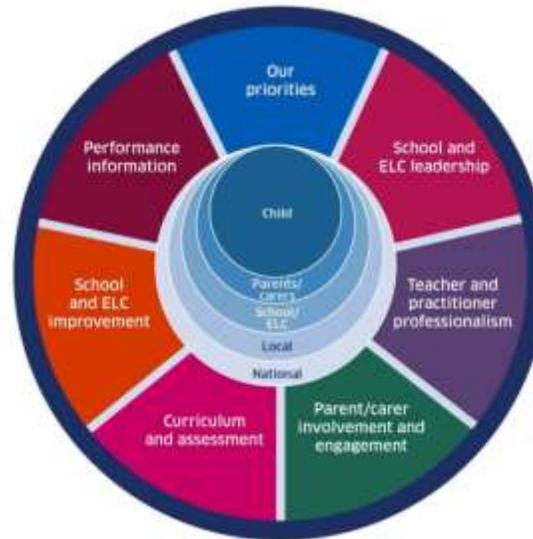


## Education and Learning Directorate

### School / ELC Improvement Progress Reporting and Planning Return to Education and Learning

(2022 - 2023)



**School:** Dalry Secondary School

**Date:** May 2022

## 1. Vision, Values and Aims

*An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in empowering the school community and partners, and in ensuring excellence and equity for all learners.*

*Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners*

## Our Vision, Values and Aims

### School Statement

At Dalry Secondary School we aim to equip all young people with the skills, knowledge, values and attitudes to lead a happy and fulfilling life and to make a meaningful contribution to society. At the centre of this vision is a commitment to ensuring that our young people have the ambition and self-belief to set themselves the highest possible goals that will maximize their individual attainment and achievement.

As a learning community we want Dalry Secondary School to thrive as an ambitious, vibrant and caring community of learners and responsible citizens always working in partnership with others to improve, and to meet the needs of every learner, where resources, knowledge and skills are shared and used wisely, and achievements are shared and celebrated.

The school's values have been rejuvenated by involving all stakeholders to create a shared understanding of our values. The newly agreed values of Respect, Equality and Responsibility will underpin the day-to-day work of the school. These values will be used by all staff and students to build positive working relationships within the school and community.

All students have equal opportunity of access to curricular and extra-curricular provision. The Principal Teacher Support in partnership with colleagues in the school ensures that the needs of students are being identified, supported and shared with all staff.

By highlighting skills being learned in the classroom and specific skills based courses, pupils are provided with learning and teaching opportunities that are specifically tailored to improving their chances of being able to leave school into a positive destination either here in their local community or beyond.

Parents/carers are encouraged to engage in supporting their child in their education and are provided with regular high quality information

about their child that helps them to be able to successfully fulfil that active role. The parent council is active and supportive of the school and all parents are encouraged to be involved in the work of the parent council.

Pupil voice provides important opportunities for young people to shape the progress and direction in which the school is travelling.

### **Review Activities (as appropriate)**

Stakeholders all have the opportunity to review this section. Staff during collegiate time. Pupils via their pupil council and parents via the parent council.

*Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).*

## 2. School Improvement Progress Report

*Include evaluative statement/s on the impact of Covid-19 on priorities.*

*Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?*

*In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)*

### 2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: <b>Learners' successes and achievements</b> <b>The school community's successes and achievements - as appropriate (Include evidence of impact.)</b>	Next Steps (Looking Forwards)
<p><b>School Priority 1:</b></p> <p><b>Tracking and Monitoring across the school</b></p> <p><b>NIF Priority</b></p> <p><b>Closing the attainment gap between the most and the least disadvantaged children.</b></p> <p><b>NIF Driver</b></p> <p><b>Assessment of children's progress.</b></p> <p><b>HGIOS 4 QI's:</b></p> <p>1.2, 1.3 2.3, 2.4, 3.1, 3.2</p>	<p>Good progress has been made improving learning conversations across all curricular areas. Covid-19 and lockdown had interrupted face-to-face conversations with teachers having to be innovative in the ways they were keeping young people informed about progress. This session there has been more opportunity to have conversations with young people and discuss next steps with them. The need to wear face coverings at all times did not help the process of learning conversation. The lack of parent evening opportunity has continued to interrupt some of the impact of learning conversations. Some faculties have incorporated feedback sheets with a 'growth mind-set' focus to ensure pupils know the steps they need to take to progress to the next level or within a level and as a tracking and monitoring tool in subject.</p> <p>Lockdown has been a catalyst for some young people to take more responsibility for their learning and this aspect of pupil engagement has been one of the unintended positive consequences of lockdown. In some faculties this has been an opportunity to look at planning of units of work, placing the moderation cycle at the centre of the process.</p>	<p>School Priority 1 will be carried forward to session 2022-23 to allow subject areas to reflect on improvements made, and to plan further improvement, hopefully under normal school circumstances.</p> <p>The emphasis will continue to be on ensuring that all teachers conduct learning conversations across all curricular areas; that young people use tracking booklets more consistently to deepen their understanding of themselves as learners; that any barriers to learning are addressed, that the tracking booklets provide additional information to parents about progress. As covid restrictions are lifted we will aim to see the impact of learning conversations, M&amp;T reports and parent evenings as a package of pupil progress information.</p> <p>As we progress our learning and implementation of Nurture principle 1 and look ahead to meeting the demands of reports such as Morgon and the Promise, all subject areas will continue to focus learning and teaching improvement on meeting the needs of every young person. Subject areas will continue to encourage young people to take more responsibility for their own learning, and will improve sharing success criteria and communicating what success looks like. All faculty areas will look at pathways within their subjects to ensure that there is an appropriate pathway available for every learner.</p>

<p><b>School Priority 2:</b></p> <p><b>Quality Assurance, Self-Evaluation</b></p> <p><b>NIF Priority</b></p> <p>Improvement in attainment, particularly literacy and numeracy.</p> <p><b>NIF Driver</b></p> <p>School leadership/school improvement</p> <p><b>HGIOS 4 QIs:</b></p> <p>1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3</p>	<p>A learning and teaching policy developed across the Castle Douglas and Dalry Partnership is complete. Young people, parents and school staff all contributed to the development of this policy. Through this policy development clear messages about what stakeholders at Dalry Secondary School/CDHS consider make a good lesson, a good teacher and a good learning environment have been shared.</p> <p>Across the Partnership, we have also created a learning and teaching observation policy. The intended outcome of these policies will be to promote consistency of experience for all young people.</p> <p>No further work has been done regarding LA proposed changes to the structure of the school day and school timetable alignment.</p>	<p>School Priority 2 will be carried forward to session 2022-23 with a programmed opportunity to implement and test our learning and teaching policy aims using classroom observation.</p> <p>The potential of these policies will be to help us to develop a better overview of practice across the school and lead, over time, to more consistent high-quality practice that will raise attainment.</p> <p>Pupils, parents and staff will be kept informed about developments around structure of the school day and school timetable alignment in preparation for option choice in February 2023.</p> <p>School will also keep parents and pupils informed around the proposed change to the contact time for teachers, which is part of the Scot Gov commitment. This is a national commitment and will benefit from analysis at national level. However, locally there will be implications for every school.</p>
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<p><b>School Priority 3:</b></p> <p><b>Health &amp; Wellbeing</b></p> <p><b>NIF Priority</b></p> <p>Closing the attainment gap between the most and the least disadvantaged children.</p> <p><b>NIF Driver</b></p> <p>Assessment of children's progress.</p> <p><b>HGIOS 4 QIs:</b></p> <p>1.2, 1.3 2.3, 2.4, 3.1, 3.2</p>	<p>An unintended consequence of lockdown has been that teachers confidence in applying national standards and engaging fully with different types of moderation has improved. These activities have been mainly aimed at the senior phase and National Qualifications. Young people have become very skilled at using Teams to access lessons they have missed or to access revision materials that can improve their subject understanding.</p> <p>The audit of Nurture Principle 2 demonstrated our collective understanding of the school and classroom as a safe place for our young people. The impact of this learning can be seen in how well young people have reengaged with in school learning. The audit also demonstrated our readiness and willingness to progress our professional learning to Nurture principle 1. The January INSET on Nurture Principle 1 was well received and almost all teachers found the professional learning to be accessible and relatable to the needs of the young people. Teachers commented that this was an easier principle to understand as it focuses on good learning and teaching. The UNCRC, the Morgon report and The Promise also fit well with our professional learning on NP1 and our commitment to inclusion for all young people.</p>	<p>School Priority 3 will be carried forward to session 2022-23 as we continue to develop attainment data in the BGE that is robust and reliable in providing good recommendations for young people in terms of their learning pathways.</p> <p>All subject areas have supported young people back into learning post Covid lockdown. Looking ahead many young people will continue to require support with learning and with transition to ensure they are ready to learn. Our collective aim will be to ensure that learning progress in the BGE stays in line with national expectations and that young people preparing for SQA exams remain on track to achieve their targets.</p> <p>We will extend our professional learning around Nurture, through our commitment to ensuring young people's learning recovers from the interruptions of Covid, and as we respond to 'Morgon', 'UNCRC' and 'The Promise'. Pathways for all young people are a priority to ensure that we are an inclusive school where the full range of pupil needs are met.</p>
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### 2.1.1 Report on the impact of PEF

