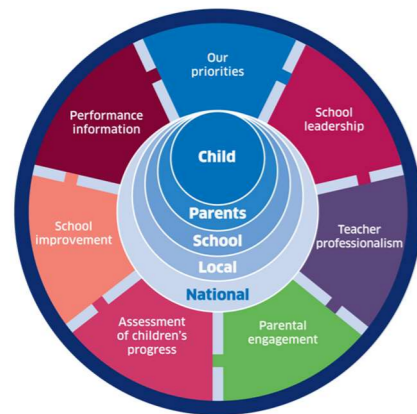


City Wide Single Raising Attainment Plan 2019-20

St. Joseph's RC Primary School



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.dundee.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 Vision

St. Joseph's RC Primary School strives to serve and play an integral part in the local community. Through our shared vision of ambition and high expectations for all learners, our school will ensure a welcoming and nurturing environment for all, where diversity is valued and equality and inclusion promoted.

Working in partnership, St. Joseph's RC Primary will endeavour to provide opportunities for every learner to extend their own potential, in order to help prepare them for future learning, life and work.

Our mission is to develop as a community of faith and learning, providing not only the highest quality of education, but helping to nurture the formation of all individuals through our own living witness to the Gospel Values, through celebration and worship and through service to the common good.

School Values

Support, Teamwork, Justice, Openness, Self – Awareness, Excellence, Positivity, Honesty, Success

School Aims

<p>At St. Joseph's we aim to create Successful Learners who</p> <ul style="list-style-type: none">• are engaged in their learning and motivated to achieve success• apply growth mind-set thinking to overcome challenges• persevere and don't give up easily• can apply skills in different contexts• recognise their own skills and talents and set achievable targets	<p>At St. Joseph's, we aim to create Responsible Citizens who</p> <ul style="list-style-type: none">• make good choices• display good behaviour, follow school rules and are positive ambassadors for our school• get along with others, developing a solution focused approach when things go wrong• respect and care for our shared spaces, our resources and each other• understand the world and look after it
<p>At. St. Joseph's, we aim to create Effective Contributors who</p> <ul style="list-style-type: none">• can solve problems & work cooperatively with each other• are emotionally literate• are resilient• can use a variety of strategies in order to communicate effectively• who are willing participants in the wider life of our school	<p>At. St. Joseph's, we aim to create Confident Individuals who</p> <ul style="list-style-type: none">• are not afraid to try new things• can form and voice their own opinions in an articulate way• believe in themselves and each other• can show initiative, leading their own learning• are ambitious

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.)

The majority of this plan has been created by the Dundee City Council's Chief Education Officer. We have consulted stakeholders through Parent Council, Parent Survey, Partner Survey, Staff Development Groups and Pupil Council around some of the detail.

Tools for Measurement of Progress:

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

Evidence from:

