

3. SCHOOL IMPROVEMENT PLAN 2019 - 20

Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area
<p>School Priority 1 Quality Assurance, Self-Evaluation</p>	<p>Self-evaluation will take place in a systematic, manageable and purposeful manner which flows with the natural cycle of the school year and regenerates that cycle.</p> <p>This will result in improvements in learning and teaching for all young people and improvements in meeting the needs of every learner in the classroom. By developing a Dalry Secondary learning and teaching policy we will also tackle the issues of improving learning and teaching and meeting the needs of all young people.</p> <p>From the review work done by staff during collegiate sessions it is clear that a review of the school's vision, values and aims with all stakeholders is necessary. The school community will have a clear vision, a clear set of agreed values and aims that promote achieving excellence in the school.</p> <p>The Scottish Credit and Qualification Framework is an improved way of considering the equivalence of school courses and courses in Further and Higher education as well as qualifications in the world of work. For our curricular offer it is important that pupils and parents understand the level of each course and how they relate to one another.</p>	<p>Finalise systematic Quality Assurance Self-Evaluation policy and procedures</p> <p>Develop a Dalry Secondary Learning & Teaching policy</p> <ul style="list-style-type: none"> Build understanding with all stakeholders of what makes a good lesson at Dalry Secondary <p>Finalise a collegiate approach to classroom observation.</p> <p>Ensure the use of classroom observation is consistent and objective.</p> <p>All subject areas will have an entry in their improvement plans outlining how they will improve pace, breadth and challenge in the classroom and how differentiation will be improved in their subject. How they will encourage young people to take more responsibility for their learning, how they will improve sharing success criteria and communicating what success looks like.</p> <p>Review Vision, Values and Aims with all stakeholders to create a well understood, widely promoted and agreed vision, a set of values that are continually referred to as part of all learning and teaching and within the wider school community, and a set of aims to which all school stakeholders can aspire.</p> <p>The school as an Scottish Credit and Qualification Framework ambassador will:</p> <ul style="list-style-type: none"> Build parental understanding of the Broad General Education and Senior phase and how they link together and move beyond school <p>Build parental understanding of the Scottish Credit and Qualification Framework framework and equivalence of other courses.</p>	<p>J Smith + School Management Team</p> <p>A Cook and A Cathro with a working group and involving all school stakeholders.</p> <p>G Prentice + C Williams will lead – L Gillies will link with this work stream.</p> <p>J Smith + Principal Teachers</p> <p>A Cathro together with all stakeholders</p> <p>A Cathro + Scottish Credit and Qualification Framework trained staff C Williams, G Prentice</p>

<p>School Priority 2</p> <p>Tracking and Monitoring in the BGE and Health & Wellbeing</p>	<p>Continue to develop approaches to planning for, assessing and checking the progress of young people across all stages.</p> <p>Through improved Monitoring and Tracking parents and pupils will be better informed of their progress. Parents and pupils will know if they are on track to achieve their goals. Parents and pupils will know the pathway they are on through the Broad General Education and on into the Senior Phase.</p> <p>A moderation plan will ensure that all staff fully understand the moderation cycle and are applying it to the work done in their classroom, faculty, school thus ensuring the reliability and accuracy of the educational decisions made for each individual pupil.</p> <p>Through our professional learning about Nurture we will continue to develop our knowledge and implement the principles of Nurture within the school. Impact on young people will be through improvements in all aspects of a young person's school experience; particularly their well-being.</p> <p>Understanding of how to record H&W and be able to generate H&W CfE levels for all pupils.</p>	<p>Learning conversations in Broad General Education and Senior phase, recorded by pupils.</p> <p>Moderation and verification, particularly in Broad General Education – Use of Education Scotland Moderation HUB.</p> <p>Progress + Achievement Module providing consistent and regular feedback on pupil progress in the Broad General Education.</p> <p>Consistent, regular feedback to pupils and parents through Monitoring and Tracking in the Senior Phase. Target Grades and Working Grades will be shared with pupils and parents on a regular calendarised basis.</p> <p>Introduction of learning mentors to mentor young people on their journey through school.</p> <p>Improve knowledge of the moderation cycle. Have a plan for when and how moderation will be carried out.</p> <p>We will continue with our work on the Nurture principles 'All learning is understood developmentally' and 'All behaviour is communication'.</p> <p>Exploring H&W, how to record, how to assign a level, how to moderate.</p>	<p>L Gillies + All Staff</p> <p>A Cathro + all staff</p> <p>A Cook + all staff</p> <p>A Cook</p>
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<p>School Priority 3</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p>	<p>Continue to develop the understanding of all staff of their key role in leading and managing change. Develop a shared understanding across all staff of what consistently high quality learning and teaching looks like in Dalry Secondary School. We will improve the use and understanding of data to inform pathways for all young people.</p> <p>We will encourage all staff to be looking outwards ensuring that professional learning is part of all teachers' Professional Reviews.</p> <p>Develop opportunities that will extend the curriculum offer using local resources and by accessing digital learning.</p> <p>Improve stakeholder knowledge of Career Education Standards, Career Management Standards.</p> <p>Professional Learning - improve professional knowledge and understanding. Encourage professional reading around the improvement plan topics. Improve understanding of Pupil Equity Fund. Building on our Positive Relationships Policy, all staff involved in Pivotal training A full-day behaviour management training session will be delivered to all staff. This will cover the habits of highly effective behaviour management that will allow staff to learn how to manage their own behaviour and give them strategies to support pupils' behaviour whilst focusing on developing positive trusting relationships with pupils.</p>	<p>Link to the standards for registration and responsibility to meet learner needs in the classroom. Link to the standards for registration for involvement in professional enquiry and professional learning.</p> <p>Encourage young people to take more responsibility for their learning. Improve parental understanding of the links between Broad General Education → Senior Phase → positive destinations.</p> <p>Improvements to the senior phase offer that will access digital learning. Improvements to the senior phase that will respond to the identified needs of local employers such as Natural Power.</p> <p>Use of these principles in class and ability of all stakeholders to use the vocabulary associated. Use of My World of Work and lesson inserts.</p> <p>Creation of a physical and virtual library. Make use of Faculty time to encourage professional dialogue. Engage in Pivotal training. This will encourage staff to develop a consistent approach to behaviour management across the school community and will support the implementation of the 'Positive Relationships' policy. This will be further supported by training for all staff in Nurture Principle 5 - 'All Behaviour is Communication'. Discuss behaviour management strategies covered in Pivotal Training in faculties and agree appropriate strategies that will be taken forward in the classroom. Feedback to Principal Teachers. All staff will be responsible for being aware of the confidential information and data available for each of the pupils they teach and use this information to meet their individual needs.</p>	<p>All School Management Team</p> <p>All School Management Team</p> <p>J Smith + interested staff</p> <p>Principal Teachers + All Staff</p> <p>All staff</p>
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Use of PEF	<p>Pupil Equity Fund will be used as we develop our knowledge and understanding of Nurture, for example in training all staff on Pivotal Education.</p> <p>Pupil Equity Fund will support Developing the Young Workforce work to ensure specific pupils have targeted intervention.</p> <p>Pupil Equity Fund will be used to equip classrooms with basic equipment ensuring all lessons can be accessed by all pupils and that no pupil is unable to access a lesson due to lack of basic equipment.</p> <p>Pupil Equity Fund will continue to support Literacy & Numeracy interventions.</p> <p>Pupil Equity Fund will be used to support numeracy recovery through SUMDOG.</p>
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