*(Not required for ELC if PEF has not been used for children in the nursery.)*

- Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?
- How rigorous is the school's approach to providing robust evidence of closing the attainment gap?
- How well are you removing barriers to learning and ensuring equity for all?

*(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)*

PEF is used to support literacy improvement via the Accelerated Reader by improving the bank of resource. Consistent use of the Accelerated reader and supporting the refresh of library stock is having an impact on encouraging young people to enjoy reading. The accelerated reader program also provides reports for teachers that outline individual pupil progress with learning.

PEF has helped us to coordinate the specific needs of individuals and groups of young people to support tracking of and encouragement to be involved in wider achievement.

Meetings take place with individual pupils to identify their interests in and out of school, clubs they attend, their strengths and those areas where they feel they could develop. These discussions help us to gather information related to pupil health and wellbeing, literacy and numeracy and to support feedback received from pupils and parents regarding specific target areas where the school could support the young person's development, particularly considering possible career paths. We make use of a pro-forma to record pupil discussions adding parental input as and when received. Pro-forma information is uploaded to confidential information to make accessing pupil information easier for the whole school.

Through gathering as much information regarding pupils, their interests and strengths and possible career paths and sharing this with all school staff helps us to tailor support to each individual. Career information gathered is particularly useful as it is shared with the DYW coordinator who can then tailor employability support. Knowing more about the specific interests of each young person also allows us to encourage their participation in the wider opportunities that the school offers. While Covid-19 has had an impact on extracurricular activities as we move out of the pandemic restrictions we intend to use our knowledge of each young person to encourage their participation.

PEF is being used to target literacy interventions via OWL reading. PEF has paid for health & wellbeing PASS assessments. The impact of both of these interventions has yet to be reported.

PEF supported young people to participate in the residential trip to Millport and ensured that there were no young people unable to participate due to financial issues.

PEF is financing input from Quarriers to support pupil mental health. The impact of this has yet to be reported

PEF has enabled us to employ a classroom assistant in order to implement literacy and numeracy interventions for young people. Dalry Secondary only has one day per week of a dedicated ASN teacher. This has made it difficult to respond to the diagnostic work done by the ASN teacher. Deployment of the PEF classroom assistant has made it possible for us to implement the intervention work recommended by ASN for young people. Evaluation of this position has not yet taken place as it has only been in place for a short time.

	<p>PEF is being used to equip classrooms with basic equipment ensuring all lessons can be accessed by all pupils and that there are no barriers to access a lesson due to lack of basic equipment. Referrals from teachers about young people not having basic classroom equipment have now fallen to zero.</p>
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## 2.2 Summary of Key Strengths and Areas for Improvement

