

School/Educational Setting Improvement Plan 2022-23

Establishment: Barnhill Primary School



CFS Service Plan

[External Link](#) '170-2021 Children and Families Service Plan 2021-24.doc'

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 CFS

New plan to follow

Every Dundee Learner Matters Strategy Paper

[External Link](#) '20210419 Dundee strategy FINAL VERSION.docx'

The aims of the School/Educational Setting are aligned to and informed by the National Improvement Framework Priorities, the C&FS Service Plan, 'Every Dundee Learner Matters' strategy and the Tayside Plan for Children, Young People and Families. They are further informed by self-evaluation and associated toolkits.

Believe

Respect

Include

Learn and Achieve

Look after each other

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.

[External Link 'DundeeGuide May 2021.pdf'](#)

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."

Dundee 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."

"Every Dundee Learner Matters"

In order to provide a clearly defined improvement focus for individual children and young people, 'Every Dundee Learner Matters' focuses on 'Three Ps':

- **Presence** – ensuring that all pupils attend regularly and promptly
- **Participation** – creating a climate within schools where all pupils feel welcome and valued; and
- **Progress** – developing policies and practices that maximise the achievement and ambitions of all pupils.

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:

Believe
Respect
Include
Learn and achieve
Look after each other



Consultation and Collaborative Self-Evaluation Processes (examples below)

This Plan has been discussed with stakeholders and has been continued and updated from last session as we journey through our recovery period. Some of the processes we have used are as follows:

Pupils:

- 'How good is OUR school?' will be used to support learner participation in self-evaluation.
- Children leading learning – Junior leadership Team, Digital Leaders, Respect Me Team, House Captains
- Feedback Friday will continue throughout the school
- Individual Children's Learning Journals in Nursery are steered very much by the children
- Regular pupil focus groups

Parents/Partners:

- Self-evaluation activities with Parent Council
- Parent focus groups to continue in the nursery and school settings
- Parking lot feedback at school events e.g. parent contact evenings, school shows, open afternoons etc.
- Whole parent body surveys (Microsoft Forms)

Staff:

- Self-evaluation activities and feedback sessions at staff meetings
- Challenge questions incorporated into professional dialogue meetings and attainment and achievement discussions
- Whole school surveys (Microsoft Forms)

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/ Benchmarking/Moderation/PandA
- Exclusions and Attendance Data
- Changing Trends and Profiles in any of the above data
- Feedback from parents, children and staff (evidenced through questionnaires & surveys)
- Pupil learning plans, achievement and learning conversations

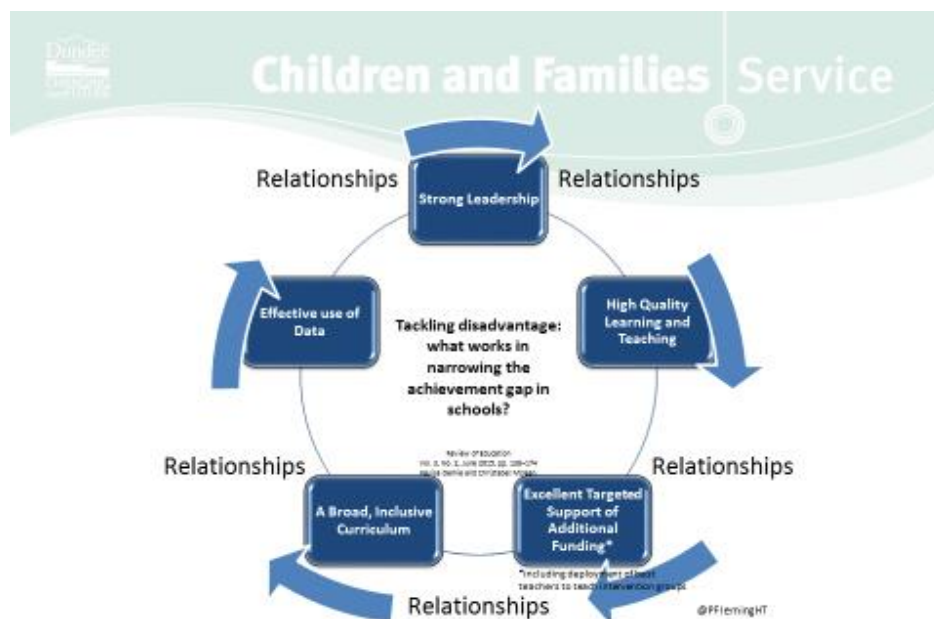
- Collaborative Action Research
- Interventions for Equity
- Model for Improvement activities
- Profile of outcomes for targeted groups: LAC; Young Carers; SIMD 1 and 2; FSM; Well-being Scotland Counselling Service
- Dundee School Improvement Framework
- Inspection Findings


