working- see 2019-20 bid
- ❖ review the matrix and it's use re informing improvement
- ❖ use evidence base to plan exit strategy from SAC funding
- ❖ further embed SAC within the secondary sector
- ❖ increase the focus on raising attainment and closing the gap in secondary
- targeted interventions - PTs Maths/Numeracy – CEO and AA, lead EO
- roll out School / Educational Setting measurement plans – Attainment Advisor
- Reinforce the expectations within and the contribution of the School / Educational Setting Improvement Framework to raising attainment and closing outcome gaps – including the Chief Education Officer carrying out SQA Results Reviews in all secondary School / Educational Settings
- Strengthen the synergy between the work of the Attainment Advisor and the Educational Services Management Team
- targeted focus on secondary SQA results e.g. subject departments with a trend of negative value course comparator
- focussed and targeted work on HGIOS4 and pupil version of HGIOS 4 and generic input for all Head Teachers
- re-focus the matrix re Dundee Measures
- Prioritise support for curriculum and moderation

- targeted support from the Attainment Advisor for School / Educational Settings identified using performance data
- Review cross-sector and subject / curriculum networks