*(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

*Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.*

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><b>1.3 Leadership of Change</b></p> <ul style="list-style-type: none"> <li>• <i>Developing a shared vision, values and aims relevant to the school and its community</i></li> <li>• <i>Strategic planning for continuous improvement</i></li> <li>• <i>Implementing improvement and change.</i></li> </ul>	<p>All staff show commitment to shared educational values and professional standards, which is evident in the way staff interact with the young people. There is a positive working ethos in the school that reflects our revamped shared values. We have all been involved in professional learning around the principles of nurture. Staff have implemented change from these professional learning opportunities resulting in improved relationships with young people and improved engagement with learning in the classroom. This positive approach is also evident in the way staff work together, work with pupils, and work with parents/carers.</p> <p>Strong collegiate school leadership in school is promoting and sustaining an aspirational vision, which underpins our continuous improvement aims. Staff are confident to initiate well-informed change and are committed to collective responsibility in the process of change. Almost all staff have a clear understanding of the social, economic and cultural context in which our children, young people and their families live. Through effective leadership at all levels, our school community works together to turn our shared vision into a sustainable reality. A strength of the school is the way that our strategic planning for continuous improvement is a collegiate activity that draws input from staff, pupils and parents.</p>	<p>A number of policies have been completed and others are still under construction. Covid has interrupted the development of some policies and has interrupted the full impact of our monitoring and tracking system.</p> <p>Continue to develop approaches to planning for, assessing and checking the progress of young people across all stages.</p>	<p style="text-align: center;">4</p> <p style="text-align: center;">8</p>