2022-2023 RAISING ATTAINMENT & IMPROVING OUTCOMES FOR CHILDREN, YOUNG PEOPLE AND FAMILIES IN DUNDEE

As we 'Build Back Better' through our recovery period 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'. Our strategy for Dundee is to ensure that 'Every Dundee Learner Matters'.

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 based on our core strategy for the city.




| <p>Dundee City Council Children and Families Service</p> <p>RAISING ATTAINMENT PLAN FOR SCHOOL/ EDUCATIONAL SETTINGS</p> <p>Session 2021/2022</p> | <p>IMPROVEMENT PRIORITY 1</p> <p>LEADERSHIP and MANAGEMENT</p>  | | | | | |
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| <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>Revise Vision, Values and Aims in line with DCC aspiration/ambition to raise attainment, incorporating the vision and rationale from 'Every Dundee Learner Matters'</p> | <p>1.3</p> | <ul style="list-style-type: none"> 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 (constant message from Dundee School Inspections – our children are capable of much more) 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 | <p>Continue to promote BRILL values with children, parents and wide community.</p> | <p>We will see and hear BRILL values being lived throughout the school community</p> <p>Continue to promote the aspirational aspect of BRILL whilst setting high standards for all.</p> <p>Continue to follow our Relationships Blueprint with children, parents and the community.</p> <p>When safe to do so, re-instate aspects of the Blueprint which had to be paused due to COVID restrictions.</p> | <p>Children speak with confidence about the Values</p> <p>Values discussed frequently in classes and at assemblies</p> <p>More parental engagement with values through Parent Focus Groups</p> <p>Fully reinstated</p> | <p>All staff</p> <p>Ongoing</p> <p>Parent Focus groups throughout session</p> |

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| | | <ul style="list-style-type: none"> There is a consistent approach to relationships and restorative practice across the setting to promote presence and participation of all learners The guiding vision within <i>Every Dundee Learner Matters</i> creates a high performing system that ensures the progress of all children and young people, particularly those who are a cause for concern. | | Promote EDLM to the school community. | Parents updated at PC meeting & through weekly updates | Parent Council AGM (September) Wider parent body throughout session |
| <p>Continue to follow planned robust self-evaluation procedures in relation to learning and teaching involving all stakeholders.</p> <p>Create a clear plan for Self-Evaluation for this session.</p> | 1.1 (2.3) | <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 quality of learning and teaching within a high quality learning provision. | <p>QA calendar to include protected time for self-evaluation at class level.</p> <p>Create a Self-Evaluation plan alongside QA calendar.</p> <p>Expectation that after every piece of CLPL, staff identify next steps.</p> <p>Regular Attainment and Achievement discussions to continue with HGIOS4 challenge questions remaining the focus of these discussion</p> <p>Continue to have regular Attainment & Achievement discussions.</p> | <p>We will see the impact of CLPL in the classroom during PSVs and Learning Walks</p> <p>Teachers will be able to confidently discuss the impact of their teaching on children's progress during PDMs</p> <p>Improved practice in the classroom as a result of their visits, CLPL and professional reading.</p> <p>Targetted interventions will be implemented based on robust data.</p> | <p>PSVs reinstated – starting with environment.</p> <p>Link Self-Evaluation plan to QA calendar</p> <p>Better link between CLPL and PSVs</p> <p>All support for learning time will be used to support targeted individuals. Fresh Start will be delivered by Lois Robertson</p> | <p>SLT</p> <p>All Staff</p> <p>Ongoing</p> |


