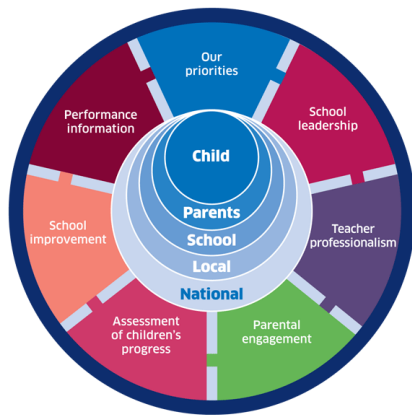


School/Educational Setting Improvement Plan 2019-20

Establishment: Braeview Academy



National Improvement Framework
<http://www.gov.scot/Publications/2016/01/8314>

HGIOS 4 Self-evaluation
https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIH_editHGIOS/FRWK2_HGIOS4.pdf

Tayside Plan C&FS
[External Link](#)
 Tayside_Plan 1a.pdf

Dundee Education Plan
https://www.dundecity.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.

Code (BRAG)

Blue- completed

Red- not started

Amber Just started

Green some progress, not yet embedded

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/Setting Vision, Values, Aims:

Vision

- All members of our community challenge themselves to achieve their personal best by setting goals, showing determination and taking pride in their successes. **It starts with you.**
- All members of our community commit to engage in learning. We achieve this by embracing all opportunities to attend, learn and attain. We take care of our learning environment. **It starts with you.**
- All members of our community feel respected, nurtured and included. We achieve this by being honest, caring and showing kindness towards others. We look out for our own safety and that of others. **It starts with you.**

Values

Ambition, Responsibility and Safety

Aims

Our broad aims in Braeview Academy are to provide a happy and safe environment in which all pupils can learn to the best of their abilities; to encourage and support pupils to participate in the life of the school and community; and to prepare pupils for life after school.

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.)

- Thematic Reviews: Our Learning and Teaching and Our Relationships
- Pupil, staff, parent and carer focus groups
- PRD and PU procedures in place in line with local and national guidelines
- Pupil leadership groups aligned with staff School Improvement Groups through Practitioner Enquiry programme
- Pupil feedback systematically elicited by practitioners to identify areas of improvements to learning and teaching
- Whole school and departmental QI calendars.
- SLT and PT SIP evaluation and DIP evaluation.
- HIME Thematic Evaluation, TSV and Extended Review
- Junior and Senior Pupil and City-wide Pupil Voice (formerly PRC).
- School Improvement Partner Attainment Reviews
- Evaluation of provision delivered by or in collaboration with community and DYW partners.

Tools for Measurement of Progress:

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

Evidence from:

