

Overview of Dunbeg Primary School's Year Cycle of Improvement Plan Priorities

National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 and Early Learning and Childcare Indicators

- 1.1 Self Evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnership
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning
- Annual focus

Strategic Priorities 3 Year Cycle

2020-2021:

Leadership and Management

- 1.1 Self-evaluation for Self-Improvement: *Improve arrangements for and effectiveness of in-school and intra-school moderation of five curricular areas/Pupil voice.*
- 1.4 Leadership and Management of Staff: *Develop Health and Well-being Policy for all.*

2021-2022:

Leadership and Management

- 1.1 Self-Evaluation for self-improvement. *Audit strategies and impact of moderation activities on learners' progress/ teaching pace/ challenge and consistency. Use HGIOS tool. Adjust practice where required.*

2022-2023:

Leadership and Management

- Self-Evaluation for self-improvement: *Revisit strategies and impact of moderation activities on learners' progress/ teaching pace/ challenge and consistency. Adjust practice where required.*

<p>1.5 Management of resources to promote equity: <i>Effective Remote Learning and teaching – during additional lockdown or self-isolation/PEF spend effectiveness.</i></p> <p>Learning Provision: 2.1 Safe-guarding and Child Protection: <i>Review arrangements to ensure wellbeing/ Health and Well-being policy.</i> 2.2 Curriculum: <i>Improve planning for and understanding of skills for life, learning and work/ Develop effective use of My World of Work app.</i></p> <p>Success and Achievements 3.2 Attainment in Literacy and Numeracy: <i>Continue to Improve attainment in Reading and Writing: identify and address gaps after Covid-Lockdown.</i></p>	<ul style="list-style-type: none"> • 1.2 Leadership of learning. <i>Audit strategies and impact of children leading learning on progress/pace/ challenge and consistency. Use HGIOS tool. Implement more effective or broaden range of activities.</i> <p>Learning Provision</p> <ul style="list-style-type: none"> • 2.3 Learning teaching and assessment. <i>Audit planning, tracking and monitoring arrangements in terms of value added, manageability etc.</i> • 2.5 Family learning. <i>Audit effectiveness of Google Classroom in engaging all families a homework and communication tool. Use HGIOS tool. Identify remaining gaps in family learning needs- address at least one.</i> <p>Success and Achievements</p> <ul style="list-style-type: none"> • 3.1 Ensuring wellbeing, equality and inclusion. <i>Review effectiveness of SHANARRI planning format, Health and Well-being policy and Emotion Works programme.</i> 	<ul style="list-style-type: none"> • Leadership of change: <i>revisit shared vision, values and aims relevant to the school and its community.</i> <p>Learning Provision</p> <ul style="list-style-type: none"> • 2.3 Learning teaching and assessment. <i>Review effective use of assessment and metacognitive strategies.</i> • 2.4 Personalised support. <i>Audit learning and teaching policy- specifically universal, targeted support using HGIOS questions and address actions required.</i> • 2.6 Transitions. <i>Revisit transition policy and adjust policy and practice as necessary.</i> • 2.7 Partnerships. <i>Audit current partnerships using HGIOS questions and address actions required.</i> <p>Success and Achievements</p> <ul style="list-style-type: none"> • 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning. <i>Audit curriculum re. Creativity skills. Review digital learning programmes and resources.</i>
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