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| | | <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 supported by SIGs and the SIPs. Detailed tracking and monitoring is in place using agreed authority processes to support measuring progress 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 – supported by the SIG. | Time will be allocated for SLT to track data and pupil progress at whole school level. | | Teachers to input 'achievement of a level' data and SLT will monitor it. | |
| Increase/improve opportunities for listening and responding to children's/learners' voice/leadership of learning. | | <ul style="list-style-type: none"> The guiding principle of listening and responding to children is embedded and included in the QI Calendar Continue to use 'wee HGIOS' to embed learner voice and leadership Communication/engagement with parents is tracked and monitored through | <p>Continue to use 'wee HGIOS' through JLT, Respect Me Team, Digital Leaders & House Captains</p> <p>Continue Feedback Friday.</p> <p>Use Microsoft Forms to gather pupil feedback</p> | Data from learner focus groups, JLT, Respect Me Team, Digital Leaders | <p>Gather data electronically more regularly – using iPads.</p> <p>Children to share learning with home more regularly through use of Seesaw.</p> | <p>All staff</p> <p>Ongoing</p> |

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| | | <p>levels of participation across the school</p> <ul style="list-style-type: none"> • Motivation of young people is promoted – assemblies, PSE lessons etc. • Learner Voice – there is regular feedback from learners re quality of learning provision • Young people lead learning • Young people are involved in school self-evaluation e.g. taking part in observations and self-evaluation discussions | | | <p>Involve pupil groups in SIP by looking outwards to other schools to gather ideas and examples of good practice.</p> | |
| <p>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)</p> | <p>2.3 (1.1)</p> | <ul style="list-style-type: none"> • Regular and rigorous analysis of attendance data (focus on presence) 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 • 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 as per School Improvement Framework) | <p>Regular dates identified in QA calendar for rigorous analysis of attendance data, linking with SFDW where appropriate</p> <p>Pupils' experiences are regularly shared with parents through SeeSaw (N-P7)</p> <p>Continue to discuss learning at Feedback Friday.</p> <p>EDLM – robust use of Data and control group to analyse impact of interventions.</p> | <p>Attendance for specific pupils will improve.</p> <p>Parents will be more informed about their child's learning and progress</p> <p>Better systems in place to collect and analyse data</p> <p>Staff will become more confident within their judgements and using benchmarks.</p> | <p>EDLM to analyse impact of Numeracy Ninjas – if successful to be rolled out across the school.</p> | |

| <p>Dundee City Council Children and Families Service</p> <p>RAISING ATTAINMENT PLAN FOR SCHOOL / EDUCATIONAL SETTINGS</p> <p>Session 2021/22</p> | <p>IMPROVEMENT PRIORITY 2</p> <p>LEARNING PROVISION</p>  | | | | | |
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| <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 and participation for all</p> <p>(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 to promote a strong culture of quality learning 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 to promote participation of all learners | <p>Develop the Barnhill Standard to encompass an Assessment section. Implement the Numeracy and Writing Standards.</p> <p>Through PRD process, SLT continue to encourage staff to lead their own learning.</p> <p>Foster a culture of teacher enquiry through planned collegiate professional reading</p> | <p>All pupils experience high quality learning and teaching</p> <p>Staff will engage with additional CLPL relevant to their identified development targets</p> <p>Teachers will share their learning with all staff and will support colleagues with any new pedagogical strategies.</p> | <p>Oracy 21 Project to be led by Jenna and Anwi</p> <p>Staff to continue to lead Steering Groups</p> <p>Jenna and Lois to continue/begin Rising Stars programme</p> | <p>Identified Staff</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> |

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| | | <ul style="list-style-type: none"> • 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 with a focus on leadership at all levels • 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>Continue to raise expectations of staff through the Barnhill Standard and GTC Standards</p> <p>Challenge underperformance, HR & Education Officer support where appropriate</p> | | <p>Further aspects of Barnhill Standard to be moderated during PSVs.</p> | <p>SLT Ongoing</p> |
| <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>2.2</p> | <ul style="list-style-type: none"> • A clear curriculum rationale is in place that takes into account the contextual analysis of the school setting (Early Years Settings ensure the principles of Making Young Children's Learning Visible are reflected in their curriculum rationale.) | <p>Curriculum Rationale to be fully implemented and shared with parents.</p> <p>Numeracy and Literacy pathways have now replaced Barnhill's progression pathways, other curricular areas will be introduced throughout the</p> | <p>Staff, pupils and parents will have a better understanding of what the Curriculum means to the Barnhill community.</p> <p>Evidence of differentiation can be seen during Learning visits/walks and also in</p> | <p>Work to continue with staff, pupils and parents on Curriculum rationale to ensure all stakeholders are familiar with it. Include all UNCRC developments.</p> | <p>Ongoing</p> |

