

Braeview School Improvement Priorities 2020-2021



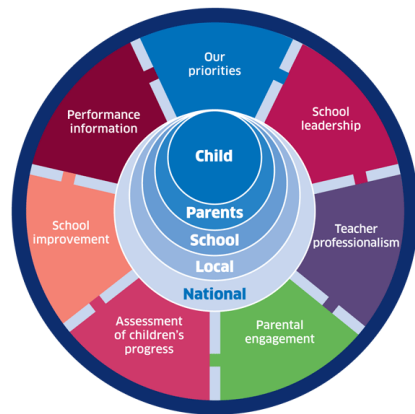
August- December 2020 Braeview Academy Improvement Plan 2020-21

Tayside Priorities

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.

Braeview key focus areas

- We will provide a nurturing and safe environment
- We will embed Digital Learning
- We will adapt learning and teaching within the recovery framework



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.

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.

<p>undee City Council Children and Family Services</p> <p>Braeview Academy</p> <p>RAISING ATTAINMENT PLAN FOR SCHOOL/ EDUCATIONAL SETTINGS</p> <p>Session 2020-21</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 – November</p>
<p>Embed the vision and values into all aspects of school life</p>	<p>1.3</p>	<p>School community Vision and Values are embedded in the actions and relationships of members of the school community, learning and teaching and in school policy and procedure.</p>	<p>Make the vision and values explicit in everything we do:</p> <ul style="list-style-type: none"> Responsibility and Safety- In all Covid-19 pandemic health and safety protocols 	<p>Learner voice</p> <p>Parent/carer and staff feedback/ health and safety survey (September)</p> <p>Observations of staff and learner experiences</p> <p>Thematic review (Our Health and Wellbeing) and wellbeing survey</p> <p>Feedback from departments</p>	<p>L Elder/ All staff</p> <p>Dec 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 – November
Planned robust self-evaluation procedures involving learner voice , leads to improvement in the learner experience and outcomes	1.1, 1.3	All staff use systematic self-evaluation at whole school and department level through learner voice, to identify and implement well-informed and planned change and improvement.	We regularly and systematically seek learner feedback on the content and delivery of our lessons. We use this to make adjustments and improve the impact of our lessons on young people. The use of learner voice is explicit in DIPs	PTs monitor Improved learner enjoyment, engagement, participation and attainment Pupil feedback to their teachers PT observations of learning Feedback from DMs staff and pupil survey	SLT and PTs December 2020	
Improved communication, consultation and collaboration across the school community to improve outcomes	1.3 and 1.4	Staff, families, young people and partners feel involved in the life of the school and in improving outcomes for young people.	We will increase the use a range of communication tools and social media. Pupil work and achievements shared on Twitter and You Tube etc	Feedback from wider school community. Staff, pupil, parent survey	December 2020	
Planned strategic implementation of moderation arrangements across all stages and curriculum areas	1.1 2.3	CfE Literacy and numeracy levels accurately reflect pupil attainment Early identification of gaps in learner attainment to enable appropriate planning for intervention Embed the use of Benchmarks and experiences and outcomes to plan, assess and evaluate learning in the BGE Increase staff confidence in making accurate professional judgements, based on a shared	Deliver SNSA assessments in October 2020 Implement S3 assessment block All curriculum areas to engage with Karen Dammer for support BGE moderation of standards activities take place at departmental level Moderation of N5 and Higher standards at departmental level, based on identified	Increased staff confidence in making professional judgements, based on a shared understanding of standards. Use of benchmarks in BGE curriculum planning demonstrate learner progression Learners are involved in identifying next steps and planning for improvement in learner experience and attainment Learner voice Improvement in teacher confidence levels Increased accuracy of attainment information provided to SQA	FMcPh/PTs	

		understanding of revised SQA arrangements	changes to SQA arrangements			
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<p>Dundee City Council Children and Family Services</p> <p>Braeview Academy</p> <p>RAISING ATTAINMENT PLAN FOR SCHOOL/ EDUCATIONAL SETTINGS</p> <p>Session 2020-21</p>	<p>IMPROVEMENT PRIORITY 2</p> <p>LEARNING PROVISION</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 – November</p>
<p>Recovery planning support is in place to mitigate against any adverse impact of the Covid19 “new normal” and to improve the learner experience.</p>	<p>2.3</p>	<p>All departments engage the support of Karen Dammer to ensure that high quality, pupil-led active learning, and teaching is implemented in line with Education Scotland Recovery guidance</p>	<p>PTs, supported by Karen Dammer, make appropriate adjustments to curriculum delivery, to ensure active learning and teaching, underpinned by Covid19 related health and wellbeing focus and health and safety protocols.</p> <p>Teachers contribute to and use CLPL resources on the network, to support their own professional learning</p> <p>Teachers engage with a range of literature</p>	<p>Improved confidence of PTs in planning, assessing and moderating their recovery curriculum, as a result of professional dialogue sessions with Karen Dammer</p> <p>Feedback from staff at DMs</p> <p>Departmental observations of learning</p> <p>Department learner voice data</p> <p>Parent and carer feedback</p> <p>Sustained pupil engagement in learning and improved attainment</p>	<p>December 2020</p> <p>PTs/FMcPh</p>	

