

Resources and Context	Outputs		Outcomes - Impact		
<p>Learning Teaching & Assessment (2.3)</p> <p><u>Human Resources</u> School Lead: School Team:</p> <p><u>Priority (from Inspection Letter)</u> Improve the quality of learners' experiences throughout the school. This should include teachers planning more challenging and relevant learning experiences that allow learners to make better progress as they move through the school.</p> <p><u>Excerpts from SIF</u></p> <p>Teachers should begin to engage in regular moderation activity to develop a clearer understanding of national expectations of BGE levels. This will help improve the reliability of teachers' professional judgements of young people's levels of attainment and achievement.</p> <p>Teachers' approaches to planning learning, teaching and assessment to meet the needs of all learners are not yet consistent across curriculum areas.</p> <p>In a few lessons, teachers promote active learning through creative use of digital technologies.</p> <p>In a few lessons...they review learning and assess young people's understanding as the lesson progresses and use effective plenaries.</p> <p>In most lessons, learners would benefit from more opportunities to take responsibility for leading their own learning.</p>	Activities	Outputs	Time-check 1	Time-check 2	Time-check 3
	<ul style="list-style-type: none"> Continue to develop the Dyce Academy Learning, Teaching and Assessment Policy. Whole staff professional learning will review the Moderation Cycle and put a renewed focus on 'Planning learning, teaching and assessment using the Es and Os to meet learners' needs and 'Regularly use the standards within the Es and Os and Benchmarks to evaluate and monitor learners progress'. Moderation work will be built into all Faculty QA calendar's and will be reviewed with SLT links regularly. External moderation work to be undertaken with colleagues across ACC. Staff confidence levels will be measured and recorded throughout this process. Pedagogy Groups will be established within the school to develop skills and cascade learning on the following key areas of learning and teaching for session 2023-24: Digital Technology in the classroom Assessment for Learning Differentiation Questioning and Oracy Pedagogy Group members will cascade learning within faculty teams and at a whole school level through collegiate and CPD sessions. Staff leadership roles will be built into this. FH will engage in collegiate discussion around Quality Assurance processes to support the development of Faculty QA calendars for session 2023-24. The whole school QA calendar will include formal and informal learning visits that will focus on the following areas in session 2023-24: Informal: Classroom Routines, Praise and Aspiration, Formal: Pace and challenge; Effective lessons – Opening and closing a lesson. 	<p>An updated Learning, Teaching Assessment Policy will be in place for Dyce Academy.</p> <p>Professional learning on Moderation will be delivered to all staff.</p> <p>Moderation evidence will be gathered through internal and external activities throughout the year leading to increased confidence and more robust professional judgement.</p> <p>Wider staff team will benefit from the Professional learning developed by colleagues through collegiate/in-service meetings and the internal CPD calendar, leading to improved learner experiences.</p> <p>Whole school and Faculty QA calendars, will provide triangulated evidence which informs self-evaluation and drives improvement in learner experiences.</p>	<p>>35% of staff report that they <u>strongly agree</u> that moderation activities are helping to make sound professional judgements (Baseline 25%)</p> <p>>87% of pupils report that their work is hard enough (Baseline 83% All of the time and Some of the time combined)</p> <p>A majority of staff (>50%) report that they <u>strongly agree</u> that their professional learning enables them to reflect on and improve their practice (Baseline 34%)</p> <p>>70% of pupils report that they enjoy learning at school. (Baseline 63% All of the time and Some of the time combined)</p> <p>A third of SLT lesson observations would be rated as 'Good' or better.</p>	<p>A Majority of staff (>50%) report that they <u>strongly agree</u> that moderation activities are helping to make sound professional judgements</p> <p>Almost all pupils (>91%) report that their work is hard enough</p> <p>>60% of staff report that they <u>strongly agree</u> that their professional learning enables them to reflect on and improve their practice</p> <p>Most pupils (>75%) of pupils report that they enjoy learning at school.</p> <p>Half of SLT lesson observations would be rated as 'Good' or better.</p>	

