**School Improvement Plan 2019-20**

**Ancrum Road Primary School**

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| 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](http://dmlink.dundeecity.gov.uk/WebRep/CeRDMSGetNodeContent/OTgetNode.php?node=a6969ea7679c6ca7a609)   ' Tayside\_Plan 1a.pdf' | Dundee Education Plan  <https://www.dundeecity.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf> |

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| 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. |

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| 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. |

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| **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 |
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| **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 |
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| **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, 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. |

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| **School/Setting Vision, Values, Aims:**  **Ancrum Road Primary School was built in 1876 in Lochee, Dundee. We have approximately 340 pupils who work in 14 classes across the school. Our vision is to be a caring and successful learning community where everyone is equal and valued. We work with our parents, carers, partners, local schools and national groups to get it right for our children. We are totally committed to working collaboratively, to raise attainment for everyone, by using Science of Improvement methods to measure the impact of our plans and interventions.**  **Vision**  We want to be a caring and successful learning community where everyone is equal and valued.  **Values**  Fairness, inclusion and equality  Honesty and integrity  Respect for other people and our environment  Taking responsibility for our learning and actions  Kindness and compassion  Perseverance  **Aims**  To build a safe and stimulating environment to develop the whole child and let all realise their potential.  To create a positive environment where making mistakes encourages new learning opportunities.  To celebrate strengths and achievements, to build confidence, enthusiasm and community spirit.  To provide a place where learners are able to learn the skills for life, learning and work.  To work in partnership with parents and our wider community to best meet the needs of all our young people.  To equip our pupils to serve others providing a range of activities that nurture health and well-being, build resilience, tolerance and respect.  To deliver a motivating and rich curriculum that takes account of learners’ needs interests and varying abilities. |
| **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.)  **Pupils**  In session 2018-19 pupils in P4, P5, P6 and P7 were surveyed to find out how they thought we could improve during our HMI inspection. The results of this survey will be used as a basis for discussion with our pupils; in both our Pupil Council and other focus groups to inform actions in session 2019-20.  **Parents/Carers**  Parents were surveyed during our HMI inspection also. Results will be used to inform planning, in particular within QI 2.7 Partnerships and the creation of targets within this QI. Ideas from Ancrum Parent Partnership forum are used to self-evaluate and improve practice also.  **School Staff**  In session 2018-19 self-evaluation was carried out during a number of planned times in our collegiate yearly calendar. There were planned times during which staff worked together to evaluate specific QIs mainly during INSET days but also during CLPL times. Staff also contributed to the informing of our self-evaluation during staff meetings, Forward Planning and Attainment meetings and during more informal discussions. A staff survey was carried out by HMI and the results of this will be discussed and actions created to support next steps.  **Partners**  Verbal feedback and professional dialogue with wider partners including volunteers was used to inform self-evaluation in 2018-19.  A survey of our wider partners was carried out by HMI and this will be used to again inform next steps. |

**Tools for Measurement of Progress:**

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

Evidence from:

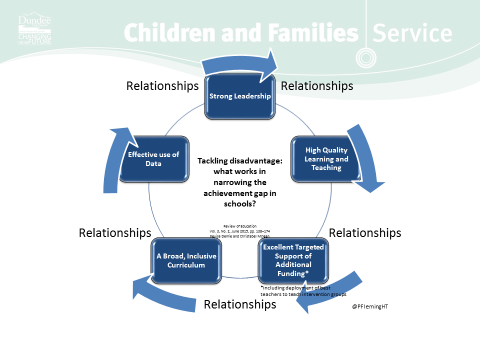
* Teacher Professional Judgement
* Standardised Assessment Data/Pitfalls/SQA data/trends (Insight)/ BGE Toolkit / Benchmarking/Moderation
* Exclusions and Attendance Data
* Changing Trends and Profiles in any of the above data
* Feedback from parents, children and young people and staff (evidenced through 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.**