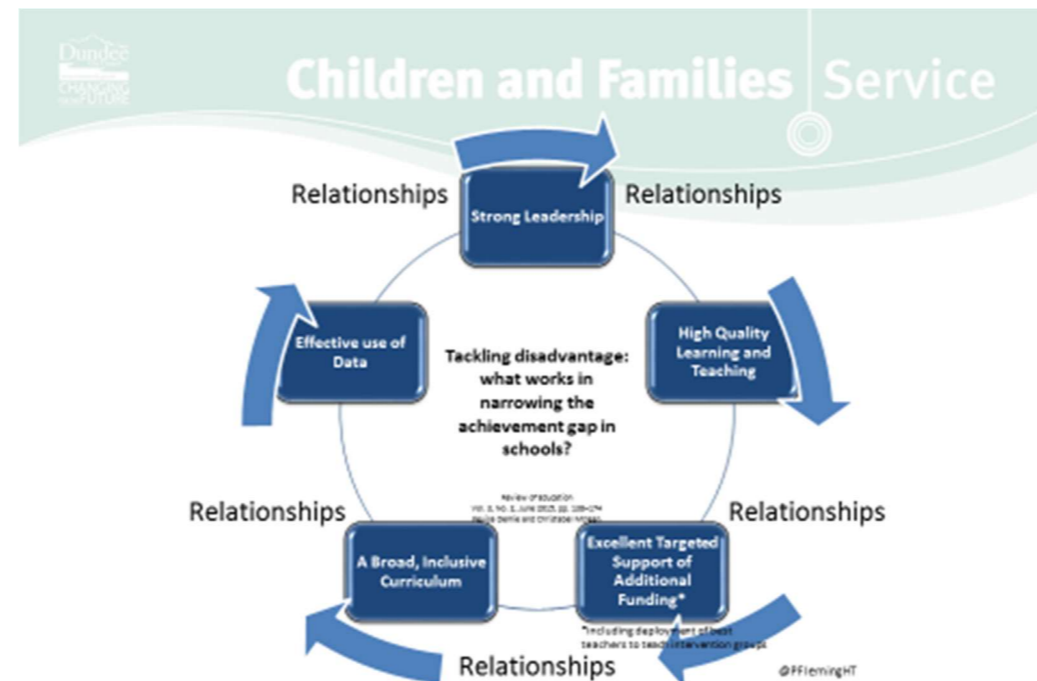
- Teacher Professional Judgement
- Standardised Assessment Data/Pitfalls/SQA data/trends (Insight)/ BGE Toolkit / Benchmarking/Moderation
- Exclusions and Attendance Data
- Changing Trends and Profiles in any of the above data
- Feedback from parents, children and young people and staff (evidenced through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