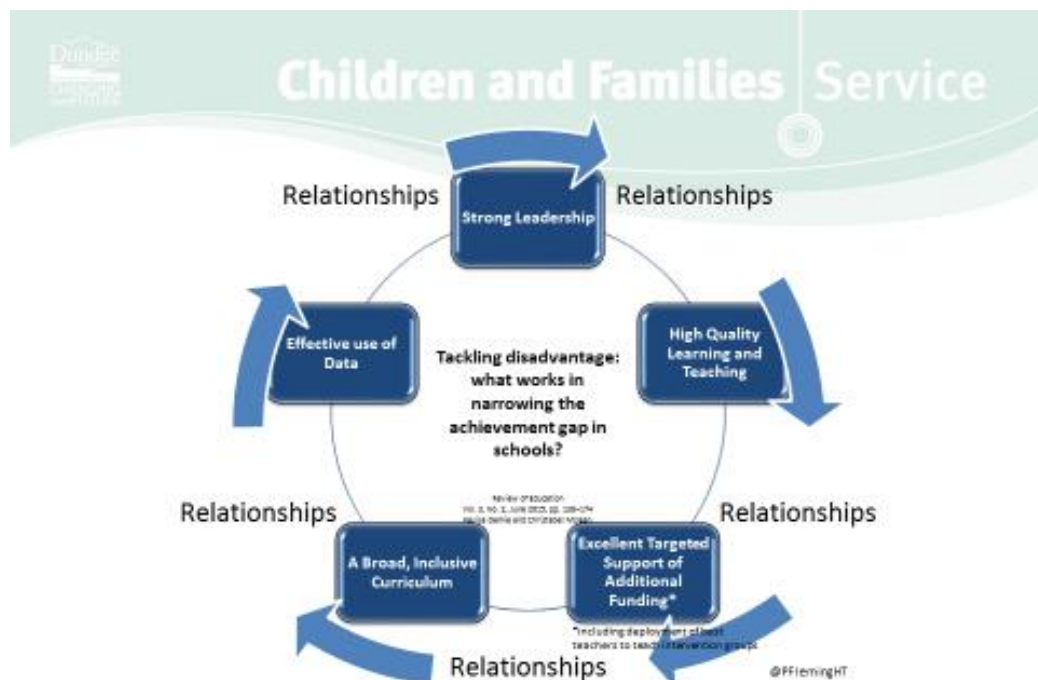
- Teacher Professional Judgement
- Standardised Assessment Data/Pitfalls/SQA data/trends (Insight)/ BGE Toolkit / Benchmarking/Moderation
- Exclusions and Attendance Data
- Changing trends and Profiles in performance data
- Feedback from parents, children and young people and staff (evidenced through 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
- Thematic Reviews

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 Family Services</p> <p>Braeview Academy</p> <p>RAISING ATTAINMENT PLAN FOR SCHOOL/ EDUCATIONAL SETTINGS</p> <p>Session 2019/20</p>	<p>IMPROVEMENT PRIORITY 1</p> <p>LEADERSHIP and MANAGEMENT</p>					
<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>Timescale / Responsibility</p>	<p>Progress/Impact (what has improved?) BRAG – December, March, & May</p>
<p>Revise Vision, Values and Aims in line with Dundee’s aspiration/ambition to raise attainment</p>	<p>1.3</p>	<p>School community Vision and Values are embedded in the actions and relationships of members of the school community and in school policy and procedure. The school’s vision and values are integral to all aspects of learning provision and relationships across the school community, including the use of restorative practices.</p>	<p>Make the vision and values explicit:</p> <ul style="list-style-type: none"> • Thorough assemblies • Staff meetings • In learning conversations • Within all teaching areas • Through assessment and reporting processes • Within restorative and attainment- based conversations with young people and families • Community events/meetings • All Parental Engagement sessions 	<p>Data from pupil voice Parent/carer and staff survey Thematic reviews</p>	<p>L Elder/ All staff 26 June 2020</p>	

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?)	Timescale / Responsibility	Progress/Impact (what has improved?) BRAG – December, March, & May
Implement planned robust self-evaluation procedures in relation to learning and teaching involving all stakeholders	1.1 (2.3)	There is a shared understanding of the positive impact of high quality self-evaluation of learning and teaching upon improving outcomes for all learners.	<p>Clear programme of self-evaluation shared across school community through QA calendar and monthly updates</p> <p>CLPL needs identified through self-evaluation actions and planned programme of CLPL shared across learning community</p> <p>Continue to develop and embed Thematic Review model based upon ‘Our Learning’ and embedding Education Scotland Learning and Teaching evaluation toolkit</p> <p>Implement action points from Thematic Review ‘Relationships for learning’ and HMle visit on Parental engagement and leadership of learning</p> <p>Link professional learning of staff (PRD process) with improvement priorities emerging from reviews</p>	<p>Professional dialogue Learner voice Insight data SNSA data CfE Achievement of a level data Improved outcomes Lesson observation Learner voice Professional dialogue Pupil voice</p> <p>Increased consistency of learner experiences for all young people</p>	<p>Professional dialogue Learner voice Insight data SNSA data CfE Achievement of a level data Improved outcomes Lesson observation Learner voice Professional dialogue Pupil voice</p> <p>Increased consistency of learner experiences for all young people</p>	<p>FMc June 2019 Monthly QA updates 2019-20</p> <p>FMc ELT, subject specialists Audit of Thematic Review model: October 2019 February 2020</p>

