

Dyce Academy - Action Plans 2022-23

Q1 1.3 – Leadership of Change					RAG
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
<ul style="list-style-type: none"> To continue to provide consistency of core routines within classrooms across the school 	<ul style="list-style-type: none"> Engage in a whole school QA process that will focus on what makes an “Excellent Lesson” within the BGE High expectations of Paul Dix principles being evident across the school, Meet & Greet / End & Send etc. 	<ul style="list-style-type: none"> 2 week Junior Phase QA programme that will focus on the “Excellent Lesson” SLT and Faculty Heads will visit a significant number of junior phase lessons to observe practice. Pupil focus groups will be asked to contribute their voice in deciding the criteria of what constitutes an “Excellent Lesson”. Whole school collated report will be compiled from observation period. Feedback shared with Faculty Heads via Link Meetings Actions agreed on completion of report. 	<ul style="list-style-type: none"> Mid November 2022 – Observations begin Report Compiled by end of Term 	<ul style="list-style-type: none"> SLT Faculty Heads Class teachers Senior Ambassadors Pupil focus groups 	
<ul style="list-style-type: none"> Continue to focus on our key values 	<ul style="list-style-type: none"> Specific assemblies PSE programme 	<ul style="list-style-type: none"> School assemblies – ongoing throughout session Pupil voice feedback – by end of Term 3 Discussions held in PSE lessons – by end of Term 3 High expectations across whole school – ongoing throughout session 	Ongoing	Whole school community	
<ul style="list-style-type: none"> Increase awareness of the UNCRC amongst staff and young people 	<ul style="list-style-type: none"> Raised awareness of UNCRC amongst staff and pupils 	<ul style="list-style-type: none"> Faculty Heads to include UNCRC in Faculty Action Plans Awareness is raised amongst pupils through classwork / PSE & Assemblies Staff / Pupil questionnaires compiled and completed UNCRC focus for staff during February 2023 Inservice day 	Ongoing	All staff All pupils	
<ul style="list-style-type: none"> Promoting opportunities for pupil voice ‘speak easy’ group to deliver 	<ul style="list-style-type: none"> Speak Easy group will be one part of the “Voice” of our pupils – while discussing 	<ul style="list-style-type: none"> Senior Ambassadors to work with SLT and pupil groups in relation to gathering views based on HGIOS (Pupil Version) HGIOS (Pupil) language is being used and evident in lessons. 	Ongoing throughout session	SLT PTG All staff Senior Ambassadors	

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aspects of HGIOS (Pupil version)	aspects of HGIOS (Pupil) <ul style="list-style-type: none"> Use of How good is Our School - pupil version - with Senior Ambassadors 	<ul style="list-style-type: none"> Pupil focus groups created to share and gather “Pupil voice” 		Speak Easy group All pupils	
<ul style="list-style-type: none"> Provide continued opportunities for staff to work collaboratively Establish working groups/ classroom observations and learning walks 	<ul style="list-style-type: none"> In-school CPD courses offered Establish working groups - Activities week, Teach Speak, HWB, Charities Faculty QA process added to school calendar 	<ul style="list-style-type: none"> In-house CPD catalogue created with courses being offered across the academic year. Working groups established with clear outcomes and purpose. Faculty QA episodes identified and completed within faculty calendar 	Across session	SLT Faculty Heads Staff	

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QI 2.3 – Learning, Teaching and Assessment					RAG
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
Increase focus on Health and Wellbeing in Junior Phase	<ul style="list-style-type: none"> Learning Conversations Monitoring & Tracking in P+A 	<ul style="list-style-type: none"> Amend S1 curriculum to include Health and Wellbeing period within timetable in addition to Core PE and PSE – implemented August 2022 Pupil Voice evaluation of the course – by end of session Staff evaluation of course – by end of session 	1 Year Plan	<ul style="list-style-type: none"> Amended S1 timetable Resources for delivery 	
Reinforce the Learning & Teaching Policy: <ul style="list-style-type: none"> Learning and Engagement Quality of Teaching 	<ul style="list-style-type: none"> Observation feedback Pupil voice feedback Chromebooks for all pupils Decrease in PBM interventions Increase in attainment 	<ul style="list-style-type: none"> Increase QA observations across school at Faculty level Observations involving FHs and SMT focussing on structure of a lesson in BGE Use pupil voice within Faculties and at SMT level to focus on structure of a lesson, features of good teaching and learning using HGIOS How Good is Our School Act on feedback from observations Act on feedback from pupil voice Return to more active learning – collaborative, practical and groupwork UNCRC – increased awareness as part of everyday work Digital learning - Increase access to Chromebooks for S2 and Ukrainian pupils Review of Learning and Teaching Policy 	Ongoing Oct-Dec Ongoing Oct-Dec Session 23/24	<ul style="list-style-type: none"> All FHs and SMT to visit classes CPD Teachmeet CPD – UNCRC Funding for Chromebooks 	
Reinforce the Learning & Teaching Policy: <ul style="list-style-type: none"> Planning, Tracking and Monitoring Effective use of Assessment 	<ul style="list-style-type: none"> Minutes of FH/SMT meetings In-house TMR data updated Increase in attainment Pupils presented at correct SQA level Estimate exam diet – 19 Jan-3 Feb 2023 completed 	<ul style="list-style-type: none"> Continue to plan regular meetings between SMT and Faculty Heads to discuss and analyse assessment at key points in the year Continue and update in-house TMR data for S4-6 to enhance SMT Link tracking and monitoring discussions Make greater use of P7 transition data to inform planning and delivery of learning and teaching Make greater use of P+A Management Reports Use SNSA data to inform planning and delivery of learning and teaching Re-establish estimate exam diet 	Aug-March Jan/Feb 2023	<ul style="list-style-type: none"> Scheduled time SMT/FH CPD – P+A Reports CPD – SNSA Invigilation cost 	

