

Aberdeen School

Standards, Quality & Improvement Plan

<p>National Improvement Framework Priorities</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in children and young people’s health & wellbeing • Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>Local Outcome Improvement Plan (LOIP) Stretch Outcomes</p> <ul style="list-style-type: none"> • 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. • 90% of children and young people will report that they feel mentally well by 2026. • 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. • 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. • Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. • 25% fewer young people (under 18) charged with an offence by 2026.
<p>School Improvement Priorities 2020-2021</p> <p>Priority 1 – (QI 3.1) Ensuring Wellbeing, Equality and Inclusion</p> <p>Priority 2 – (QI 2.3) Quality of teaching, Learning and engagement</p> <p>Priority 3 – (QI 1.3) Strategic planning for continuous improvement</p> <p>Priority 4 – (QI 3.2) Overall quality of pupils’ achievement</p>	<p>School Improvement Priorities 2021 - 2022</p> <p>Priority 1 – Leadership of Change (QI 1.3))</p> <p>Priority 2 – Curriculum Development (QI 2.3 and 3.2)</p> <p>Priority 3 – Wellbeing, Inclusion and Equality (QI 3.1)</p>
<p>Context of the school:</p> <p>At Dyce School we share a clear vision, values and aims, that were created in collaboration with all stakeholders. Our vision is to be at the heart of the community where everyone is a leader of their own learning.</p> <p>During Session 2019-20 the school roll remained consistent with 439 pupils from Primary 1 to 7 and 85 in the Early Learning and Childcare setting. The school has 17 classes, an Enhanced Provision class and one of the Language Support Provisions for the Local Authority. The school has had several changes in staffing over 20/21. In November, a permanent Headteacher was appointed. Dyce School is in a unique situation and is the only Aberdeen City School that feeds into Dyce Academy. During the year, the school has started to create links with Woodside School and Seaton School and a few staff have visited the different establishment to share experiences and practice in outdoor learning as well as more formally planned quality improvement activity. Liaison with the other feeder school for Dyce, Newmachar Primary School has also been established and plans are in place to create stronger links to enhance transition to the Academy.</p> <p>In session 2019-20 9.4% of pupils of Primary 4-7 pupils registered to receive free school meals. 43% of pupils in Dyce School are in the highest 20% of The Scottish Index of Multiple Deprivation with 2.5% of pupils in vigintiles 1 to 10 and 97.5% in vigintiles 11-20. Dyce School has been allocated £63,439 from the Scottish Government Pupil Equity Fund for 20/21. 10% of our pupils were identified as requiring additional support through the Pupil Equity Fund. This funding was used to provide targeted support at a class, group and individual level depending on the need. The approach was responsive and agile to meet a range of complex needs with lockdown and covid adding to</p>	

the challenge. Partnership with Adventure Aberdeen, Aberdeen Football Community Trust, Music Therapist and Art Therapists were particularly successful, and evidence demonstrates their positive impact both for the learner and their family. Online music and art therapy sessions made a significant impact to individuals during the second lockdown. For a few pupils, individualised timetables were created utilising partnerships and expertise from specialists.

Over the past year there have been 4 exclusions. Since the new Headteacher has been in post, there have been no exclusions. During lockdown, engagement in online learning was consistently high at 95% engagement.

In November and December, a focus on using the four capacities and four contexts was introduced. SLT and outdoor specialist worked alongside staff and classes to build the capacity and confidence in outdoor learning. This helped to introduce a common language and to build skills. The digital environment allowed a space to document and share and to help establish standards, raise expectations and to allow for collaboration.

The school has confidently responded to the challenges resulting from the pandemic. During this session 20% of staff have had to isolate and xxx% of pupils. Staff have demonstrated their own resilience, skill and confidence in being adaptive to meet the many different needs. This has included adapting practice to deliver effective learning and teaching remotely; working collaboratively to control risks and adapt to changing risk assessments; supporting the wellbeing of their colleagues, pupils and families with increased anxieties and issues caused by the pandemic.

During the second period of lockdown almost all families engaged with google classroom and all families were offered chrome books. A total of 85 chrome books were issued, some with dongles for wi-fi access. Families with 3 or more children were offered multiple devices. Attendance remained consistently high during the second lockdown with an average 95% logging in daily.

Staff levels of confidence in delivering the curriculum remotely increased considerably during the second lockdown. A refreshed approach included a monthly curriculum overview using the four contexts that was shared with children and their families. This provided a structure and shared understanding of expectations across the school. An explanation of the main theme, timetables of live google meets, recorded sessions and independent learning activities were shared every Monday morning by each class teacher. This included a daily check-in, set curricular activities on Google Classroom on four days of the week and a minimum of one google meet each day. This careful planning and sharing allowed families to have a flexible approach to support working parents and families with multiple siblings. This was complemented by a comprehensive programme for pupils receiving Support for Learning who all received a minimum of three live sessions each week. This was coordinated by SFL teachers and PSAs who meet weekly to sharing planning and feedback on sessions. A few individuals also received regular one-one sessions from their class teachers.

Health and wellbeing remained a priority for staff and pupils and their families. Every Wednesday was dedicated to wellbeing with a range of outdoor activities to encourage time away from screens for all stakeholders. Our PE specialist provided high quality lessons that were pre-recorded and included challenges that were motivating and offered personalisation and choice. Each month, a series of linked activities offered opportunities for personal achievement and to promote the ethos and life of the school as a community.