<p>Dundee City Council Children and Families Service</p> <p>St. Joseph's RC Primary School</p> <p>Session 2019/20</p>	<p>IMPROVEMENT PRIORITY 1</p> <p>LEADERSHIP and MANAGEMENT</p> <p>Priority Level Embedded in practice, maintenance only Good progress already made, now needs to be embedded in practice Priority for 2019-2020 Requires development but not priority for 2019-2020</p>							
<p>Aims (what are we going to achieve?)</p>	<p>HGIOEL & C HGIOS 4 QIs</p>	<p>Pri ority Lev el</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?)</p>	<p>Progress BRAG December, March, & May</p>	<p>Timescale / Responsibility</p>
<p>Revise Vision, Values and Aims in line with Dundee's aspiration/ ambition to raise attainment</p>	<p>1.3</p>	<p style="background-color: #00FFFF;"> </p> <p style="background-color: #00FF00;"> </p>	<ul style="list-style-type: none"> The Vision, Values and Aims of all School/Educational Setting 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 There is a consistent approach to relationships and restorative practice across the setting 	<ul style="list-style-type: none"> Continue to embed Vision, Values and Aims -continue to involve all stakeholders – pupils, families, staff, partners, community Values refreshed at assemblies with pupils Every meeting/CLPL session to have an explicit link to Vision Undertake relevant professional reading to provide clear rationale of shared approach Review our Positive Behaviour Policy to create Positive Relationships Policy - consistent whole school approach 	<p>All stakeholders can articulate Vision and it is visible in work of school.</p> <p>All stakeholders can articulate Vision and Values and they are visible in work of school</p> <p>All conversations will be restorative / scripts will be used and heard</p> <p>There will be less incidences of conflict in the playground</p>			<p>August 2019/ ongoing Responsibility of all</p> <p>HWB Working Party to lead/ Responsibility of all</p> <p>HWB Working Party to lead/ Responsibility of all</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. 	<ul style="list-style-type: none"> • Refresh at staff meetings using HGIOS4 PowerPoint • Continue to work with whole staff team evaluating QI 1.1 • With support from Cooperative Learning Consultants, continue to develop small tests of change / collaborative research • Teachers involved with CLC to share practice with colleagues within wider team and beyond • All staff will undertake Self Evaluation activities • 3 times annually revisit all actions from self-evaluations and discuss progress and impact on learners • Gather views over time to feed in to QIs • At every CLPL session make explicit the links to improved outcomes • Everyone who attends an external CLPL session must share with to line manager, during PRD/EPDR, how what they have learned has improved outcomes. Knowledge to be shared with colleagues/ wider staff team • QA Calendar in place and shared with staff. • Weekly discussion as to tasks and outcomes • Classroom visits and observations focus on 	<p>All staff will demonstrate / understand that self-evaluation is an integral aspect of our approach to continuous improvement. All staff will understand the need to be outward and forward-looking in their evaluation and improvement activities and will be able to articulate how this impacts positively on learners.</p> <p>Staff will work effectively as a team in self-evaluation and improvement activities. There will be a strong ethos of sharing practice, and of peer support and challenge. Staff will make effective use of up-to-date research/data from Scotland and beyond to inform learning/ developments.</p> <p>Teachers will use a range of different assessments to measure children’s progress across the curriculum.</p> <p>They will work effectively with colleagues across the learning community to moderate standards.</p> <p>CLPL activities for all staff are clearly linked to the results of self-evaluation and identified areas for improvement. Through tracking data, survey and observations we can demonstrate the impact of improvement arising from CLPL arising from SE on learning and teaching and the attainment, achievement and wellbeing of all learners. Areas of successful practice will be identified and shared across the school. Areas for improvement are identified and addressed leading to improved outcomes for learners. All staff will be able to articulate how all plans ensure positive outcomes for pupils.</p>		<p>By October 2019 Michelle Louden</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 all 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 / educator levels 	<p>the quality of learning and teaching.</p> <ul style="list-style-type: none"> Ensure plans are referred to and shared by all staff with clear purpose and rationale Build into Collegiate Calendar times to share practice in school. Share practice across the St. John's cluster – 4 times this session Develop our use of data from tracking of Wider Achievement Use Seemis Tracking and Monitoring Module to track progress of all learners At Team Around the Class Meetings (TATC), there is a focus on pupil progress. This will be followed by a 	<p>Consistency of approach across the school and cluster. Shared understanding of best practice.</p> <p>Data will show improved wellbeing outcomes. Improved ability to identify target children.</p> <p>All teachers will feel confident in the use of the new Seemis tracking module. Across the year, there is focused attention on monitoring and evaluating learning and teaching and children's achievements, and to taking improvements forward.</p> <p>As above</p>		
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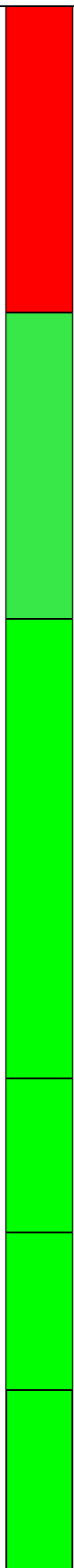
			<ul style="list-style-type: none"> Self-evaluation and CLPL activities result in agreed actions and interventions which are recorded and followed up as appropriate. 	<p>discussion and analysis at SLT meetings.</p> <ul style="list-style-type: none"> 3 times annually revisit all actions from self-evaluations and discuss progress and impact on learners SLT to follow up on PRD/EPDR agreed actions Everyone who attends an external CLPL session must feedback to line manager how what they have learned has improved outcomes. 	<p>Staff development / leadership at all levels overview allows for actions to be monitored.</p> <p>As above.</p>			
<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 	<ul style="list-style-type: none"> Communication/engagement with pupils & parents is tracked and monitored - letters etc. Pupil Council to meet fortnightly Look at other avenues for Pupil Voice - Regular learner surveys, on specific issues e.g. looking at wellbeing and how safe individuals feel., homework etc 	<p>Data from learner focus groups, Pupil Council, Learning Council, etc</p> <p>Results of surveys are acted on and result in improved outcomes as evidenced by subsequent surveys</p>			