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QI 3.1 Ensuring Wellbeing, Equality and Inclusion					RAG
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
<ul style="list-style-type: none"> Review of the structure of Pupil Support (roles and responsibilities) 	<ul style="list-style-type: none"> Staff will be effectively deployed to best support the young people All staff will have an understanding of the role of SFL teachers, PSA staff and PTGs 	<ul style="list-style-type: none"> Link with other schools to find out how staff are deployed, timetables structured for SfL staff Awareness raising CPD with staff in school relating to roles and responsibilities of PSAs, SfL teachers and PTG Pupil Voice – how would they like to be supported? What is their view on current system 	Year 1	SfL Team – teachers and PSAs PTGs All Staff CPD sessions	
<ul style="list-style-type: none"> Ongoing Pathways Planning 	<ul style="list-style-type: none"> Pupils are supported to transition to sustained positive destinations on leaving school 	<ul style="list-style-type: none"> Regular Pathway Planning meetings for pupils including EAL cohort Reviews with SfL, PTG, Pupils and Parents Appropriate challenge in course choice using the relevant data to make informed choices 	Year 1	School Staff and Partner agencies	
<ul style="list-style-type: none"> Pupils feel included and valued in school Pupils feel safe in school 	<ul style="list-style-type: none"> UNCRC language beginning to be used by pupils Feedback used to update courses and methods of delivery to make courses accessible to all “Speak Easy” Group to allow pupil voice Use of How good is Our School - pupil version - with Senior Ambassadors 	<ul style="list-style-type: none"> <li style="background-color: #90EE90;">Carry out focus groups with a particular focus on “What makes an excellent lesson” Faculty Heads to include UNCRC in Action Plans and the language is being used Awareness is raised amongst pupils of the language Senior Ambassadors to work with SLT and pupil groups in relation to gathering views based on HGIOS (Pupil Version) 	Year 1	PTGs All Pupils All staff	

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<ul style="list-style-type: none"> • Revisit School Vision and Values 	<ul style="list-style-type: none"> • Restorative Practice being used throughout the school • Merit system being used by all staff with S1-S3 pupils • Pupil, staff and parent feedback 	<ul style="list-style-type: none"> • Annual CPD programme for all staff. New staff and Probationers encouraged to attend – Restorative Practice • CPD for new staff from SfL on role of SfL and support at Dyce Academy • Regular Yeargroup assemblies with a focus on the Vision and Values • Use of RIP/PIP, Meet and Greet, End and Send • Increase number of pupils achieving Merits and certificates over merit 	<p>Year 1</p>	<p>All staff All pupils</p>	
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QI 3.2 – Raising Attainment and Achievement					RAG
Improvement Outcomes What do we hope to achieve?	Measures of Success How will we know this has been achieved? <i>What evidence will we have?</i>	Actions Required What do we need to do?	Timescales	Resources Who and what is required? (including cost/fund)	
<ul style="list-style-type: none"> • Increase presentations of Level 5 Literacy in S4-6 for pupils completing N4 English • Increase presentations in N5 Maths 	<ul style="list-style-type: none"> • Increased attainment • Increased presentations • Closing the gap with virtual comparator 	<ul style="list-style-type: none"> • Robust tracking and monitoring of pupils within departments. • Use of Estimate results analysis to ensure Literacy and Numeracy are captured by end of Term 3 for S4-6 pupils • Regular and rigorous interventions from FH Maths and Numeracy along with SLT link to look at presentation levels for N5 Maths • Integration of N5 App Maths into S4 and S5 courses – sole presentation and in tandem with N5 Maths • Termly Review meetings to take place with FH and SLT to discuss the global picture within each faculty area. 	1 Year	English and Maths staff, SLT	
<ul style="list-style-type: none"> • Use S1-3 tracking data within P+A and SNSA to drive improvement 	<ul style="list-style-type: none"> • Pupil challenge to achieve CFE levels in S1-S3 • Increase in CfE Level 3/4 attainment • SNSA and P+A used to help inform appropriate subject choice 	<ul style="list-style-type: none"> • Term 2 FH and SLT meeting with focus on BGE Learning and Teaching • Term 4 FH and SLT meeting on use of data in BGE • PTG and SLT use of data to monitor pupil progress and signpost to appropriate course choices 	Ongoing	FHs, PTG, SLT	
<ul style="list-style-type: none"> • Continued use of partner agencies to increase engagement 	<ul style="list-style-type: none"> • Increased engagement in subjects • Partner agencies working with identified pupils 	<ul style="list-style-type: none"> • PTG to liaise with SLT to identify pupils who would benefit from input from MCR coordinator(s) • PTG to liaise with SLT to identify pupils who would benefit from input from Youth Worker input • ACIS Counselling fully utilised now with fulltime provision within Dyce Academy • DYW links established and in place 	Ongoing	PTGs and SLT	
<ul style="list-style-type: none"> • Pupil Support staff to engage with relevant attainment data 	<ul style="list-style-type: none"> • Pupil Support to access CFE machine and to 	<ul style="list-style-type: none"> • PS to use data such as CFE Machine and Insight to help improve learners progression to level 6. • Use of TMR and Estimate results to support ongoing attainment 	Ongoing	PTGs	

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to improve progression and challenge to complete Level 6 courses	have conversations with learners. <ul style="list-style-type: none">Increased attainment at Level 6	<ul style="list-style-type: none">PS to also ensure that learners are challenged in their choices and that choices are relevant to their pathways.PS to use reports of subject staff to ensure that learners are on track and liaise with FHs.			
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