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?)	Timescale / Responsibility	Progress/Impact (what has improved?) BRAG – December, March, & May
	1.2	<p>There is a shared understanding of the value of an embedded inwards, outwards, forwards approach to self-evaluation.</p> <p>The robust and rigorous analysis of performance data is an essential feature of continuous self-improvement. Improvement actions are evidence based.</p> <p>Strengthen the confidence and resilience of our young people to take responsibility for their own learning in order to build a strong school community.</p>	<p>Improvement planning process is shared with ELT who engage in collaborative self-evaluation of departmental improvement priorities.</p> <p>All curriculum improvement plans identify planned opportunities for working collaboratively with partners</p> <p>There are planned opportunities identified in the QA calendar for analysis and evaluation of performance data. Identified improvement priorities are embedded within school and curriculum improvement plans.</p> <p>Implement pupil leadership programme with planned opportunities for leadership throughout the BGE and senior phase Deliver S3 leadership course to all young people.</p>	<p>Improved quality and consistency of curriculum plans and clear identification of improvement priorities</p> <p>Improvements in identified performance indicators</p> <p>Pupil voice Performance data</p>	<p>FMc/ SLT PTs subject and Guidance June 2019-June 2020</p> <p>KC/SLT PTs Subject September 2019 February 2020</p> <p>KC June 2019-May 2020</p>	

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?)	Timescale / Responsibility	Progress/Impact (what has improved?) BRAG – December, March, & May
<p>Increase/improve opportunities for listening and responding to children's/learners' voice/leadership of learning.</p>	<p>1.4</p>	<p>There are clear policies and procedures in place to ensure the provision of pastoral support and wellbeing for all staff which lies at the heart of high quality learning and teaching.</p> <p>The guiding principle of listening and responding to young people and their families is embedded and included in whole school and departmental QI Calendars.</p> <p>Young people are involved in self-evaluation activities and contribute to the identification of improvement priorities</p> <p>Practitioners systematically use pupil voice feedback to identify and take forward improvements</p> <p>Practitioners use learning and teaching methodologies that enable learners to lead learning including formative assessment strategies and cooperative learning.</p>	<p>Consult with professional bodies and staff to ensure that the Working Time Agreement supports the delivery of identified school and DCC improvement priorities.</p> <p>Allocate time on additional inservice day (4th October) to support staff in addressing workload issues.</p> <p>Provide staff with most up-to-date information on DCC Managing Absence Procedures.</p> <p>Increase opportunities for pupil voice leadership across the whole school and at departmental and individual class level.</p> <p>' HGIOS' pupil edition is used to embed learner voice at whole school, departmental and individual class level to promote leadership of learning.</p>	<p>Professional dialogue with staff and professional bodies.</p> <p>Pupil voice Parent/carer and staff survey Thematic reviews</p>	<p>LE June 2019 – June 2020</p> <p>KC August 2019 October 2019 December 2019 March 2020 June 2020</p> <p>FMc Curriculum leaders</p>	

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?)	Timescale / Responsibility	Progress/Impact (what has improved?) BRAG – December, March, & May
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)	<p>There is a shared understanding of the value of performance data and intelligence (BGE and senior phase) in order to track and monitor progress of all learners, including young people who experience specific barriers to learning.</p> <p>Interventions based on performance data and intelligence identified and embedded within curriculum and whole school improvement priorities</p>	<p>Regular planned opportunities to track, monitor and evaluate progress of all young people embedded in improvement activities through coordinated actions of curriculum and pastoral teams</p>	<p>Improved attainment profile</p> <p>Improvement in positive and sustained destinations for all leavers</p>	<p>KC Subject PTs Guidance PTs House heads June 2020</p>	