			<ul style="list-style-type: none"> Involving learners in self-evaluation discussion in line with discussions with other stakeholders. 	Learner views are included in the ongoing evaluation of each QI			
		<ul style="list-style-type: none"> Motivation of young people is promoted – assemblies, PSE lessons etc. 	<ul style="list-style-type: none"> Focus on “One Community, Together We Shine” strapline, at assemblies and across the curriculum. 	<p>People across the school will be able to discuss, and demonstrate, what it means to live our values in action, striving to be ambitious.</p>			
		<ul style="list-style-type: none"> Learner Voice – there is regular feedback from learners re quality of Learning & Teaching 	<ul style="list-style-type: none"> Discussions re quality of Learning and Teaching at ‘Hot Chocolate’ session discussions Consider creating a Learning Council 	<p>Feedback from learners is included in evaluation of QI 2.3 which in turn lead into areas for development if appropriate.</p>			
		<ul style="list-style-type: none"> Young people lead learning 	<ul style="list-style-type: none"> Pupils will continue to lead their learning in class and have opportunities to lead across the wider life of the school community 	<p>As above</p>			
		<ul style="list-style-type: none"> Young people are involved in school self-evaluation 	<ul style="list-style-type: none"> Regular learner surveys, particularly looking at wellbeing and how safe individuals feel. Involving learners in self-evaluation discussion in line with discussions with other stakeholders. 	<p>As above</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 and support for pupils to maintain good attendance takes place 	<ul style="list-style-type: none"> Weekly/ monthly discussion of Attendance data and Late-coming data between SFDW/HT/ Admin at Team Around the School Meetings. Where required, followed up at Team Around The Child Mtgs 	<p>Year on year there will be a reduction in the number of children with attendance below 90%</p> <p>There will be a reduction in the number of children arriving late to school</p>			
		<ul style="list-style-type: none"> Children’s learning and progress are regularly analysed and evaluated through the use of a wide range of sources 	<ul style="list-style-type: none"> Through QA calendar SLT will monitor quality of learning At each TATC meeting, there is a focus on pupil progress. This will be followed by a discussion and analysis at SLT meetings. Moderation across stages, school and SIP 	<p>Through analysis of data we identify improvements. Subsequent analysis will show improvement of identified areas</p> <p>All staff involved in supporting pupils will be able to articulate the learning journey of individuals with supporting evidence</p> <p>Teachers will effectively report to parents / carers on pupil progress</p>			
		<ul style="list-style-type: none"> Appropriate data is used to identify areas for improvement at all levels 	<ul style="list-style-type: none"> Qualitative (e.g. from Learning Walks, PSVs) and Quantitative (e.g. attendance figures, SNSA results) data will be used to identify required improvements 	<p>All staff will be able to articulate strengths in practice and areas of priority with clear rationale, purpose and outcome for all learners</p>			
		<ul style="list-style-type: none"> Engagement in benchmarking activity within and across schools / settings and authorities is a regular feature 	<ul style="list-style-type: none"> SLT Briefing from Information Analysis Officer on effective use of data sources Use BGE Toolkit to identify comparator schools who are outperforming us – make contact to look at good practice 	<p>Teachers will be confident in making professional judgements of a level</p> <p>Staff will be aware of BGE Tool and will be able to articulate it’s use in helping our school to make continued, measured progress against local and national comparator schools</p>			

			<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Moderation activities across SIP and Cluster Trial Seesaw (small test of change) in one class as a means of profiling learning and communicating with parents HT to undertake ScIL Improvement Science CLPL throughout session Discussion at planning meetings/staff meetings re data and how to make effective use of Seemis Progress and Achievement Module Through discussion with learners (individual and group) ambitious targets are set Through discussion at planning meetings/ support meetings etc, and based on learner discussions ambitious targets are set for groups and individuals Feedback CLPL for all teaching staff- link to target setting 	<p>Staff, pupils and parents will be able to articulate the progress of learners to identify next steps in learning effectively</p> <p>HT will be able to support small test of changes / PDSA models and be a leader of quality Improvement, upskilling the wider staff team in the process</p> <p>Learning & Teaching Working Party will lead wider staff in making Learning Logs more fit for purpose</p> <p>Pupils will be able to articulate clearly their learning journey, identifying strengths and achievements and next steps</p>			
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<p>Dundee City Council Children and Families Service</p> <p>St. Joseph's RC Primary School</p> <p>Session 2019/20</p>	<p>IMPROVEMENT PRIORITY 2</p> <p>LEARNING PROVISION</p> <p>Priority Level Embedded in practice, maintenance only Good progress already made, now needs to be embedded in practice Priority for 2019-2020 Requires development but not priority for 2019-2020</p>							
<p>Aims (what are we going to achieve?)</p>	<p>HGIOEL &C HGIOS4 QIs</p>	<p>Pri o r i t y L e v e l</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?)</p>	<p>Progress 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>	<p style="background-color: yellow;">2.3</p> <p style="background-color: red;">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 	<ul style="list-style-type: none"> Learning & Teaching Working Party to be set up Adopt Dundee City Council Learning and Teaching Policy Create our own L&T Policy is in line with DCC Policy Review and embed our Curriculum Rationale with new members of staff To increase the number of visitors discussing their careers and skills required and link and implement the Career Education Standard Through Whole staff CLPL activity refresh Cooperative Learning Strategies During Learning walks/PSVs monitor se and impact of Cooperative Learning Strategies 	<p>All pupils will experience high quality learning and teaching experiences</p> <p>All staff will be able to demonstrate high quality L&T in line with DCC Policy</p> <p>As above</p> <p>As above</p>			<p>Learning & Teaching Working Group (by June 2020)</p> <p>As above</p>