Each month focused on a different theme. For example, in February there was a strong focus on social studies and all pupils contributed to a virtual museum called '[A walk in the past at Dyce](#)'. This was embraced by almost all pupils and each class created their own virtual room. This created a buzz of excitement around the whole community with very positive feedback from all stakeholders. Pupils were motivated to contribute to a tangible output with a genuine audience. They also responded well to the personalisation and choice.

During lockdown, the school operated a HUB to support emergency childcare and vulnerable families. Staff identified pupils who would benefit from being in the HUB Over 60 families accessed the HUB in between January and March. The children in the HUB were supported by key teachers and PSAs who worked together closely as a team. The week in the HUB mirrored the week online with pupils accessing the same google meets and curriculum activities as their peers at home. Vulnerable pupils were provided with extra support and additional sessions as required. The staff and children in the HUB piloted outdoor expeditions on a Wednesday to mirror the Wellbeing Wednesdays for online pupils. These were highly successful for all involved and were led by the Headteacher and supported by Adventure Aberdeen and our PE specialist.

This provided a unique opportunity to explore outdoor learning at Dyce with a small cohort and to start to build the skills and capacity of both staff and pupils as leaders in outdoor learning. Funding was secured to purchase outdoor resources, storage and outdoor clothing. Pupils and staff were motivated, engaged and 'loved' their outdoor Wednesdays. Parents reported the outdoor days were the highlight of the week.

The outdoor expeditions evolved into a linked series of planned expeditions called Monster March for Primary 1 – 3. This was led by the Headteacher and supported by our PE Specialist, Adventure Aberdeen and professional storytellers. This evolved into a series of planned expeditions between March and June. The four contexts continued to be used as a framework for planning to provide a consistent approach across the school for staff, pupils and families. The expeditions had a key focus on the development of the four capacities. The feedback was overwhelmingly positive and staff worked together to create our [Monster March thinglink](#)

On the return of all pupils after the Easter holidays, the Expeditions continued with three more monthly Expeditions. The Expeditions have become pivotal to re-imagining the curriculum at Dyce School. Feedback from staff and children have highlighted the positive impact on wellbeing and re-engaging our children in learning. The Expeditions have created powerful contexts for delivering literacy, numeracy and health and wellbeing. They have provided rich opportunities for pupil leadership across the school with a strong emphasis on developing the four capacities. The final expedition, [What can our bodies do?](#) was planned, delivered and evaluated by our Primary 7 pupils who were supported through our P7 Leadership Academy.

A series of co-create sessions have involved staff, pupils, parents, community and business partners in further re-imagining the curriculum for session 21/22 and beyond. This has resulted in an agreed 9 expeditions with a focus on the local context and a strong involvement from the community. Each expedition will feature different curricular areas, complemented by discreet coverage to ensure coverage of the total curriculum. This will evolve to create a three-year cycle with the flexibility to optimise local, national and international opportunities. The school has been invited to share the start of this journey by the Northern Alliance and Education Scotland and with colleagues in the Local Authority. The presentations were very well received and since there has been considerable interest in the new approach to delivering the curriculum.

Examples include: https://youtu.be/QeH5j7xi_bk <https://youtu.be/R1bCcUEpqF8> [Monster March – context for learning video clip – Explore, Design, Create & Share - YouTube](#) <https://youtu.be/7zWqYfvXADc>

Attainment in CfE Levels have been impacted by the disrupted year. Most pupils in P1, P4 and P7 are achieving levels as expected. Support for learning over term 3 and 4 has been focused and enhanced by support staff working closely with Support for Learning Teachers and class teachers. This will be further extended next session with a particular focus on Literacy. Classes have been re-configured to allow for three smaller cohorts at P1, P4 and P7 to support both vulnerable individuals and to provide more focused support to raise attainment and achievement. Targeted interventions support our most vulnerable pupils and evidence is shaping our priorities for next session. This will be extended and during Session 2021-22 and be closely aligned to our programme of Expeditions. This is expected to impact positively on attainment. Regular tracking and review meetings, scrutiny of pupil data and assessment approaches will continue to be developed to ensure our pupils are supported and challenged as appropriate.

We are confident that Dyce School has the capacity to continue to improve. The silver linings from Covid have resulted in a re-imagined curriculum with a key focus on wellbeing for all. Staff and pupils have been empowered to have a voice and to actively shape the school improvement agenda and are motivated and excited about the Expeditions they have co-created. This will be enhanced through partnership working with a strong focus on pupil leadership and skills. This will be complemented by planned and responsive interventions and strategies to both support and challenge.