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| | | <ul style="list-style-type: none"> Learning time is maximised with a focus on presence, participation and progress Differentiation is in place in all classes. Progressive pathways are in place in the BGE in all curricular areas, using standard Dundee formats | session, starting with HWB and Social Subjects. | <p>jotter/folio sampling. Differentiation is planned for.</p> <p>Planning documents will show appropriate progression of learning in all curricular areas.</p> | <p>Progression pathways in place and used for planning and tracking coverage. These are now on line. Discussion around planning held as part of QA procedures.</p> <p>Clear guidance in staff re QA and shared L&T expectations. Staff clear of expectations. Focus for PSVs agreed prior to QA weeks – linked to shared expectations of Barnhill Standard.</p> | <p>All staff</p> <p>Ongoing</p> |
| Planned strategic implementation of moderation arrangements across stages and curriculum throughout the session | | <ul style="list-style-type: none"> Regular professional dialogue and networking 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 | <p>Regular Professional Dialogue meetings and Attainment and Achievement discussions ongoing and planned in QA calendar</p> <p>When safe to do so, begin networking with other schools. This can be done through Teams until actual</p> | <p>Staff will have a shared understanding of what achievement of a level looks like.</p> <p>Staff will become more confident within their judgements and using benchmarks.</p> | <p>Further moderation events to be planned and have been useful this session. Next session to involve Cluster groups.</p> | <p>All staff</p> <p>Ongoing</p> <p>Nov & Feb INSET Days</p> |

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| | | <p>time, Inset days and WTAs)</p> <ul style="list-style-type: none"> 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 our core business of 'Every Dundee Learner Matters' | <p>visits can be arranged.</p> <p>Moderation will be on the Agenda at every INSET Day.</p> <p>Meet with Cluster colleagues to create plan for P7-S1.</p> <p>Update school-based transition procedures.</p> | <p>All pupils experience high quality learning and teaching.</p> <p>There will be improved consistency across the school.</p> <p>More detailed information will be shared at transition times.</p> <p>All staff will have an understanding of EDLM and that is a responsibility of all.</p> | | |
| <p>Dundee City Council Children and Families Service</p> <p>RAISING ATTAINMENT PLAN FOR SCHOOL / EDUCATIONAL SETTINGS</p> <p>Session 2021/22</p> | <p>IMPROVEMENT/PRIORITY 3</p> <p>SUCSESSES and ACHIEVEMENTS</p>  | | | | | |
| <p>Aims (what are we going to achieve?)</p> | <p>HGIOEL&C</p> <p>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> |