		<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 Learning Walks, 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 	<ul style="list-style-type: none"> • Use Cooperative Learning Strategies at meetings/CLPL activities • Create in house CLPL Calendar • Further develop use of Peer Visits as a means of sharing successful learning and improving practice • Ensure regular Learning Walks / Learning Rounds take place and feedback given to staff team • Briefing from HR officer for all staff • As/If required as a result of PSVs & Learning Walks • As/If required as a result of PSVs & Learning Walks 	<p>All staff will have a shared understanding of continuous learning and development, know what is currently working well in their practice and have a plan as to what they would like to improve in their practice</p>			
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<p>Provision of an engaging and exciting BGE which provides learner pathways meets the needs of all learners, developing the Skills for Learning, Life and Work and DYW</p>	<p>2.2</p>	<p style="background-color: #00FF00;"> </p> <p style="background-color: #FFFF00;"> </p> <p style="background-color: #FFFF00;"> </p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Add NIF Drivers to Curriculum Rationale, ensure high achievement/ambition is explicit in Rationale • Staff discussion re dead time at end of learning episodes/end of terms. • Ensure all tasks have a clear purpose, not time fillers • Ensure term doesn't end before end of term! • Monitor during PSVs/Learning Rounds • CLPL as/if required • Adopt the Dundee City's Progression Frameworks as our planning tool • Make explicit the expectations • Continue to develop our post Read Write Inc. literacy programme • Investigate how Voice 21 can supplement our current literacy programme 	<p>All stakeholders will be able to articulate our school's unique curriculum rationale</p> <p>All learners will be engaged and appropriately supported and challenged during lesson time</p> <p>There will be less occurrence of low level pupil disruption</p> <p>Learners will feel that they are appropriately challenged through anecdotal feedback and pupil focus groups on learning</p> <p>Pupils will be able to articulate what they are learning, and why</p> <p>Pupils CfE achievement of level data will improve across all aspects of literacy</p>			<p>Curriculum Working Party (by June 2020)</p>
<p>Planned strategic implementation of moderation arrangements across stages and curriculum throughout the session</p>		<p style="background-color: #00FF00;"> </p>	<ul style="list-style-type: none"> • Regular professional dialogue develops a shared understanding of ages and stages of development and anticipated progress. 	<ul style="list-style-type: none"> • Fit into staff meetings • Peer Visit programme 	<p>Rich professional dialogue will be evident</p> <p>There will be good uptake levels for staff, "P,P,P" nights</p>			

			<ul style="list-style-type: none"> 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 In-service days prioritise time for training and upskilling staff, focussing on high quality learning and teaching 	<ul style="list-style-type: none"> Further develop moderation in literacy across both our School Improvement Partnership and Cluster schools Build on discussions already started at cluster level to ensure all transitions between establishments Consult with all stakeholders re current in-house transition 	<p>Staff will report an increase in confidence in making informed, professional judgements around pupils' learning</p> <p>Staff will have a shared understanding of achievement of a level data</p>			
<p>Ensure ICT infrastructure promotes high quality learning and teaching</p>			<ul style="list-style-type: none"> Enhance the bandwidth of Wi-Fi so that it can cope with the number of devices and laptops which are being serviced through the school's Wi-Fi Digital Hubs to be set up in the Learning Lounge area Increase the number of laptops and devices which are available to enhance learning 	<ul style="list-style-type: none"> Discussion with IT team Purchase new devices Monitor use of purchased devices and the impact on learning and teaching 				