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| **Dundee City Council**  **Children and Families Service**  **RAISING ATTAINMENT PLAN FOR SCHOOL/ EDUCATIONAL SETTINGS**  **Session 2019/20** | **IMPROVEMENT PRIORITY 1**  **LEADERSHIP and MANAGEMENT**  **HMI Actions**  **Embedded in practice (maintenance only)**    **Good progress already made, now needs to be embedded**  **Priority for 2019/20**  **Requires development but not for 2019/20-** | | | | | |
| **Aims**  (What are we going to achieve?) | **HGIOEL&C**  **HGIOS4**  **QIs** | **Expectations** | **Actions**  (What will we do?) | **Measurement**  (How will we know we are making a difference?) | **Progress / Impact**  (What has improved?)  BRAG – December, March, & May | **Timescale / Responsibility** |
| **Revise Vision, Values and Aims in line with Dundee’s aspiration/ambition to raise attainment** | **1.3** | * The Vision, Values and Aims of all School/Educational Settings must promote a positive image of the child, ambition, aspiration, expectations, challenge and a focus on children first * All practice across the school/ setting directly links to Vision, Values & Aims and is regularly re-visited. * VVA conversations involve all stakeholders – pupils, families, staff, partners, community * Continued work towards consistent approach to relationships and restorative practice across the setting. | **Continue to use our aims to underpin the ethos of our school at every opportunity with all stakeholders.**  **Continue to relate these with SHANARRI and Children’s Rights.**  **Restorative Practice Training to be undertaken by small number of staff who were not at Ancrum when previously done.** | **Improved behaviour, understanding, tolerance and support of everyone for each other.**  **Less SLT interventions needed.**  **Children able to talk, write about SHANARRI and their rights in an informed way.**  **Less SLT interventions needed. Less calls from parents about how children are supported, particularly in playground.** |  | **By June 2020**  **All SLT, teaching and support staff.** |
| **Implement planned robust self-evaluation procedures in relation to learning and teaching involving all stakeholders** | **1.1**  **(2.3)** | * 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 visits and observations focus on the quality of learning and teaching. * 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, using agreed authority processes * Planned, regular and rigorous discussions of tracking data and pupil progress take place at SLT / class teacher levels * Self-evaluation and CLPL activities result in agreed actions and interventions, which are recorded and followed up as appropriate. | **Continue to self-evaluate regularly through planned collegiate activities detailed in yearly collegiate calendar.**  **Continue to use evaluative language when feeding back to staff and pupils.**  **Continue to have expectations for improvements in learning after CLPL activity and to plan Professional Support, classroom observations/ peer visits and walkabouts to evaluate and monitor this.**  **Sharing Practice sessions within school are detailed in WTA and plans will continue to be made across partnership, cluster, TRIC and wider to share best learning and teaching.**  **Detailed tracking of Literacy, Numeracy and Maths will continue to be tracked.**  **New BGE tracking/planning tool will be used in session 2019-20 to track other curricular areas.**  **Continue to have regular focussed discussions using data and tracking to support universal learning as well as to inform targeted interventions.** | **Summary self-evaluation will be updated including QIs not yet visited.**  **CLPL learning will be evident during Professional support visits and will be reviewed with staff during FP/Attainment meetings and during individual PRDs and EPRDs.**  **Staff will use four planned for in school session to share particular areas of experience/expertise. The growth of this will be monitored during Professional Support visits.**  **Staff will communicate, visit other schools within Dundee and perhaps wider afield to share practice.**  **Staff will feel confident using BGE tool to track and report. The tool will be populated for all children.** |  | **By June 2019**  **All staff and groups of pupils.**  **All staff who wish to lead ‘Sharing Learning’**  **Expectation that all SLT and Curriculum Leaders will also share and lead (if appropriate CLPL)**  **SLT to facilitate visits out with school with other HTs.** |
| **Increase/improve opportunities for listening and responding to children’s/learners’ voice/leadership of learning.** |  | * 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 | **Introduce ‘Wee HGIOS’ to all learners during assemblies.**  **Use ‘Wee HGIOS’ with Pupil Council and other Pupil Focus Groups to add their voice to self-evaluation in a more structured way.**  **Add the opportunity in all classes for pupils to give feedback on learning and teaching to, already in place, Pupil Voice classroom boards. Pupil Council reps to feedback to DHT at meetings, class perceptions of this.**  **Continue to promote motivation, positive and growth mind-sets with our learners.**  **Continue to track and monitor parent communication using Pastoral Notes, MOSAIC and Parent Meeting forms.** | All children will have a knowledge of and will be able to speak about ‘Wee HGIOS’  Pupil voice will be evident in session 2019-20 Summary Self-evaluation.  Pupil focus groups including Pupil Council will have become familiar with a few QIs.  Staff as well as partners and parents will see motivation and positive mind-sets in our learners. |  | **By June 2020**  **DHT and PT, parents/carers and partners at assemblies.**  **HT DHT and PT support pupil groups. As well as other identified teachers if possible.**  **All class teachers to support class pupil voice.**  **HT DHT and PT.** |
| **Implement robust processes for use of data/analysis to monitor and track individual progress leading to improved outcomes** (Early Years Electronic Screening Tool, Insight; BGE; SEEMiS; SQA; Track One system) | **2.3**  **(1.1)** | * 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 range of sources e.g. documentation extracts, journal entries, VERP * 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 | **Continue to use data extensively to track progress of learners.**  **CLPL in using and understanding BGE Tracking/Reporting tool for all teaching staff and SLT.**  **SLT to sample children’s work to support discussions around progress and decisions being made by teachers when entering data in BGE tool and when making CFE judgements of achievement of levels.**  **Arrange reciprocal visit to our partnership school – Downfield and CLPL from their staff in relation to target setting.**  **Implement target setting in literacy, numeracy and HWB this session for all.** | **Staff will populate BGE tool with support of SLT.**  **More robust decisions will be able to be reached related to children attainment levels and achievement of CFE levels.**  **Targets will be set for all learners in literacy, numeracy and HWB.** |  | DCC to support CLPL in BGE tool. HT and Admin also.  HT DHT and PT sampling.  SLTs in Dundee schools and beyond.  All staff and pupils target setting. |