Q1.3 Leadership of Change

	How well are we doing?	How do we know?	What are we going to do now?
Developing a shared vision, values and aims relevant to the school and its community			
Summary Statement	Following several years of change, the school now has a permanent Head Teacher and two permanent DHTs. An additional DHT is on secondment at present. Almost all staff feel there is a climate of trust and feel valued and include and that the pace of change is appropriate. Collaborative leadership is being developed at all levels as the school drives forward our programme of Expeditions 2021-22.		
Vision and Values	These are well established and have been shaped by all stakeholders. They are the key drivers to achieve the aspirations we have for our pupils and their families. The vision is central to our improvement objectives.	Evidence can be seen throughout the school of the vision and values being 'lived' by staff and pupils.	Embed vision and values through our Expeditions Programme for 2021-22.
Senior Leadership	The leadership of the Headteacher along with SLT is beginning to empower staff, pupils and the wider community to promote a vision for improvement. Pivotal to this has been the development of the curriculum through our Expeditions Programme.	Feedback from staff, parents and pupils through questionnaires strongly endorse the 'hands on' approach of SLT in leading the initial expeditions and then continuing to support the roll out programme.	Lead the planning for Expeditions with staff, pupils and parent body. Co-create with specific partners for each expedition. Co-create and share with our families and communicate.
Teacher Leadership	All teachers are now empowered to lead our re-imagined curriculum. With their stage partners and support staff, they collaboratively with their plan, deliver, moderate and evaluate. All staff are involved in the co-creation of our curriculum.	Evidence through the planning process, delivery and through the shared evaluations and films. Growing evidence of increased learner engagement and motivation.	Working Time Agreement has allowed protected time for teachers to plan, evaluate, moderate and share their expeditions with their stage partners.
School context	Successful co-create event with partners have contributed to the planning for our Expeditions Programme 21/22. This is helping to ensure our curriculum is relevant and embedded in our own local context. Significant improvements have been made to create enabling spaces indoors and out.	Feedback from co-create event and the resulting ongoing conversations to work together to support expeditions. Early evidence from pilot expeditions indicate almost all pupils are motivated, engaged and feel included in school improvements.	Continue to co-create with our partners over this session and to build on this model over the next two years. Continue to develop enabling spaces.
Strategic planning for continuous improvement			
Culture for change	The HT recognises the importance of providing a strategic plan and to build capacity within the team, including pupils, staff, partners and parents. Most staff feel well informed of the change and feel it has been appropriate.	We know from ongoing conversations, wellbeing surveys and feedback during Staff Development Time.	Expeditions will be the key driver for change this session.
Evaluation	Staff and pupils have evaluated after each expedition and the results have helped to inform future expeditions. All staff are using four contexts	Evaluations are collated and shared through our monthly thinglinks.	Time is protected for evaluation and sharing for each expedition. Improvement Priority 1

	How well are we doing?	How do we know?	What are we going to do now?
	to capture what has gone well. Staff and pupils are using jamboard to evidence successes, challenges and skills being developed.		Increased use of challenge questions from HGIOS and HGIOURS
Management of change Achieving change	SLT are carefully planning the pace of change and involving staff in the key decisions. There is a clear plan in place. Pivotal to the success of the Expeditions has been the pilot expeditions and the careful resourcing, support from outside agencies and planning. SLT continue to develop approaches to being proactive in implementing strategies and interventions to support pupils.	Through staff wellbeing survey and ongoing dialogue, almost all staff feel the pace of change is well managed. Staff and pupils are all involved in 'being the change'. We continue to develop opportunities for all to feedback on impact and to adapt our approaches in accordance.	Improvement priorities have been identified collegiately and clearly set out across the year. Strategies in place to support better communication of changes with parent body.
Collegiate learning	Staff have started planning, delivering and evaluating expeditions together. This is resulting in high quality learning experiences for our pupils.	Evidence through planning meetings and the sharing of learning through Expedition thinglinks. The shared use of the four capacities and four contexts are providing consistency and shared standards across the school.	Protected time in Working Time agreement for stage partners to plan, moderate, evaluate and share
Implementing improvement and change			
Looking outward	Expedition Trio established with Woodside and Seaton Schools. Working closely with local and national organisations and our Expedition partners in business and industry to enhance and extend our curriculum to ensure it reflects our local setting.	Early stages of working as a trio. First co-create session with partners was very well received.	Monitor the effectiveness of our Expedition programme Continue to expand our partnership approach. Continue to share and learn from others.
Equity	Collaborative approach to agreeing strategies for PEF funding has included staff, pupil and parental voices.	Evidence from questionnaires, walk and talk sessions, focus groups with parents, jamboards.	Continue to model this approach. Further use of Cost of the School Day to support equity further.
Self-evaluation	A self-evaluation programme has been piloted and will continue to develop over this session. This continues to be a focus with strategies being developed and piloted.	Evidence from Thinglinks, Jamboards, staff meetings.	Continual cycle of self-evaluation to be further developed. This will allow staff and pupils to reflect with focus on skills development and Es and Os.
Professional learning	On returning to school, staff worked with a variety of partners to build confidence in outdoor learning. This included Adventure Aberdeen, outdoor specialists and storytellers	https://www.thinglink.com/scene/1423411367330709507	Continue to build capacity through partnership work with wide range of professionals. Strong focus on nurture and wellbeing.
Planning for improvement	Ethos in school allows for creativity, innovation and enquiry. This is providing an enabling environment and many of our pupils are now starting to challenge themselves.	Evidence through the weekly photos and films on the Thinglinks and through the monthly evaluations.	Rebrand of our Dyce Diamonds and Houses in school during Expedition 2. This will further enhance our vision, values and aims across the school as we encourage all to have a voice.