<p>Dundee City Council Children and Families Service</p> <p>St. Joseph's RC Primary School</p> <p>Session 2019/20</p>	<p>IMPROVEMENT/PRIORITY 3</p> <p>SUCSESSES and ACHIEVEMENTS</p> <p>Priority Level</p> <p>Embedded in practice, maintenance only</p> <p>Good progress already made, now needs to be embedded in practice</p> <p>Priority for 2019-2020</p> <p>Requires development but not priority for 2019-2020</p>							
<p>Aims (what are we going to achieve?)</p>	<p>HGIOEL&C HGIOS4 QIs</p>	<p>Priority Level</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?)</p>	<p>Progress 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>	<p>Priority Level</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> SHANARRI to be focus of assemblies Continue to build on positive relationships with partners Collect 'baseline' assessment data for resilience so impact can be measured across next session. SLT to review TATC processes to ensure in line with DCC Guidelines. All TATC minutes to be recorded on Mosaic CP Officer (Lead) to attend DCPO Forum sessions 				

<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>	<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 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 	<ul style="list-style-type: none"> Continue to work with Cluster Colleagues to develop nurturing approaches Liaise with Educational Psychologist to further enhance "nurture hubs" for learners in and around the school School has volunteered to be one of three schools collaborating on DCC "Autism Plan" with central ASN staff (Janette Kerr) School staff will undertake training around Autism Specific strategies / differentiated approaches Anti- Bullying Policy to be reviewed in partnership with pupils, staff and parents HWB Working Party to revisit / revise "Positive Relationships Policy" to ensure consistency in approach across whole school 	<p>Improved relationships Less disruption to L&T Reduced exclusions Reduced 'referrals' Improved attendance Improved attainment</p> <p>Staff confidence around differentiating to meet learners needs at universal and targeted levels will increase</p> <p>As above</p> <p>All stakeholders will be clear about Anti-Bullying strategy</p> <p>Staff, pupils and parents will recognise positive relationships are very visible / evident in our school, which provide solid foundations for supporting strategies for self-regulation, reduce disruption and promote emotional and academic resilience .</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 	<ul style="list-style-type: none"> Continue Team Around the Child/ Team Around the Class / Team Around the School / Sfl Consultations to ensure that there is strategic and robust approach when supporting individuals in 	<p>Staff will demonstrate their knowledge of individual learners through their robust articulation of each individual's circumstances, strengths and need</p>			

			<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • their HWB, academic and wider achievements • Coherent PEF plan in place with clear rationale for improving outcomes for disadvantaged individuals/groups. • To embed planning, tracking and monitoring systems now in place to support learner pathways through their primary school careers. • HT to undertake ScIL Quality Improvement Programme, with focus on Improvement Science/ Methodology. 	<p>A range of data will evidence impact of interventions for all</p> <p>Staff confidence levels will increase in planning learners' experiences</p> <p>All Staff will feel supported in the science of quality improvement</p>			
All schools are rigorous about the implementation of DCC policies re attendance	1.3 2.3 3.2		<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, e.g. SDS risk matrix is 70% or below, absences total 20 days or more • To take further steps to reduce the number of children arriving to school late. 	<ul style="list-style-type: none"> • Review tracking and monitoring systems to include accurate pupil profiles • Regular review of learners' attendance is undertaken, with interventions identified for targeted individuals and groups (through Team Around the School Mtgs) • Investigate use of text messaging to parents re daily late coming • Investigate use of text messaging to parents re daily late coming 	<p>Systems will be used effectively to support staff to tell the story of individual learners' journeys/ attainment and achievements</p> <p>Attendance data will remain a positive picture across the school and here will be improvement in individual cases</p> <p>Numbers of pupils arriving late to school will decrease</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 	<ul style="list-style-type: none"> • Raise profile of wider achievement through "Celebrating Success" Assemblies • Ensure CTs make use of wider achievement tracking tool 	<p>Learners will feel that their successes are regularly celebrated in school</p>			