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| **Dundee City Council**  **Children and Families Service**  **RAISING ATTAINMENT PLAN FOR SCHOOL / EDUCATIONAL SETTINGS**  **Session 2019/20** | **IMPROVEMENT PRIORITY 2**  **LEARNING PROVISION** | | | | | |
| **Aims**  (What are we going to achieve?) | **HGIOEL&C**  **HGIOS4**  **QIs** | **Expectations** | **Actions**  (What will we do?) | **Measurement**  (How will we know we are making a difference?) | **Progress/Impact**  (What has improved?)  BRAG – December, March, & May | **Timescale / Responsibility** |
| **Ensure provision of high quality learning and teaching and learner engagement for all**  (feedback; differentiation; learners leading learning) | **2.3** | * Improve the quality of children’s writing across the school. * Focus on shape, position and movement, information handling, relationship between decimals, fractions and percentages and measurement at identified levels across the school * Increased pace in learning for most able learners * Opportunities for more independent learning and application of skills across curricular areas * 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 pedagogical understanding, leading to improved outcomes for learners. * 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 | **Continued whole school focus time on writing across the school as well as weekly short handwriting practice for all.**  **RCT focus on developing writing using case study from Fife (CYPIC case study) to hone in on specific skills until they become embedded and second nature in short, mixed genre pieces.**  **Use Learning and Teaching statements in Curriculum Rationale to create Ancrum Learning and Teaching Policy with Standards for Learning. Work with at least partnership school to ensure moderation and links with DCC policy.**  **Continue to promote and monitor reflective learning for all staff. Encourage and support this with regular Twitter use of our Ancrum Staff Professional Learning twitter account.**  **Continue to use Peer Learning Rounds in school and add opportunities in partnership for reciprocal rounds.**  **Continue to robustly follow procedures and work with HR to support staff in attendance and performance.** | **Improved attainment in writing across the school, including increase in % of children at all levels attaining expected levels for writing. Better SNSA results in writing.**  **Staff will feel more confident about learning and teaching and standards. (pre and post survey will be created and analysed)**  **More staff will view, respond and add to school Professional Learning twitter account.**  **Learning Round reflection and analysis will lead to better practice for all.**  **Attendance for staff will rise.** |  | **By June 2020**  **All staff with parental and partner support.**  **HT and RCT teachers as well as all teachers.**  **Working group SLT and CLs to create L and T policy with standards.** |
| **Provision of an engaging and exciting BGE which provides learner pathways which meet the needs of all learners, developing the Skills for Learning, Life and Work and DYW** | **2.2** | * A clear curriculum rationale is in place. * 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 | **CLPL for minimising further dead time with a focus on 9 o’clock challenges particularly.**  **Use DCC Literacy and HWB progression pathways in session 2019/20 as well as Fife pyramids to support best learning and tracking of progress for all children.**  **Other progression pathways to be made available for staff as tools to support planning in IDL and discrete learning.** | **‘Dead’ time and non-productive activities will not be observed in school.**  **More in depth and higher quality learning and teaching will be observed and recorded.**  **Staff will feel more confident in ‘knowing’ exactly what they should be teaching and the pace at which they have to work in order for pupils to reach expected levels and beyond. (Survey pre and post)** |  | **By June 2019**  **Class teachers and SLT during Professional visits to monitor ‘Dead’ time**  **Project by Curricular Leaders to look at all progression pathway other than Lit, Num and HWB.** |
| **Planned strategic implementation of moderation arrangements across stages and curriculum throughout the session** |  | * 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 * 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 data. * In-service days prioritise time for training and upskilling staff, focussing on high quality learning and teaching | **CLPL focussing on in school moderation of levels.**  **Continued Cluster focus on moderation in levels. Focus this session is to be writing. Two sessions are planned.**  **Continued focus in partnership on moderation of levels attained as well as particular focus on moderation of writing using Big Writing assessments.**  **Group of PTs/Curriculum Leaders from cluster to evaluate Transition QI with a view to building and Cluster Policy.** | **Robust CFE levels will be confidently recorded by all teachers.**  **Big writing assessments will support confident recording of CFE levels.**  **Evaluation of Tranistion QI will be completed.** |  | **SLT to arrange moderation CLPLs. Class teachers to moderate.**  **Cluster PTs to create cluster transition policy.** |