<p>Dundee City Council Children and Family Services</p> <p>Braeview Academy</p> <p>RAISING ATTAINMENT PLAN FOR SCHOOL/ EDUCATIONAL SETTINGS</p> <p>Session 2019/20</p>	<p>IMPROVEMENT PRIORITY 2</p> <p>LEARNING PROVISION</p>					
<p>Aims (what are we going to achieve?)</p>	<p>HGIOEL&C HGOS4 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>Timescale / Responsibility</p>	<p>Progress/Impact (what has improved?) BRAG – December, March, & May</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>We support our highly skilled staff to engage in professional learning to ensure a consistently high level of learning and teaching. A wide range of teaching approaches, including co-operative learning, are used to support young people take increasing independence in their learning and lead learning experiences.</p> <p>All staff are proactive in identifying aspects of professional learning to take forward based upon the identified priorities of the school improvement plan.</p>	<p>Professional Enquiry school improvement group programme to support improvements in learning and teaching delivered with all teaching staff</p> <p>Improvement in consistency of learning provision experienced by all young people</p> <p>Planned programme of CLPL opportunities identified across the school year linked with school improvement priorities. Positive impact upon professional learning and skills of staff</p>	<p>Lesson observations Learner voice Professional dialogue</p> <p>Thematic Review: Our learning</p> <p>Uptake of professional learning opportunities Professional dialogue</p>	<p>FMc/ JW November 2019 February 2020 evaluations</p> <p>FMc/ SLT</p> <p>SLT June September, November 2019 reviews</p>	

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?)	Timescale / Responsibility	Progress/Impact (what has improved?) BRAG – December, March, & May
			<p>Engage in TRIC professional collaborative learning to improve the quality of feedback that we provide to all our learners</p> <p>Engage in literacy skills development with the support of the Voice 21 project</p>	<p>Performance data</p> <p>Audit of oracy provision Observations of learning Development of a cluster approach to skills development</p>	<p>FMc November 2019 February 2020 evaluations</p> <p>FMc August- May 2019-20</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 (The primary driver is NOT senior phase - shift away from "courses" S1-S3)</p>	<p>2.2</p>	<p>The curriculum rationale is clearly understood by all stakeholders. We deliver coherent learner pathways which provide young people with progressive learning pathways that clearly articulate with the senior phase.</p> <p>Work closely with college, school learning partners and DCC campus to ensure that all young people have appropriate learning pathways as they progress through the senior phase.</p>	<p>Engage with staff, families, young people and our education providers in a series of planned dialogues to identify clear learning pathways.</p> <p>Implement revised procedures for identifying learner pathways throughout the BGE and senior phase.</p> <p>Literacy and numeracy skills are developed across all curriculum areas through dedicated literacy and numeracy lessons.</p>	<p>Through pupil voice opportunities, young people demonstrate a clear understanding of learner pathways and appropriate progression in their learning.</p> <p>High levels of satisfaction with learner pathways process demonstrated by families and as young people move from the BGE into the Senior phase</p> <p>Increase in % of learners moving into positive and sustained destinations</p> <p>Improvements in literacy and numeracy levels of attainment BGE and Senior phase</p>	<p>FMc November 2019 February 2020</p> <p>FMc September 2020</p>	