	<p>Policy development has been and will continue to be an aspect of change that will impact on the school. Better relationships, better behaviour, better learning; Learning and Teaching policy; anti-bullying policy have all placed young people at the centre of what we do.</p> <p>Tracking and monitoring in both the BGE and the senior phase has improved over the last few sessions. We have a robust, systematic, whole school approach to monitoring and tracking. This work and the aims that underpin it have been recognised by Education Scotland as a positive step that, if implemented consistently across the school, will lead to further improvements for young people.</p>	<p>Aspects of these policies will now have to be revisited to reference the Morgan report, UNCRC and The Promise.</p> <p>Covid-19 and lockdown have compromised the impact of monitoring and tracking. As we move to more normal school sessions we will want to re-establish our M&amp;T routines to keep young people and parents fully informed about pupil progress.</p>	
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<p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p>There are very positive and supportive relationships between almost all staff and learners and between the school and the parent forum.</p> <p>The quality of teaching is good and is underpinned by our revamped vision and values statements. Almost all teachers give clear explanations that lead to young people having a good understanding of each lesson and how to participate in the lesson activities. Where appropriate and where digital technology is available, it is used effectively. Development of a learning and teaching policy across the school partnership has been taking place over the last two sessions. By involving all stakeholders we have an agreed, shared understanding, of what makes a good learning and teaching experience. There is a shared understanding of the purpose and importance of lesson observation, which has been developed alongside our school learning and teaching policy. Covid has prevented us from gathering evidence to support this position.</p> <p>All teachers are involved in planning learning, teaching and assessment to support the needs of learners. In the BGE all teachers have engaged with the benchmarks when planning assessment and the benchmarks are supporting teacher confidence when assigning a level in the BGE. Staff have access to information that can help them to respond to the barriers to learning that young people in their classes may have.</p>	<p>Continue to follow our systematic Quality Assurance Self-Evaluation policy and procedures</p> <p>Next session one of the main QA activities will be classroom observation linked to the newly completed learning and teaching policy. This will enable us to gather evidence to demonstrate our shared understanding of a good learning and teaching experience.</p>	<p>4</p>
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<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<p>Almost all staff know and understand GIRFEC and the indicators of well-being. Almost all staff are aware of their developing role and responsibility to support learners' health and well-being taking account of local and national documents and guidance.</p> <p>We have committed PEF to help us to engage with young people in terms of their interests and skills and to share that information with all staff. We know and can demonstrate that the majority of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>Over the last three sessions, we have been concentrating on the nurture principles 'all behaviour is communication' and 'the school is a safe base'. Audit of staff understanding of the professional learning and implementation of the nurture principles so far has indicated clearly that we were ready to move onto the next principle 'children's learning is understood developmentally'.</p> <p>Almost all staff and partners feel valued and supported.</p> <p>We consider each child and young person, as an individual with his/her own needs, risks and rights. Through leadership groups and focus groups, we aim to ensure that young people are active participants in discussions and decisions that may affect their lives.</p> <p>We ensure inclusion and equality leads to improved outcomes for all learners. Almost all learners are included, engaged and involved in the life of the school. Almost all children and young people feel very well supported to do their best. Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.</p>	<p>Continue to build on our professional learning building on nurture principle 1 while also taking into account the needs of the Morgan report, UNCRC and The Promise.</p>	<p>4</p>
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<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul> <p><b>3.2 Securing children's progress (for <u>Early Learning Childcare</u>)</b></p> <ul style="list-style-type: none"> <li>• <i>Progress in communication, early language, mathematics, health and wellbeing</i></li> <li>• <i>Children's progress over time</i></li> <li>• <i>Overall quality of children's achievement</i></li> <li>• <i>Ensuring equity for all children</i></li> </ul>	<p>Overall, in the BGE the majority of children achieve expected levels in literacy and numeracy. Collegiate moderation activities have been a feature of the Covid-19 pandemic and through these activities teachers continue to improve confidence in assigning a level for literacy, numeracy and for individual subjects. Most staff are confidently using the CfE National Benchmarks to support and increase their confidence when making professional judgements about assigning a CfE level and identifying progress in the BGE. All staff make good use of the four stages of progress when reporting progress within CfE and have made good use of the four stages of progress videos during professional learning on INSET days.</p> <p>We will continue to ensure that professional judgements in literacy and numeracy take account of national standards and that these are consistently applied, particularly at fourth level.</p> <p>Attainment over time for National Qualifications is strong in almost all subject areas. The small numbers in each S4 year group make local and national comparisons of NQ data unreliable, however, the data trail for each young person demonstrates that they are achieving in line with expectations. There are no significant issues around attainment versus deprivation for National Qualifications.</p> <p>Our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.</p>	<p>Moderation should continue to be a feature of work done in every subject area at all levels of CfE and NQ. In this way we will continue to share understanding of standards, promote increased confidence in assigning a CfE level and maintain high standards of attainment in NQ.</p> <p>Each year group presents different challenges for NQ. The falling roll is having a major impact on what we are able to timetable for S4 pupils. We are still able to make a significant curricular offer and make the offer of access to subjects at CDHS. However, the numbers of pupils in S4 make it increasingly difficult to timetable. The quality of the experience for each young person has to be taken into account when deciding on the viability of a set of pupil options. It is important, however, to draw attention to the fact that Dalry Secondary is a small rural school where a timetabled slot for Wider Achievements is promoted and further curricular opportunities are created.</p> <p>Recovery from Covid will place an emphasis on providing leadership opportunities for young people who have not been able to access such opportunities over the last few sessions.</p>	<p>4</p> <p>12</p>
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	<p>The school is tracking participation in the wider range of experiences that the school offers and of experiences the young people are involved in out with school. We aim to promote equity and equality of access to a range of wider school experiences and to encourage all of young people to be involved in the wider life of their school. We are in the fortunate position of being able to timetable wider opportunities into the school week, which mitigates against young people not being able to remain after school because of the need to travel long distances by bus.</p> <p>We have raised the attainment of most of our learners and in particular our most disadvantaged young people. Almost all of our learners consistently move into sustained positive destinations when they leave school.</p>	<p>Through some of the work being done via PEF coordination we will continue to promote pupil interests and encourage young people to participate in wider opportunities that tap into those interests.</p>	
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<p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<p>The continually evolving curriculum offer that involves our local consortium arrangements as well as e-learning opportunities available via SWEIC is providing greater flexibility to the senior pupils when they move to CDHS for their S5 and S6 years. We have also been able to respond to individual needs to ensure that young people are able to work through SQA NQs appropriate to their learning needs. Stretching the most able and supporting those with learning needs. The falling roll entering an S4 at Dalry is having, and will continue to have, an impact on the opportunities available at NQ level in the school.</p> <p>The rationale for our learning pathways is based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. Our rationale, learning pathways and SQA presentation policy have been consulted on with pupils, staff and at parent council. It remains our ambition to provide a rich and varied curricular offer at Dalry.</p> <p>All staff are increasingly taking ownership of ROA elements helping young people to demonstrate these skills at a high level across the curriculum.</p>	<p>Understanding and evidencing progression in the BGE to provide robust information to learners and parents about pathways within the senior phase will lead pupils to make better senior phase choices.</p>
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<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people’s learning.</b></p>	<p>Through effective partnership working we have improved our learning provision and secured positive impacts for young people and families in our community.</p> <p>Effective partnerships have resulted in all learners having access to a range of learning pathways through which they are developing skills for learning, work and life and securing sustainable positive destinations. Parents have acknowledged that the learning pathways being promoted by the school are for all learners.</p> <p>Parent council have worked closely in partnership with the school to have a positive impact.</p>	<p>Continue to develop partnership work with our local community increasing the opportunities available that can have an impact on learning for our young people and on securing sustainable positive destinations.</p> <p>We will continue to encourage parental engagement and parental involvement with an increased focus on parents as partners.</p> <p>We need to measure the positive impact of parental involvement on raising aspiration and consequently on attainment and achievement</p>
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### 3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(Limit the number of priorities to ensure they are manageable and achievable.)*

*Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.*

*The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.*

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p><b>School Priority 1</b></p> <p>Understanding and applying Professional standards for teachers documents; updating and maintaining school policy documents in line with national guidance.</p> <p>Responding to UNCRC</p> <p><b>NIF Priority</b></p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p><b>NIF Driver</b></p> <p>Teacher Professionalism</p> <p><b>HGIOS 4</b></p>	<p>Emphasise self-evaluation and self-reflection by individual teachers and teacher teams. Aim to ensure that all staff understand the updated GTCS standards documents and continue to meet the professional standards for GTCS registration; that all staff continue to grow and develop in their professional roles; all staff participate in professional learning that will improve them as teachers; young people benefit from improved teaching standards in which learners, parents, the profession itself and the wider community can have confidence.</p> <p>UNCRC weaves through the Professional standards documents and has implications for school policies. A number of school policies will have to be updated to reflect the articles of the UNCRC. Young people will benefit from inclusion of UNCRC articles in school policy.</p>	<p>All staff to engage with the professional standards documents; make use of the revised PRD documentation to reflect on practice; plan professional learning that will improve teaching standards.</p> <p>Look to the potential of SWEIC to provide professional learning particularly around subject knowledge, pedagogy and understanding standards.</p> <p>All staff to be encouraged to engage with professional reading that will improve their abilities to meet the needs of all learners.</p> <p>Main policies to be updated are Anti-bullying; Better Relationships, better behaviour, better learning.</p>	<p>All staff</p> <p>All interested staff.</p>

<p><b>School Priority 2</b></p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver</b> School Improvement Assessment of children's progress School Leadership</p> <p><b>HGIOS 4 QIs:</b></p>	<p>All staff will continue to focus on learning relating to the principles of nurture. For session, 2022-23 the focus will be on nurture principle 1. 'Children's learning is understood developmentally'. Through professional learning, we will take into account many of the recommendations of the Morgan report, UNCRC and The Promise. Outcome for learners should be improvements to meeting the needs of all learners in the classroom. Differentiation and meeting the needs of all learners will bring improved outcomes for all young people.</p> <p>Classroom observation will link to our new learning and teaching policy that outlines what we understand as a school community makes a good learning experience.</p>	<p>Prepare for a significant number of young people where their pathway in senior school is unlikely to take them beyond NQ 4.</p> <p>All staff will be involved in classroom observation using our agreed policy. The focus of our classroom observations will be to compare our policy statements of what makes a good learning experience with what is happening in our classrooms.</p>	<p>PTC and all staff</p> <p>All staff</p>
<p><b>School Priority 3</b></p> <p><b>NIF Priority</b> Closing the attainment gap between the most and least disadvantaged children and young people</p> <p><b>NIF Driver</b> School Leadership</p> <p><b>HGIOS 4 QIs:</b></p>	<p>Understanding the vision of Dumfries and Galloway for supporting learners and establishing a complementary school vision statement. Young people will continue to receive appropriate support to meet learning needs within the structures and limitations of a supporting learners' policy.</p>	<p>Respond to the D&amp;G vision for supporting learners by ensuring that there is an agreed vision, policy and protocols for supporting learners that is recognised and understood by stakeholders.</p>	<p>ASN staff and all school staff</p>