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<p>Raising Attainment & Achievement (3.2)</p> <p><u>Human Resources</u> School Lead: School Team:</p> <p><u>Priority (from Inspection Letter)</u> Improve attainment and increase expectations for all young people.</p> <p><u>Excerpts from SIF</u> Across the senior phase, expectations of young people's attainment and achievement are not consistently high across all curriculum areas.</p> <p>There is room for greater rigour in the school's approaches to ensuring that assessment information is reliable. Staff should continue to develop approaches to assessing literacy and numeracy in the BGE that fully align to national expectations and standards.</p> <p>There is not yet a whole school overview of young people's attainment in literacy and numeracy over time.</p> <p>Recent improvements have not been underpinned by focused strategies or policies for improvement.</p>	Activities	Outputs	Time-check 1	Time-check 2	Time-check 3
	<ul style="list-style-type: none"> The school values, including that of 'Ambition' will regularly feature in whole school assembly presentations. Staff professional learning will focus on revisiting the importance of quality learning conversations which look to raise aspirations for all. Targets in learning will be set and recorded for all young people, who will be involved in the setting of these targets. Reviews will take place regularly by SLT Links across the year. An annual programme of curriculum review and development will be in place, with faculties and subjects encouraged to consider alternative certification to allow further progression routes within their subject areas, in order to meet pupil need and the context of the school. The school will make full use both of the consortium arrangement with Bucksburn Academy and the wider ABZ Campus initiative to support broad pathway options for young people. A new course choice form and process will be implemented which will be data driven and will focus on aspiration and progression. A progression tracker will be used throughout the subject choice process to ensure progression for all young people. A robust and consistent presentation policy will be created which will govern how young people are supported to achieve their full potential across the school. Staff professional learning activities will focus on developing a greater understanding of the use of data and using it to inform planning for learning and teaching and interventions. Attainment review processes will be revised and staff will be supported to develop robust raising attainment strategies which will inform their annual Improvement plans. The school will introduce strategies for both Literacy and Numeracy that targets improvement in the BGE and Senior Phase. Dyce Academy will work with Bucksburn Academy to introduce joint moderation on BGE Literacy and Numeracy. A Celebrating Success Working Group will be convened to expand on our positive recognition strategy including the inclusion of an Awards Ceremony which will recognise attainment and achievement. 	<p>Professional learning on learning conversations and target setting will be delivered to all staff.</p> <p>A calendar of learning conversations will be part of each faculty / the whole school calendar.</p> <p>The course option sheet will outline a broad set of choices to meet the needs of our young people. Progression maps are in place to support the new approach to subject choice, which will lead to better coursing of pupils.</p> <p>Increasing numbers of young people are demonstrating the confidence to make wider course choice.</p> <p>A robust presentation policy is in place and followed consistently to support young people.</p> <p>Faculty raising attainment strategies will be outlined within their FIP.</p> <p>A Literacy and Numeracy Strategy will be in place for Dyce Academy. A robust tracker will be in place for both Literacy and Numeracy across all stages.</p> <p>Shared understanding of moderation for literacy and numeracy will be in place in partnership with Bucksburn Academy.</p>	<p>>40% of young people will report that they are encouraged by staff to do the best they can all of the time. (Baseline 32.61%)</p> <p>>35% of staff strongly agree that children and young people are involved in setting their learning targets. (Baseline 18%)</p> <p>>25% of pupils strongly agree that they were given good advice to make choices about taking the subjects that are right for me. (Baseline 11%)</p> <p>See outcome measures in T&M.</p> <p>65% of young people achieve third level writing by the end of S3.</p>	<p>A majority (>50%) of young people will report that they are encouraged by staff to do the best they can all of the time.</p> <p>A Majority of staff (>50%) strongly agree that children and young people are involved in setting their learning targets.</p>	<p>Most (75-90%) young people will report that they are encouraged by staff to do the best they can all of the time.</p> <p>>70% of staff strongly agree that children and young people are involved in setting their targets.</p> <p>>40% of pupils strongly agree that they were given good advice to make choices about taking the subjects that are right for me.</p> <p>70% of young people achieve third level writing by the end of S3.</p> <p>A third of senior phase pupils are recognised within our Awards Ceremony.</p>