			<p>including John Hattie 'Engaging learners' and 'Teaching Backwards' to support.</p> <p>Teachers share their own good practice with colleagues</p>			
The effective and sustained use of digital technologies	3.3	<p>High quality digital learning supports education recovery and contingency plans for blended learning.</p> <p>Focus on Microsoft Teams</p> <p>Priority given to the Senior Phase</p>	<p>All teachers undertake CLPL in Microsoft packages.</p> <p>School identifies colleague digital leaders to offer in-house practical support to colleagues to create and upload digital learning resources</p> <p>Teachers teach and support learners to undertake digital learning via Microsoft packages including Teams</p> <p>Teachers continue to develop and promote the confidence of young people in accessing remote learning.</p> <p>Pupil Support consult with families to track the IT capacity of young people and</p>	<p>Staff, pupil and parent digital learning survey</p> <p>Staff express high levels of confidence in delivering digital and remote learning on Microsoft packages including (Teams)</p> <p>Feedback from DMs</p> <p>PT department observations</p> <p>PTs tracking record of pupil engagement with Teams shows high levels of learner engagement</p> <p>Improved pupil confidence in accessing digital learning (departmental pupil feedback)</p> <p>Improved quality of digital resources for learning (departmental pupil feedback)</p> <p>Improved impact of digital learning on learner outcomes</p>	<p>December 2020 KC/ PTs subject</p> <p>PTs conduct monthly evaluations from October 2020</p>	

			<p>provide laptops for pupil use at home to support contingency planning for blended learning</p> <p>All Senior Phase, with only few exceptions is conducted on Teams</p> <p>School provides parents with accessible support in the use of Teams, to enable them to provide support for their children</p>			
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<p>Dundee City Council Children and Families Service</p> <p>Braeview Academy</p> <p>RAISING ATTAINMENT PLAN FOR SCHOOL / EDUCATIONAL SETTINGS</p> <p>Session 2020-21</p>	<p>IMPROVEMENT/PRIORITY 2 LEARNING PROVISION</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 – November</p>
<p>Embed nurture principles to secure pupil engagement in learning and improve attainment and achievement</p>	<p>3.1</p>	<p>Relationships for Learning and Kindness policy embedded in all aspects of school life to support learner engagement</p>	<p>Staff undertake CLPL updates on relationships for learning</p> <p>All staff support pupils to undertake successful restorative conversations.</p> <p>Improve outcomes for our most vulnerable learners through the creation of ESA provision.</p>	<p>Improvement in sustained pupil engagement in learning</p> <p>Department/whole school intervention data</p> <p>Sustained family and learner engagement</p> <p>Reduction in formal exclusions and Alternative to Exclusion provision and 'referrals'</p> <p>Thematic review "Our Health and Wellbeing" Stakeholder feedback</p>	<p>JT/PTs</p> <p>Dec 2020</p> <p>JT/FMcPh</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 – November
Robust processes to monitor and track individual progress lead to improved outcomes (including attainment, achievement, attendance, exclusions, barriers to learning)	3.2	<p>All staff undertake rigorous analysis of departmental performance data, as identified in the whole school and department self-evaluation for improvement calendars.</p> <p>Department staff have a shared understanding of department attainment goals and details of the improvements that need to take place to achieve these.</p>	<p>All teachers undertake department CLPL to build the capacity of all staff to engage with and use data to improve learning and teaching and outcomes for all learners.</p> <p>6 un-promoted staff to undertake Insights training</p> <p>Participation of all staff in department Attainment reviews</p> <p>Teachers make full use of the pupil attainment and personalised data in the Data Portal to inform their approaches to learning, teaching and assessment and support individual learner pathways.</p>	<p>Improved staff confidence in intelligence and data analysis and planning for improvement to learning and teaching.</p> <p>Feedback at department Attainment Reviews</p> <p>Identified changes and improvements made to learning and teaching.</p> <p>Learner voice</p> <p>Improved departmental attainment profile.</p>	SLT/PTs December 2020	
Pupils engage in sustained learner pathways in the Senior Phase that provide for maximum attainment, employability skills and experience	3.2	All young people have clear learning journeys through the BGE and senior phase	<p>Implement S3 assessment programme in November to identify N5 cohort</p> <p>Use S3 attainment data to support pupils to determine their personal pathway S4—S6 and post school destination</p>	Data- Pupils engage with learner pathways that enable them to achieve maximum SQA tariff points in each year of the senior phase	SLT/PTs Dec 2020	

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 – November
<p>The priority for curriculum review in session 2020-21 is the Senior Phase.</p> <p>Departments respond to changes made to SQA courses and assessments arrangements for 2021</p>	2.2	Forthcoming changes to NQ assessment requirements are implemented and reflected in curriculum delivery and assessment programmes of departments	<p>Departments make necessary changes to their NQ learning programmes and assessment schedules for 2020-21</p> <p>Departments increase evidence gathering for NQs September- June 2021</p>	<p>Improved attainment in NQ, evidenced in performance data 2021. Department feedback at attainment reviews.</p> <p>Provision of assessment evidence satisfies new SQA requirement for 2021</p> <p>Staff, pupil and parent survey</p>	SLT/PTs	

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Improvement in employability skills and sustained positive leaver destinations for all young people	3.2	<p>Teachers deliver employability skills (pupil to pupil communication, cooperation, collaborative problem solving and teamwork) opportunities to increase learner engagement.</p> <p>Learners improve their skills in communication, cooperation, collaboration and problem solving with others.</p> <p>Increase the quality of vocational opportunities and the impact of these on individual learner post-school destinations.</p> <p>Improve the personalisation and matching of pupils to work experience, to promote sustainability.</p>	<p>Departments engage with CLPL materials and Karen Dammer to support this.</p> <p>Learners experience increased high quality active learning opportunities.</p> <p>Participate in Alexanders pilot Employability programme</p>	<p>Learners are increasingly able to contribute to their own learning and that of others, communicate, collaborate work and problem solve with others</p> <p>Pupil voice at department and whole school level</p> <p>Increase in resilience of young people to undertake sustained work experience</p> <p>Positive Learner pathway data.</p>	<p>KC/PTs Dec 2020</p> <p>FMcPh December 2020</p> <p>KC December 2020</p>	

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