Q12.3 Learning, Teaching & Assessment

	How well are we doing? What's working well for our pupils?	How do we know? What evidence do we have of positive impact on pupils?	What are we going to do now? What are our improvement priorities in this area?
Learning and engagement			
Summary statement	<p>Feedback from staff, pupils and families emphasise the success of our pilot Expeditions from January to June. Using the expeditions as the key driver for delivering our curriculum is providing consistently high quality learning experiences for all pupils that is motivating and meaningful.</p> <p>Planned and strategic use of four contexts for planning and evaluating are contributing towards consistently high quality learning and teaching across the school.</p>	<p>Evidence has been gathered from staff questionnaires and parent / carer questionnaires and monthly evaluations from the 6 Expeditions. The monthly evaluations include every class gathering evidence through four context highlights, creating short films to evidence learning and use of jamboard to collate successes and challenges - https://www.thinglink.com/scene/1437091552148062211</p> <p>This has involved all staff and is helping to shape a shared and consistent approach to learning, teaching and assessment across the school. This has resulted in high levels of engagement from all pupils. The outdoor expeditions are providing a meaningful and relevant context for literacy, numeracy and health and wellbeing across the school</p>	<p>Build on the success of our Expeditions programme with the co-creation and implementation of 9 Expeditions across the year.</p> <p>Continue to use the Expeditions to provide rich contexts for literacy, numeracy and health and wellbeing and to extend over the year to all curricular areas.</p>
Culture, ethos and relationships	<p>All staff work together to create a positive and caring ethos. This is underpinned by our commitment to wellbeing.</p> <p>Partners play a key role in providing learner experiences offer challenge and support to meet individual needs.</p> <p>Our pupils are contributing effectively to the life and ethos of the school and wider community.</p>	<p>Almost all children have engaged positively with the return to school. Partnerships with AFC and Adventure Aberdeen have increased wellbeing, learner engagement and confidence.</p> <p>Leuven Scales used to track engagement of pupils in AFC Focus groups.</p> <p>Pupils are starting to articulate, record and take pride in their personal achievements.</p>	<p>Continue to develop partnerships to support learner experiences and to improve wellbeing.</p> <p>Work with our parent body to improve our communication across the school.</p>
Learner engagement	<p>Expeditions have been highlighted as pivotal in increasing learner engagement and this has been evidenced both during outdoor and indoor sessions. A focus on providing high quality play is proving successful in our pupils being engaged, motivated and able to apply skills across different spaces and experiences.</p>	<p>Evidence through our Thinglinks, as above and through ongoing observations from all staff and partners in the school.</p>	<p>Continue to extend our Expeditions programme.</p> <p>Extend opportunities for all staff to work together to plan, deliver and evaluate across learning communities. Expedition Journals</p>
Pace, challenge and relevance to learning	<p>Use of the four contexts planners has supported staff to build expeditions with relevance to our local area.</p>	<p>Each expedition provides opportunities for personal achievement, which is shared with staff. ThingLinks allow us to celebrate and share these. Example linked to "Dyce Virtual Museum".</p>	<p>Continue to extend our Expedition Programme ensuring that it continues to be relevant to our own context.</p>

	How well are we doing? What's working well for our pupils?	How do we know? What evidence do we have of positive impact on pupils?	What are we going to do now? What are our improvement priorities in this area?
		https://www.thinglink.com/scene/1425191879321845761	Development of leadership programme will support increased pace and challenge as our pupils are encouraged to become leaders of their own learning.
Learner use of digital technology	During Home Learning, all pupils who required were provided with a Chromebook to support learning. This was extended to all those in the Hub. Feedback from staff and pupils is that this is providing increased learning opportunities. Pupils are using technology to enhance their learning and develop creativity.	Evidence from Google Classroom and technology	One-one devices for all P5 – 7 pupils Sets available for P2 -4 Blend of i-Pads and digital technology available across all classes. Continue to use digital technology to enhance learning and to offer more personalisation and choice.
Learner Leadership	Our Expedition Leadership programme for pupils has been well received by our P7 cohort providing them with the skills, knowledge and confidence to lead their own expeditions.	Evidence has been collated through our June Expedition and the Sports Festival led by our P7 classes. Our P7 pupils planned, delivered and evaluated whole school sports festivals. https://www.thinglink.com/scene/1463573580200542211	Continue to build on the success of our P7 Expedition Leadership Programme. Continue and extend learner leadership across the school through our Expeditions Programme. Skills focus
Quality of teaching			
Summary statement	Our use of Expeditions has extended our range of learning environments both indoors and outdoors. This is providing our pupils with rich learning opportunities and increasing the range of creative approaches.	Evidence has been collated through our Thinglinks.	Continue to develop our learner spaces both indoors and outdoors to extend the range of high quality learner experiences.
Range of teaching approaches	Our partnership approach with storytellers, outdoor specialists and artists has both facilitated creative approaches for our pupils and built confidence with our staff. Our pupils are becoming increasingly skilled at leading their own learning and that of others. Play pedagogy continues to be developed at Early Level	Outdoor learning has been a key driver in our Expeditions and all staff are now confident at planning and leading. Our Monster March Expedition provided rich examples of this - https://www.thinglink.com/scene/1423411367330709507	Extend the use of partnerships to enrich and extend creative approaches. This will include an Explorer in Residence, an Artist in Residence, partnerships with Adventure Aberdeen.