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<p>Tracking & Monitoring (from 2.3, 3.1 & 3.2)</p> <p><u>Human Resources</u> School Lead: School Team:</p> <p><u>Priority (from Inspection Letter)</u> Develop more robust systems to monitor the attainment and progress of all young people.</p> <p><u>Excerpts from SIF</u> There is not yet a whole school overview of young people's attainment across the curriculum.</p> <p>In almost all curriculum areas, teachers use established processes to track and monitor young people's progress. These are inconsistent across and within departments.</p> <p>Continue with plans to ensure there is much more rigorous monitoring and tracking of young people's attainment and progress through the BGE and across the Senior Phase. This will help provide a clearer whole-school picture of the progress of different cohorts of young people.</p> <p>The school should continue to monitor and evaluate the impact of supportive interventions, ensuring that they are clearly aligned to accelerating progress in closing poverty-related attainment gaps.</p> <p>As staff do not currently monitor and track the progress of identified groups of young people as they move through the school, they cannot accurately identify attainment gaps across Dyce Academy.</p>	Activities	Outputs	Time-check 1	Time-check 2	Time-check 3
	<ul style="list-style-type: none"> A whole school tracking system will be developed and implemented for the BGE. This will include tracking of interventions from PTG and YH. Whole school attainment progress will be shared with staff after each reporting period within the BGE. Intervention trackers will be incorporated into faculty BGE trackers Faculties will review BGE attainment termly in faculty meetings and with link SLT. BGE Attainment Reviews will take place twice a year with HT, SLT Link and FH will be supported to develop robust raising attainment strategies which will inform their annual improvement plans. Literacy and Numeracy trackers will be developed to track progress from S1-6 A whole school tracking system will be developed and implemented for the Senior Phase. This will include tracking of interventions from PTG and YH. Whole school attainment progress will be shared with staff after each reporting period within the senior phase. The Management Team will work collaboratively to establish consistency across senior phase faculty trackers allowing progress and interventions to be tracked across the faculty and in line with the presentation policy. Faculties will review senior phase attainment termly in faculty meetings and with link SLT. Senior Phase attainment review meetings will be revised and FH will be supported to develop robust raising attainment strategies which will inform their annual improvement plans. Whole school trackers will be used to track progress of targeted groups of young people to identify attainment gaps and implement interventions. A progression tracker will be used through the subject choice process to ensure progression for all young people. Continue to develop the wider achievement tracker for all stages, which can be used to identify pupils who are not engaging with the opportunities presented, allowing for PTG intervention. 	<p>Whole school BGE and SP Trackers which are used by staff at all levels to determine interventions and raise attainment across cohorts and with targeted groups.</p> <p>Faculty Link minutes will demonstrate the attainment review process throughout the year in both the BGE and SP.</p> <p>Attainment Review Meeting minutes for the BGE and SP will include an evaluation of the interventions implemented throughout the year and the raising attainment strategy for the following year.</p> <p>A robust tracker will be in place for both Literacy and Numeracy across all stages and will inform planning for learning and teaching and coursing.</p> <p>A Wider Achievement Tracker that identifies pupil engagement in wider achievement options across the school at all stages.</p>	<p>>65% of pupils achieve Third Level in Numeracy by the end of S3</p> <p>In S4 our middle 60% of pupils achieve 90% of the VC</p> <p>In S5 (based on S4 roll) our pupils attaining 3@Level 6 is in line with the VC</p> <p>The majority (>50%) of S1-3 pupils have been recognised in the merit system.</p>		<p>>70% of pupils achieve Third Level in Numeracy by the end of S3</p> <p>In S4 our middle 60% of pupils achieve in line with the VC</p> <p>In S5 (based on S4 roll) our pupils are attaining 3@Level 6 is above the VC</p> <p>Most (>75%) young people in S1-3 have been recognised by the merit system</p>