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?)	Timescale / Responsibility	Progress/Impact (what has improved?) BRAG – December, March, & May
		Curriculum leaders work in partnership with employers to promote skills for learning, life and work through all curriculum areas. All learners have planned opportunities within the curriculum to develop an awareness of the world of work.	In collaboration with partners, S3 learners participate in an Employability programme delivered in partnership with staff and partners. Planned opportunities to strengthen links with the world of work identified through curriculum improvement plan.	Improvements in % of young people achieving positive destinations	KC DS/ Guidance team May 2019-June 2020	
Planned strategic implementation of moderation arrangements across stages and curriculum throughout the session		We have a shared understanding that moderation of teacher professional judgement of young people's progress is an integral feature of highly effective self-evaluation. All staff have planned opportunities to engage with literacy and numeracy moderation activities including opportunities for cross sector working.	Planned programme of literacy and numeracy moderation activity in collaboration with the cluster. Whole school CLPL sessions to support literacy and numeracy moderation delivered by QUAMSO leaders Positive impact upon professional learning and skills of staff Moderation of literacy and numeracy levels achieved within the BGE (S1-3) across all curriculum areas. Planned opportunities for moderation activities planned with learning partners across a range of curriculum areas	Professional dialogue Increased consistency of experience for learners moving from primary to secondary sector Increased staff confidence in making professional judgements	FMc PT literacy and numeracy November 2019 February 2020 Identified opportunities in calendar agreed with cluster May 2020	

<p>Dundee City Council Children and Families Service</p> <p>Braeview Academy</p> <p>RAISING ATTAINMENT PLAN FOR SCHOOL / EDUCATIONAL SETTINGS</p> <p>Session 2019/20</p>	<p>IMPROVEMENT/PRIORITY 3</p> <p>SUCSESSES and ACHIEVEMENTS</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>Timescale / Responsibility</p>	<p>Progress/Impact (what has improved?) BRAG – December, March, & May</p>
<p>Fully implement robust assessment and planning processes for wellbeing in line with National Practice Model (GIRFEC)</p>	<p>3.1</p>	<p>DCC staged intervention process is used consistently and effectively to support children and families</p>	<p>Implement a TATC school calendar.</p>	<p>Increase in levels of parental engagement in working with the school to remove barriers to learning</p>	<p>JT June 2020</p>	
	<p>3.1</p>	<p>Continue to work towards embedding the principles of nurture to support learning and teaching and assessment.</p> <p>All staff and partners committed to embedding the principles of a nurturing school within the school community.</p>	<p>Pupil voice Parent voice Observations – DEPS / SFL CLPL – Nurture Enhanced Support Provision via SFL Dept Follow up our findings from our Thematic Review</p>	<p>Improve relationships across the school community Reduce formal exclusions and time spent in Alternative to Exclusion provision Reduce ‘referrals’ Improvements in attendance and attainment data.</p>	<p>JT House Heads All staff including non-teaching and support staff May 2019-June 2020</p>	

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?)	Timescale / Responsibility	Progress/Impact (what has improved?) BRAG – December, March, & May
		<p>There is a shared understanding of the strategies available to support our 'Better Relationships, Better learning,' approach.</p> <p>Embed restorative practices Regular review of excusion/behaviour / engagement data with planned interventions for targeted individuals and cohorts in collaboration with partners.</p>	<p>Pupil consultation Parent consultation Staff consultation Embed relationships policy.</p> <p>CLPL restorative practices</p> <p>Embed termly SRTs to allocate and review interventions to support inclusion</p>	<p>Increase consistency of learners experience evidenced through observations of learning and pupil voice</p>		
Have robust processes in place for effective use of data to monitor and track individual progress leading to improved outcomes (including attainment, achievement, attendance, exclusions)	1.3 (3.2) (2.3)	<p>An agreed core data set is in place, to monitor progression of all learners and targeted cohorts.</p> <p>Planned opportunities for rigorous analysis of performance data identified through improvement calendar.</p> <p>The updated tracking and monitoring "progress and achievement" module (SEEMIS) is fully embedded within reporting, tracking and assessment procedures</p>	<p>Continue to build capacity in all staff to engage with and use data to improve outcomes for all learners.</p> <p>Create an online performance data portal for all staff</p> <p>Adhere to QA calendar to ensure performance data and the full range of school intelligence is used to ensure all young people make appropriate progress in their learning and identify interventions where there are identified barriers to learning.</p>	<p>Strengthen staff confidence in intelligence and data analysis Improve attainment profile.</p>	<p>KC PTs Subject and Guidance House heads June 2020.</p>	