	How well are we doing? What's working well for our pupils?	How do we know? What evidence do we have of positive impact on pupils?	What are we going to do now? What are our improvement priorities in this area?
Digital technology used to enhance learning	All staff effectively used Google Classroom during Learning at Home to share learning experiences and to have regular google meets. Seesaw and Thinglink were used very successfully in ELC to share learning opportunities.	Evidence from Google classroom shows engagement of pupils in lessons. Evidence from thinglinks and see-saw data.	Continue to develop approaches to using G Suite as a tool to support and enhance learning across the school by all staff. Extend the one-one programme of chrome books to include P6 and P7. Extend the use of Seesaw to include ELC and P1 to provide continuity.
Delivery of learning, explanations and instruction	Most teachers deliver well-structured lessons. Pupils increasingly have opportunities to co-create success criteria and to identify their own successes, challenge and next steps.	Expeditions have been used effectively to involve pupils in leading their own learning and to take the lead in planning and delivering outdoor expeditions. This has increased learner independence and confidence as well as their ability to give clear explanations and instruction.	Continue to develop approaches to ensure all pupils are confident to lead their own learning. Through Working Time Agreement has been made available for stage partners to plan, deliver, moderate and evaluate together to ensure shared standards across the school.
Questioning	All staff have been using the 'Big Questions' in our Expeditions. This is helping to create a consistent approach to higher order thinking and to promote curiosity.	Thinglinks provide evidence of movies created using these Big Questions as a focus.	Continue to develop questioning skills through our Expeditions to ensure a shared and consistent approach across the school.
Purpose and relevance of learning	Expeditions have been pivotal in ensuring our learning is purposeful with a skills focus and clear connections are made to DYW.	Our work with Global Energy Group during our 'What can the wind power?' Expedition was particularly effective in providing learning experiences that are both relevant and directly late to World of Work. https://www.thinglink.com/scene/1454834058767892482	Continue to use our local context as the key driver in our Expeditions. Extend our partnerships by having a key partner for each Expedition to ensure explicit links are made to World of Work.
Differentiation of learning	Across the school, there is a range of strategies to support differentiation including a wide range of partners. We are working towards a consistent approach with planned strategies and resources to support both responsive and longer term interventions.	Evidence from planning meetings, thinglinks, expeditions.	Through our planned moderation programme, all staff will continue to develop approaches to differentiation. Our Enhanced Learning Den will play a key role in ensuring our interventions are well-timed and appropriate. Interventions are being tracked and shared to build capacity across all staff.

	How well are we doing? What's working well for our pupils?	How do we know? What evidence do we have of positive impact on pupils?	What are we going to do now? What are our improvement priorities in this area?
Feedback for pupils	A wide range of feedback is used to inform and support progress from all staff and from peers.	Evidence from jotters, expeditions, reflection journals. Pupils respond positively to the feedback and conversations generated from the Thinglinks, videos and photos. This is evolving to include feedback from different classes as we share experiences across the school.	Expeditions will continue to provide valuable opportunities to reflect and provide feedback on the four capacities and skills.
Effective use of assessment			
Summary statement	Almost all staff use a wide variety of assessment approaches to plan learning and teaching. All staff are supporting pupils to identify, develop and articulate their skills through our Expeditions. All staff and pupils are working together to identify successes, challenges and next steps.	Quality Assurance processes continue to support staff to evidence learning using a variety of strategies and evidence. All staff have been using jam boards with their pupils to evidence the impact of our monthly Expeditions and to help identify next steps.	Changes to our Working Time Agreement have created weekly opportunities for stage partners to plan, deliver, moderate and evaluate together. Regular whole school moderation sessions opportunities have been created to ensure a consistent approach with shared standards.
Planning, tracking and monitoring			
Planning for learning and planning with the learner.	Introduction of planner using the four contexts has provided a consistent and shared approach across the school. Progression pathways for literacy and numeracy provide clear pathways for pupils.	Four context planners are providing a framework to ensure there is progression across all areas of the curriculum. The framework is flexible to meet the differing needs of pupils.	Continue to develop the use of the four context planners to both plan and evaluate learning. Increase opportunities for pupils to plan their own learning through our Expeditions.
Tracking and monitoring arrangements / processes	Regular tracking and monitoring meetings have been easier to manage since the return to school.	All staff have been helped to identify levels achieved during tracking meetings. During the summer term, the Learning Den has been transformed. It is now situated in the heart of the school and is a hub for all our targeted and specialised support staff.	Continue to develop tracking and monitoring meetings and to be responsive with interventions as required. Transformation of the Learning Den has included a new approach to allocation targeted and specialised input to both challenge and support pupils. This is being tracked to ensure effective evaluation over time.