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| **Dundee City Council**  **Children and Families Service**  **RAISING ATTAINMENT PLAN FOR SCHOOL / EDUCATIONAL SETTINGS**  **Session 2019/20** | **IMPROVEMENT/PRIORITY 3**  **SUCCESSES and ACHIEVEMENTS** | | | | | |
| **Aims**  (What are we going to achieve?) | **HGIOEL&C**  **HGIOS4**  **QIs** | **Expectations** | **Actions**  (What will we do?) | **Measurement**  (How will we know we are making a difference?) | **Progress/Impact**  (What has improved?)  BRAG – December, March, & May | **Timescale / Responsibility** |
| **Fully implement robust assessment and planning processes for wellbeing in line with National Practice Model (GIRFEC)** | **3.1** | * CLPL focus on holistic numeracy and maths learning and assessments. * Creation and use of holistic numeracy and maths assessments (some of this work to be cluster/partnership based) * Planned sampling of pupils work by SLT to ensure progression across the school and monitoring of expected levels being reached. (Particularly holistic assessments and writing. * Children, staff and families understand their entitlement to and responsibilities to deliver GIRFEC. * 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 * Agreed Authority-wide planning, recording and referral systems are used consistently | **Seek local and national expertise (Numeracy QUAMSO, Education Scotland officers) to provide high quality CLPL in holistic activity and assessment creation.**  **Revisit previous work carried out in cluster to create holistic assessment with view to creating a bank of suitable activities. Explore resources e.g. Heineman Active to seek out holistic assessments for use.**  **Create time in yearly calendar to carry out SLT sampling of learning.**  **Continue to improve practice in all things GIRFEC.** | **Holistic activities will become more evident throughout the school year as a common way of supporting learners to apply their knowledge.**  **Holistic assessments will be done and will support recording of CFE levels.**  **Records of sampling will be created by SLT.** |  | **To be worked on this session and continued next session**  **PT, Dundee Numeracy QUAMSO and Education Scotland Officer (Numeracy and Maths)**  **SLT** |
| **Embed/implement Nurture Approaches Framework across the whole School / Educational Setting (with reference to Restorative Approaches)**  **The UNCRC / Children’s Rights / Nurturing Approaches and Restorative approaches underpin all policy and practice** | **3.1** | * 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 | DEPS training for staff not already trained in Restorative Practice.  Continue to strive for no exclusions, but to be aware of all policies for alternative exclusions, should these be required.  DHT to attend training and support Rights Respecting Schools.    Review of Positive Behaviour policy with all stakeholders will take place to create new Relationships Policy for school. | Improved relationships  Less disruption to L&T  Reduced exclusions  Reduced ‘referrals’  Improved attendance  Improved attainment  New Relationship Policy will be created. |  | DEPs, Columba 1400 staff, All school staff  SLT and SFDW re exclusions and interventions  DHT RRS |
| **Have robust processes for use of data/analysis to monitor and track individual progress leading to improved outcomes (including attainment, achievement, attendance, exclusions)** | **1.3**  **(3.2) (2.3)** | * 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) * An agreed core data set is in place, which is used to monitor/track progress | **Continue to have focus on raising attainment through universal and targeted interventions for targeted groups through PEF and other supports including those supported by partners. Evaluate, track and monitor.** | **Records of universal and targeted interventions and their specific measurements mainly PDSA/Survey related will be created.** |  |  |
| **All schools are rigorous about the implementation of DCC policies re attendance** | **1.3**  **3.2**  **2.3** | * 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, e.g. SDS risk matrix is 70% or below, absences total 20 days or more | **Ensure that all tracking documentation includes key measures.** | **Key documents will have all key features embedded.** |  | **HT/PEYSA** |
| **Wider Achievement is recognised and rewarded** |  | * Facilitate and support opportunities for children to make links between the skills they are learning in wider achievement and the world of work. * Clear and consistent processes are in place for promoting, monitoring and tracking wider achievement for all pupils | **Review Wider Achievement with all stakeholders to build basis for children being able to identify skills gained through wider achievement activities in relation to the world of work.** | New Booklet will be created to support Wider Achievement.  More children will participate. |  | **Class teachers** |

**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