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?)	Timescale / Responsibility	Progress/Impact (what has improved?) BRAG – December, March, & May
		<p>Reporting procedures ensure that young people and families receive clear and timely updates on progression with focused learning goals.</p> <p>We have shared expectations of national standards across all curriculum areas with a specific focus on literacy and numeracy.</p>	<p>Provide training to all staff with a responsibility for sharing learning, teaching and assessment information with families.</p> <p>Ensure reporting timeline supports learning, teaching and assessment approaches. Revisit writing guidelines for producing SMART targets.</p> <p>Ensure data entered is backed up by sound assessment judgments through regular staff participation in moderation activities to confirm professional judgements.</p> <p>Consider additional assessment opportunities within the BGE to ensure that all learners have appropriate opportunities to demonstrate their knowledge and understanding across the curriculum.</p>	<p>Improved attainment in NQ performance data Learners are able to articulate their progression in their learning and identify their own learning goals.</p> <p>Shared understanding of national standards Increase in staff confidence in applying national standards.</p>	<p>KC</p> <p>FMc September 2020</p> <p>FMc PTs literacy and numeracy PTs subject June 2020</p> <p>FMC Subject PTs</p>	

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?)	Timescale / Responsibility	Progress/Impact (what has improved?) BRAG – December, March, & May
Wider Achievement is recognised and rewarded	3.2	<p>Clear and consistent processes are in place for promoting, monitoring and tracking and accrediting wider achievement for all pupils.</p> <p>Young people at risk of missing out on wider achievements opportunities are targeted and offered a range of interventions to remove barriers to learning and promote resilience and health and wellbeing.</p>	<p>Wider achievement spreadsheet updated at key points allowing groups of learners to be tracked and targeted groups identified.</p> <p>Increase planned opportunities for wider achievement accreditation Including core curriculum accreditation in the senior phase.</p> <p>Through regular reviews at House level and through the SRT, identify young people at risk of missing out and work with young people, families and carers to identify and implement appropriate interventions.</p>	<p>Improvements in attainment and participation data.</p> <p>Participation data Family and young people focus groups.</p>	<p>KC October 2019</p> <p>JT/ House Heads Oct, Jan, March reviews SRT House teams Partners, Parental Engagement Officer</p>	

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?)	Timescale / Responsibility	Progress/Impact (what has improved?) BRAG – December, March, & May
Improvement in employability skills and sustained positive leaver destinations for all young people	2.2, 3.3	<p>Embed opportunities within the curriculum, for learners to develop social skills, teamwork and leadership skills Implement Leadership and Resilience and Employability courses with in the BGE in collaboration with a range of partners.</p> <p>Early identification of planned leavers' date for all young people to ensure that all young people are engaged in appropriate learning pathways.</p> <p>Further develop the involvement of employers with in the BGE to better inform pupil pathways.</p>	<p>Further embed skills development across all curriculum areas departments Continue to identify opportunities for learning and business partners to support delivery of key aspects of the curriculum.</p> <p>Learning conversations with named person at planned opportunities as young people plan their learning journeys moving on from BGE to the senior phase.</p> <p>Embed employability course within the BGE S3 curriculum Increase opportunities for partners to engage with learners throughout the BE and senior phase</p> <p>DYW audit used to identify aspects for improvement and implement Employability and Skills strategy.</p>	<p>Leavers destination data, pupil focus groups, learner pathway data.</p> <p>Leavers destination data, pupil focus groups, learner pathway data.</p>	KC PTs Subject and Guidance June 2020	
Increase the range of opportunities for staff to develop effective use of digital technologies to support learning, teaching and assessment	2.3	Improve the use of digital technologies to enhance opportunities for young people to lead learning.	Audit use of digital learning across all curriculum areas in preparation for implementation of a Digital School strategy.	Enhanced BYOD Wi-Fi across the school estate Increase digital accessibility with in the school community .	KC PTs Subject	

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