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

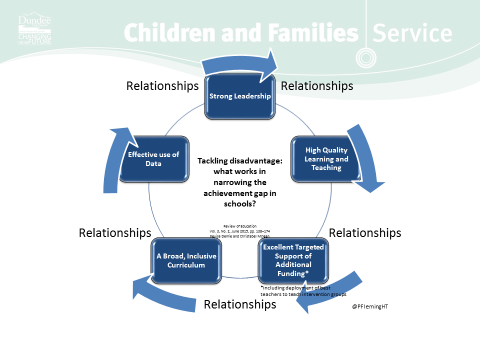
This paper outlines the priorities for session 2019/20 contained within the Annual Children & Families Service Plan and the recommendations highlighted in the ILA of the SAC in Dundee (see Appendix ?)

Key messages include:

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

This is the core business of all Dundee schools and establishments. There is no such thing in Dundee as a ‘non-attainment challenge school’.

**All Schools’ Improvement Plans will include the Key Messages/ Features / Actions specifically designed to improve outcomes for learners in each school:**



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| **Dundee City Council**  **Children and Families Service**  **RAISING ATTAINMENT PLAN FOR SCHOOLS**  **Session 2019/20** | **IMPROVEMENT/PRIORITY**  **Leadership and Management** | | | | | C:\Users\morag.mill\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\80NUEHSL\Children and Families header.jpg | | |
| **Specific Actions** | **HGIOS4**  **QIs** | **Tasks** | **Lead Prof.** | **Expected Outcomes/Measurement tool(s) use to evidence change** | **Progress Notes**  **(BRAG – December & March, May)** | | **Resources** | **Timescale** |
| **Revise VVA in line with Dundee’s aspiration/ambition to raise attainment** | **1.3** | * The Vision Values and Aims of all schools must include promoting: Ambition, Aspiration, Expectations, Challenge (constant message from Dundee School Inspections – (our children are capable of much more) * All practice across the school should directly link to Vision, Values, Aims and must be regularly re-visited * Scripting * Consistency in approach to relationships/restorative practice * Community engagement in Vision, Values and Aims |  |  |  | |  |  |
| **Implement planned robust self-evaluation procedures in relation to learning and teaching involving all stakeholders** | **1.1 (+2.3)** | * All staff must improve understanding of the purpose of Self-evaluation for improvement * Improve understanding of the link with CLPL and improved outcomes for learners * Quality Assurance calendar must be a priority (often first thing that drops under pressure) * Classrooms visits/observations - focus on quality of learning and teaching * Consistency of school improvement plans * Planned opportunities for sharing good practice * Detailed Tracking and monitoring throughout BGE in Primary and Secondary before and into the SP * Planned regular discussion re tracking data at SLT / departmental / class teacher levels (see monitoring periods) * No discussion finishes without an action plan agreed (interventions), recorded and followed up! * Good practice audit across the city (Dundee HGIOS) from extended review, CSV etc * Directory of Good Practice * Practitioner toolkit to support classroom self-evaluation * Example of high quality QA calendar * Schools share working time agreements |  |  |  | |  |  |
| **Increase/improve opportunities for learner voice/leadership including implementation of “wee HGIOS”** |  | * All schools use ‘wee HGIOS’ to embed learner voice and leadership across the school * Communication/engagement with Parents is tracked and monitored- letters etc re tracking reports * Motivation of young people – assemblies, PSE lessons etc * Learner voice - Regular feedback from learners re quality of L&T * Included in QA calendar * Young people “Leading Learning” eg taking part in department observations |  | **Weekly learner focus groups data** |  | |  |  |
| **Implement city-wide revised robust processes in every school for use of data/analysis to monitor and track individual progress leading to improved outcomes (ref Insight; BGE; SEEMiS; SQA; track one system)** | **2.3 (1.1)** | * Data used to identify areas for improvement (throughout school at all levels) * Regular engagement in Benchmarking through use of all available tools and data, in particular BGE toolkit * All schools will use the agreed DCC approaches to review SQA results – ie format for class teachers, PTs, SLT link officer, HT and planned meetings September-October * Secondary presentation policy that errs on the side of cautious optimism, with clear procedures to change levels with all stakeholders involved * Improved understanding (across the school) of data and its ‘best’ use and how it links with Monitoring and Tracking * Target setting * Consistent approach to Monitoring and Tracking ‘systems across the city.   (Is there the need for a Monitoring and Tracking template – BGE/Senior Phase?) |  | **SQA results**  **Dept Improvement Plan including specific priorities to raise attainment / close the gaps** |  | | **BGE Tracking/Insight/Time** | **November 2019** |