Q13.1 Ensuring Wellbeing, Equality and Inclusion

	How well are we doing? What's working well for our pupils?	How do we know? What evidence do we have of positive impact on pupils?	What are we going to do now? What are our improvement priorities in this area?
Wellbeing			
Summary statement	The school community demonstrates a strong commitment to the wellbeing of all. The introduction of our Expeditions has wellbeing at the very heart and the focus on outdoors has had a positive impact on the wellbeing of our pupils and staff and has impacted on improvements in engagement and behaviour across the school. Our focus on Expeditions is encouraging all staff to adopt a wide range of approaches to support different learning styles.	Surveys from staff, pupils and our families have highlighted the introduction of Expeditions as being pivotal to the increase in wellbeing, engagement and behaviour across the school. This is backed by our many partners working in school with many commenting on the excellent behaviour, attitude and engagement of our pupils. Almost all staff feel relationships across the school are positive and that they feel well supported. Termly wellbeing surveys continue to monitor this. Our Expeditions are a team effort including pupils, SLT, teachers, support staff and outside partners. This has increased the capacity of all staff to meet the needs of a wide range of pupils through high quality learning and teaching.	To continue to develop our outdoor learning through our Expeditions with a strong focus on wellbeing. To develop pupil leadership in leading their own and others expeditions to build confidence and resilience in our pupils. Continue to build the capacity of all our staff through professional dialogue and partnership working. O
Wellbeing of all refer to Wellbeing indicators	During the session Emotion Works was used successfully with our pupils to increase their knowledge of the wellbeing indicators and to provide them with strategies to build their confidence in identify, understanding and regulating their own emotions.	Almost all staff have been involved in professional learning and supported through our partnership with Emotion Workers. Staff have a growing confidence in meeting and responding to pupil needs. This has impacted on a range of strategies being developed to support our pupils both in school and during transition events.	Re-introduce regular reflections using SHANARRI to support all pupils to identify their own next steps to support their own wellbeing. Data to be analysed to identify trends across stages/school.
Fulfilment of statutory duties			
Statutory duties and requirements	The Senior Leadership Team are responsive to ensure their practices reflect national guidance and legislation.	All staff received annual Child Protection training. Staff are regularly trained and involved in Child Protection and wellbeing procedures with support and guidance given as required. Clear procedures are in place for Child Protection.	Ensure all staff are aware of the new Child Protection Guidelines and that procedures are adapted to reflect the new recommendations. Survey completed after training identifies staff who require additional support.
Inclusion & Equality			
Summary statement	All staff work together to ensure systems and interventions are in place to support improved outcomes for all pupils.	Surveys, walk and talk sessions, discussions and meetings involving pupils, staff and families have shared our strengths and development needs. This has helped to shape new ways of working for Session 2021-22 to better support our pupils.	The creation and development of an 'Enhanced Learning Den'. This new space will be in the heart of the school and will be a hub for health professionals, nurture staff, EAL and our own staff supporting our Language Support Provision and our Learning Den Children.

Q13.2 Raising Attainment & Achievement

	How well are we doing? What's working well for our pupils?	How do we know? What evidence do we have of positive impact on pupils?	What are we going to do now? What are our improvement priorities in this area?
Attainment in literacy and numeracy			
Progress from prior levels Raised attainment in literacy & numeracy	Attainment in CfE Levels have been impacted by the disrupted year. Most pupils in P1, P4 and P7 are levels achieving as expected. Across the school, almost all pupils are achieving appropriate levels in Listening and Talking. In P7, the majority of pupils are achieving as expected in Numeracy and Writing and most in Reading. In P4 and P1, most pupils are achieving appropriate levels in Numeracy and Literacy.	Evidence from ongoing assessments, tracking meetings and discussions. Our collection of four contexts planners, evaluations, jamboards and thinglinks all provide rich evidence of our implementation of an exciting curriculum with a strong focus on Literacy and Numeracy. https://www.thinglink.com/scene/1437091552148062211	To continue with our programme of Expeditions to ensure all pupils have an exciting, relevant and engaging curriculum. To continue to create meaningful contexts for all areas of the curriculum with a strong focus on pupil leadership and skills development. Support for Learning to focus on Writing to challenge our pupils.
Attainment over time			
Raising attainment over time across all curricular areas Pupils Progress from prior levels over time Effective use of assessment to make judgements Tracking systems and interventions Attainment of individuals and groups over time	Across all areas of the curriculum, attainment is consistent. Following national guidance, the focus this session has been on Literacy, Numeracy and Health and Wellbeing. Staff are gaining confidence at using a range of data to support progress between levels and to inform their professional judgements Our tracking system continues to be developed and is being used to support interventions and to challenge pupils. Specific interventions have been successful in impacting positively for individuals and targeted groups.	The following range of evidence is helping to build confidence in teacher professional judgement: Four contexts evaluations, evidence collated in a variety of formats and collated in thinglinks (e.g. photos, videos, jamboards) Tracking meetings and the targeted interventions and support systems. Analysis of Curriculum for Excellence data over time allows us to identify trends.	Whole school moderation focus to support clarity of benchmarks and attainment of a level within CfE. Initial focus on Listening and Talking with stage partners. Teacher confidence to be built upon through professional dialogue opportunities at unit meetings.
Overall quality of pupils' achievement			
Learner Achievements Development of learner skills	Pupils are confident and responsible Focus on four capacities and building skills Contributions to the community Start of Expeditions – skills	Evidence includes: Thinglinks	Monthly reflections of successes, skills developed and targets. Expedition focus on skills and the development of these.

	How well are we doing? What's working well for our pupils?	How do we know? What evidence do we have of positive impact on pupils?	What are we going to do now? What are our improvement priorities in this area?
Pupils taking ownership of individual pathways	John Muir	Jamboard with skills developed identified following expeditions used as a reflections tool for all classes: What can we grow? Feedback - Google Jamboard John Muir logbooks and presentations	Focus on individual strengths to support distributive leadership.
Equity for all pupils			
Systems which promote equity	New systems		Development of Enhanced Provision Learning Den to support meeting all pupils needs.
Raised attainment of the most disadvantaged pupils	Individualised timetables created to support pupils with greater needs. This has supported an increased access to the curriculum for individual pupil. Creativity and personal choice have supported a reduction in exclusions.	Part time timetable shows increased attendance each week. Leuven Scale data (AFCCT) shows active engagement in sessions. Significant support has been put in place to support pupils to prevent further exclusions.	Curriculums designed around individuals – timetables created and regularly monitored to support this.
Impact of tracking and monitoring, including those with additional challenges	Termly tracking and monitoring meetings provide opportunity for timely interventions for all pupils.	Seemis – Tracking and Monitoring Data has identified areas for development to further support our pupils.	Partnership support to meet pupils needs as well as developing staff capacity to support pupils. Interventions to be tracked for individuals.