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| <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. • Involvement of all through networking and collaboration, within and across the wider community, to support our pupils who are most vulnerable and at risk of underachieving, being left behind or excluded • 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 • Agreed Authority-wide planning, recording and referral systems are used consistently | <p>Raise awareness of GIRFEC through Parent Focus Group and Parent Council meetings</p> <p>Continue to engage with HVs for TATC, supporting children and their families</p> <p>Effective staged intervention procedures will continue.</p> <p>Further Mosaic training for SLT and Admin staff.</p> | <p>Pupils, parents and staff will have a greater understanding of GIRFEC and SHANARRI and discuss them confidently.</p> <p>Outcomes for children will improve following TATC/ staged intervention process.</p> <p>SLT confidently accessing Mosaic.</p> | <p>Pupils are familiar with wellbeing indicators. This is now to be discussed with Parent Focus Groups</p> <p>ABLE plans in place and reviewed. Focus now on sharing with children and being used more as a working document.</p> | <p>All staff</p> <p>Ongoing</p> <p>Parent Focus groups throughout session</p> <p>All staff</p> <p>Ongoing</p> |
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| <p>Embed/implement Nurture Approaches Framework across the whole School / Educational Setting (with reference to Restorative Approaches)</p> <p>Strengthen the capacity of our schools to respond to pupil diversity</p> <p>The UNCRC / Children's Rights / Nurturing Approaches and Restorative approaches underpin all policy and practice</p> | <p>3.1</p> | <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 • Encourage new thinking and experimentation with alternative ways of working, ensuring engagement with all stakeholders' views to support progress of vulnerable groups of learners • 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 | <p>Continue to embed nurturing principles in Barnhill ensuring new staff are trained in nurturing approaches asap.</p> <p>Add an Alternative to Exclusion Policy to the Relationships Policy and share with parents.</p> <p>Continue to work closely with SFDW & Well-being Scotland Counsellor to best support children and families.</p> <p>UNCRC steering group to be established and all staff made aware of new legislation.</p> <p>UNCRC to be embedded of the Relationships Policy and Curriculum Rationale. This could be work for JLT, House Captains.</p> <p>Anti-Bullying Policy to be finalised and embedded through work with Respect Me Team.</p> <p>Re-visit the Relationships blueprint</p> | <p>Improved relationships Less disruption to L&T Reduced exclusions Reduced 'referrals' Improved attendance Improved attainment</p> | <p>Increased awareness and confidence in teaching and support staff about meeting pupil needs and reducing barriers to learning.</p> <p>Relationships policy in place and being put into practice.</p> <p>Nurture space well used as needed.</p> <p>Restorative conversations take place as a matter of course</p> <p>Work of UNCRC group is ongoing. Planned Assemblies for every class to share learning about a specific Article has been created and will start October 2022.</p> | <p>All staff</p> <p>Ongoing</p> <p>October 22 – June 23</p> |
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| | | <p>Rights Respecting School approach</p> <ul style="list-style-type: none"> 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 | and ensure it remains at the heart of our ethos. | | | |
| <p>Have robust processes for use of data/analysis to monitor and track individual progress leading to improved outcomes (including attainment, achievement, attendance, exclusions) in line with our clearly defined improvement focus, 'Every Dundee Learner Matters.'</p> | <p>1.3 (3.2) (2.3)</p> | <ul style="list-style-type: none"> Focused discussions regularly take place on every individual child, driven collectively by leaders and practitioners at all levels. 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 under the outcomes of the 'Three Ps': Presence, | <p>Through Attainment and Achievement discussions – ongoing</p> <p>SLT to develop rigorous tracking of targeted children. (SIG group)</p> <p>Developing tracking processes with Locality Information Analyst</p> <p>Staff CLPL on data analysis with support from Locality Information Analyst.</p> | <p>Overall attainment improves.</p> <p>Attainment raised for targeted children.</p> <p>Better systems in place for data analysis. Data can be used to plan targeted interventions.</p> | <p>Most pupils, receiving targeted support, showed increased levels of attainment. Work to be further developed this session.</p> <p>Supporting Learners staff to continue with early interventions.</p> <p>Lois Robertson to start Fresh Start groups in P6 & P7</p> | |

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| | | Participation and Progress. | | | | |
| All schools are rigorous about the implementation of DCC policies re attendance and ensure the strategy 'Every Dundee Learner Matters' supports the contextual approach to improvement | 1.3 3.2 2.3 | <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 Our policy and practices ensure the presence, participation and progress of all learners | <p>Make use of PandaA tool to track and monitor children in different groups.</p> <p>Provide opportunities for all staff to utilise the PandaA tool, with support from Locality Information Analyst.</p> <p>Head Teacher to meet regularly with SFDW to analyse attendance data and put in support for families where appropriate.</p> | <p>Staff are using data to plan interventions.</p> <p>Improved attendance for targeted groups of pupils.</p> | <p>Attainment meetings are integral part of QA calendar.</p> <p>Teachers now more confident in tracking pupil progress – this will now be done using SEEMIS P+A for tracking data. Data updated by teachers three times per year.</p> | <p>All Staff</p> <p>Ongoing</p> |
| Wider Achievement is recognised and rewarded | | <ul style="list-style-type: none"> Clear and consistent processes are in place for promoting, monitoring and tracking wider achievement for all pupils Build upon successful experiences and partnerships in Dundee during our recent lockdown to foster improvements in health, social development and | <p>Staff to monitor and track wider achievements in electronic planning folder.</p> <p>Continue to share successes through Seesaw and Achievement Wall.</p> | <p>Children who have been missing out on wider achievement opportunities will be identified.</p> | <p>Staff will continue to run extra curricular clubs over lunchtimes and after school.</p> <p>Active Schools Co-ordinator will continue to organise taster sessions and club input.</p> <p>Achievements are shared through</p> | <p>All Staff</p> <p>Ongoing</p> |

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| | | well-being, as well as in relation to educational achievement. | | | Seesaw and on Achievement Wall. | |
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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