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| **Dundee City Council**  **Children and Families Service**  **RAISING ATTAINMENT PLAN FOR SCHOOLS**  **Session 2019/20** | **IMPROVEMENT/PRIORITY**  **Learning Provision** | | | | | C:\Users\morag.mill\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\80NUEHSL\Children and Families header.jpg | | |
| **Specific Actions** | **HGIOS4**  **QIs** | **Tasks** | **Lead Prof.** | **Expected Outcomes/Measurement tool(s) use to evidence change** | **Progress Notes**  **(BRAG – December & March)** | | **Resources** | **Timescale** |
| **Ensure provision of high quality learning and teaching and learner engagement for all (feedback; differentiation; learners leading learning)** | **2.3** | * Implement Leaders of Learning, Action Learning Sets or equivalent, Learning Rounds etc with focus on pedagogy and robust feedback/reflection * Challenge underperformance using DNCT and GTCS standards and procedures * Engage support with HR earlier to support staff absence * Engage support with HR earlier to support staff underperformance * Each school to have a clear LT+A policy * Each school to adhere to an agreed Dundee Standard for Learning – including   LI/SC employability/social skills  and LTiD/AifL  Co-operative learning |  | Training will be required through CLPL – shared CLPL between schools/city |  | |  |  |
| **Provision of an engaging and exciting BGE which provides learner pathways through to the SP and beyond and meets the needs of all learners, developing the Skills for learning, life and work (Primary Driver is NOT senior phase, shift away from “courses” S1-S3)** | **2.2** | * All schools will have a clear curriculum rationale * Get rid of all ‘dead time’ in the curriculum / school day * Differentiation in all classes * Parental accountability? |  |  |  | |  |  |
| **Planned strategic implementation of moderation arrangements across stages and curriculum throughout the session** |  | * Regular moderation as a priority throughout the year as per The DCC Moderation Strategy. (Therefore planned into collegiate time, In-set days and WTAs) * Focus on Transitions – throughout |  |  |  | |  |  |

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| **Dundee City Council**  **Children and Families Service**  **RAISING ATTAINMENT PLAN FOR SCHOOLS**  **Session 2019/20** | **IMPROVEMENT/PRIORITY**  **Successes and Achievements** | | | | | C:\Users\morag.mill\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\80NUEHSL\Children and Families header.jpg | | |
| **Specific Actions** | **HGIOS4**  **QIs** | **Tasks** | **Lead Prof.** | **Expected Outcomes/Measurement tool(s) use to evidence change** | **Progress Notes**  **(BRAG – December & March)** | | **Resources** | **Timescale** |
| **Fully implement robust assessment and planning processes for wellbeing in line with National Practice Model (GIRFEC)** | **3.1** |  |  |  |  | |  |  |
| **Embed/implement Nurture Approaches Framework across the whole school (with reference to Restorative Approaches)** | **3.1** | * All schools will be working towards becoming a ‘Nurturing School’ * All schools will develop Alternatives to Exclusion policies * Regular review of pupil absence with interventions identified for targeted individuals and groups * Regular review of pupil exclusions with interventions identified for targeted individuals and groups * UNCRC/RRS should be developed * Shift focus to Relationships Policies from behaviour/ discipline focus * Restorative practices developed to resolve conflict/disruption/return from exclusion | **DHT support** | **Improved relationships**  **Less disruption to L&T**  **Fewer exclusions/referrals**  **Improved attendance**  **Improved attainment** |  | | **Collegiate time**  **Working group** | **3 year plan** |
| **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)** | * Every child discussed by someone * Equity – keep focus on targeted children and young people on CP register, ASN, LAC, Young Carers * Improve Attendance by ??% * Improve Outcomes for targeted groups - LAC, ASN, Young Carers, SIMD1&2, CP register….., including attendance and exclusions |  |  |  | |  |  |

**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 schools
* finalise curriculum rationale, design and progression work already started in key areas including literacy and numeracy
* support all schools 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 measurement plans – Attainment Advisor
* Reinforce the expectations within and the contribution of the School Improvement Framework to raising attainment and closing outcome gaps – including the Chief Education Officer carrying out SQA Results Reviews in all secondary schools
* 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 schools identified using performance data
* Review cross-sector and subject / curriculum networks