Action Plan Template

Improvement Priority 1 – Leadership of Change 1:3				
Improvement Outcomes What we hope to achieve?	Measures of success How will we know this has been achieved? What evidence will we have?	Action Required What do we need to do?	Timescales	Resources
<p>An empowered staff who are confident and skilled in leading curriculum expeditions that are meaningful, relevant and engaging for our pupils.</p>	<p>Consistent learning and teaching approach developed across the school to ensure high quality learning experiences for all pupils.</p> <p>Evidence from our interactive thinglinks, jamboards, photos and films.</p> <p>Quality assurance through staff discussions, observations, staff questionnaires.</p>	<p>Continue to develop effective and meaningful planning, moderation and evaluation strategies with the staff.</p> <p>Continue to use staff focused meetings to capture and share experience, professional learning, successes and challenges.</p> <p>Develop Moderation through our Expeditions to support a consistent approach and a shared understanding of standards.</p>	<p>9 Expeditions spanning 2021-2022 Oct – June</p>	<p>SLT All staff</p> <p>WTA hours for planning, moderation and evaluation</p>
<p>Increased staff understanding and confidence when implementing targeted interventions to support groups and individuals.</p>	<p>Interventions will be timely and responsive as appropriate to support groups and individuals.</p> <p>Evidence from tracking and monitoring meetings, regular discussions and reflections at Unit Meetings.</p> <p>Quality assurance and evaluation of support plans will demonstrate increase in targets met.</p>	<p>Continue to support and facilitate staff led interventions both for groups and individuals and to ensure we share successful strategies across the school.</p> <p>Maximise opportunities in the Enhanced Learning Den to share professional learning through ongoing dialogue, courses and research.</p>	<p>Aug – June</p>	<p>Range of professional learning including counselling courses, Lego therapy, outdoor learning, ELSA, Dyslexia Awareness</p>
<p>Increased learner agency across all classes with a focus on skills. (Expedition Leaders)</p>	<p>Evidence of pupil leadership on expeditions through photos, videos and our Expedition Journals.</p> <p>Pupils will be able to articulate and share their successes, the skills they are developing and their targets.</p>	<p>Ensure there is a common language and shared understanding of skills being developed through our Expeditions and to effectively use Expedition Journals with pupils to track their progress.</p> <p>Continue with P7 Expedition Leadership programme with partners to build the skills, knowledge and confidence so that P7 can lead whole school expeditions. Build the skills, knowledge and confidence across all pupils as they increase their role in leading their own class expeditions. Extend to Primary 4s to develop their Junior Leadership skills to support delivery of Expeditions to younger pupils (ELC/Primary 1-2) as part of Transition.</p>	<p>Sep - June</p>	<p>Support from Adventure Aberdeen, Explorer in Residence P7 Leaders</p>
<p>Increased our parental engagement in the school improvement cycle and in our Re-imagined curriculum.</p>	<p>Evidence from questionnaires, focus groups, curriculum conversations and ongoing discussions.</p> <p>Evidence from statistics and comments on social media, thinglinks, website and newsletters.</p>	<p>Co-create a whole school consultation to improve our communication policy with our Parent Council.</p> <p>Implement a whole school consultation on communication with our parent body and establish a working group to create a new policy. This will include exploring the most effective mediums for communication, strategies for increasing parental engagement and increasing a shared understanding of our curriculum at Dyce.</p>		<p>Partnership with Parent Council</p> <p>Expedition Partners</p>

Improvement Priority 2 – Reimagining our Curriculum Dyce – Expeditions 2021-2022
 2.3 and 3.2 - Learning, Teaching and Assessment and 3.2 Raising Attainment and Achievement

Improvement Outcomes	Measures of success	Action Required	Timescales	Resources
<p>Create enabling spaces to enhance learning and teaching both indoors and outdoors.</p> <p>All staff will have an increased confidence in being able to plan meaningful interactions for their pupils.</p> <p>Pupils will experience high quality learning experiences.</p>	<p>Learner levels of engagement and motivation will increase and be measured through observations, discussions and learner reflections.</p> <p>Evidence gathered through work created and statistics collated on Google Classroom, Thinglinks and See-Saw.</p> <p>Evidence of staff confidence when adopting creative approaches through our Expeditions approach.</p> <p>Increased confidence in pupils leading their own learning and to lead the learning of others will be evidenced through focus groups, learner questionnaires, Expedition Journals and skills profiles.</p> <p>Meaningful collaboration through use of tracking and monitoring and effective use of data will impact on increased attainment with the expectation that almost all children will achieve appropriate levels across the school.</p> <p>Evidence from four contexts planners and evaluations.</p> <p>Monthly Jamboard and Expedition Journals evidencing successes, skills developed and challenges (four capacities),</p>	<p>Continue to develop engaging spaces, shaped by pupils as active agents in developing, creating and evaluating the learning environment and maximising learning opportunities.</p> <p>Further develop P1 transition garden to enhance outdoor learning and transitions from ELC to P1.</p> <p>Continue to transform the old cloakroom areas – Blue Room – Dyce Creative Den; Red Room – Music; Green Room – STEM.</p> <p>Outdoor Spaces – P7 legacy area; storage for loose play; staged area; outdoor meeting areas for nurture spaces, meetings</p> <p>Digital Spaces – maximise opportunities using google classroom, see-saw, social media, thinglinks and see-saw both to enrich learning and to provide effective home and school partnership.</p> <p>Enhanced Learning Den – creation of inclusive and aspirational hub</p> <p>Extending our curriculum to access spaces across Aberdeen and Shire.</p> <p>Continue to work with wide range of partners to further develop and enhance creative teaching approaches.</p> <p>Continue to extend our pupil Leaders of learning programme across the school including Expedition Leaders, Buddies, Paired Classes – expedition leaders, Partnerships– Adventure Aberdeen, AFC, artists, Explorer in Residence</p> <p>Regular tracking and monitoring meetings across the school</p> <p>Ongoing professional discussions to support innovation, creativity and ongoing action research</p> <p>Continue to develop Play Pedagogy across Early Level and introduce to First Level.</p> <p>Transition programme with Academy – extended and expanded - Enthuse</p> <p>Continue to build links to Developing Young Workforce through building links with partners during Expeditions.</p>	<p>Aug – June</p> <p>Aug - June</p> <p>Aug - June</p> <p>Aug - June</p>	<p>Grounds for Learning Emerald Design Creative Learning Team Parent Council</p> <p>Google Experts</p> <p>AFCCT Adventure Aberdeen Artists in Residence Programme (Artist, storytellers, drama specialists, musicians) Explorer in residence</p> <p>Enthuse partnership with Dyce Academy. Play Pedagogy professional learning.</p>

Improvement Priority 3 - 3.1 Wellbeing, Equality and Inclusion				
Improvement Outcomes	Measures of success	Action Required	Timescales	Resources
<p>Increase the wellbeing of all our pupils through an engaging and inclusive outdoor learning programme.</p> <p>Increase learner knowledge and understanding of their own wellbeing and to identify next steps.</p> <p>Improve our environment to ensure wellbeing entitlements support all our pupils.</p>	<p>Evidence from wellbeing questionnaires, focus groups, professional dialogue and observations.</p> <p>Evidence from Learner Expedition Journals and Jamboards.</p> <p>Evidence from termly staff questionnaires.</p>	<p>To continue to develop our outdoor learning through our Expeditions with a strong focus on wellbeing.</p> <p>To develop pupil leadership in leading their own and other expeditions to build confidence and resilience in our pupils.</p> <p>Continue to build the capacity of all our staff through professional dialogue and partnership working.</p>	<p>Aug – Dec</p> <p>Aug - June</p> <p>Aug - June</p>	<p>Continue with roll out programme of outdoor clothing.</p> <p>Continue to purchase and organise resources to maximise outdoor spaces.</p> <p>Adventure Aberdeen</p>
	<p>Evidence from SHANARRI wheels AFCCT Baseline Assessment – SHANARRI, Leuven Scale</p>	<p>Re-introduce regular reflections/baseline assessment. Using SHANARRI to support all pupils to identify their own next steps to support their own wellbeing. Analyse data to identify any trends in stages/whole school and adapt H&WB programme as appropriate with interventions through ELSA being developed. Two further PSAs being trained as ELSAs during 2021-22 Session.</p>	<p>Aug-Sept</p>	<p>SHANARRI Baseline Assessment – Paper Format (P1-4) and Google Form (P5-7) ELSA Support timetabled. Ed Psych ELSA Programme</p>
	<p>Evidence from observations, discussions, questionnaires, evaluations, focus groups from pupils, staff, parents and partners.</p> <p>Dyslexia Awareness Champions to be identified following training.</p>	<p>The creation and development of an 'Enhanced Learning Den'. This new space will be in the heart of the school and will be a hub for health professionals, EP, nurture staff, EAL and our own staff supporting our Language Support Provision and our Learning Den Children.</p> <p>Increase understanding of additional support needs to meet the needs of all pupils whilst creating new environments (ELC, Primary 1 and Learning Den).</p> <p>Participation in Whole School Dyslexia Development Programme to support pupils.</p> <p>Continue to build increased awareness of adversity and trauma and to develop skills to support this in a reflective and practitioner led way.</p> <p>Continue to support pupil's wellbeing using the nurturing principles across the school to plan interventions leading to improved resilience and wellbeing.</p>	<p>Aug - June</p> <p>Aug - Dec</p> <p>Oct-Dec</p> <p>Inservice Training</p> <p>Aug-June</p>	<p>Professional expertise from partnerships</p> <p>SCERTS Training (ASN)/ Sensory Awareness Training</p> <p>Dyslexia Outreach Service and DHT/SFL Teacher</p> <p>Compassionate and Connected Communities Training (Education Scotland) - Led by PT</p> <p>Breakfast Club to be offered to pupils. Nurture groups to be established.</p>

PEF Summary of proposed spend

Non-Staff Intervention/resource	Cost	Staffing	FTE	Cost	
		Adventure Aberdeen	0.6	31,000	
		AFCCT	0.2	13,000	
		ELSA	1.0	21,000	
		Music Therapy		4,000	
Development of The Learning Den – Enhanced provision	7,300				
					Total for 2021/22
Non-Staff Total 2021/21		Staff Total 2021/22			76,300

