

Dunbar Cluster Development Plan 2017/2018


What do we want to do in line with the National Improvement Framework?

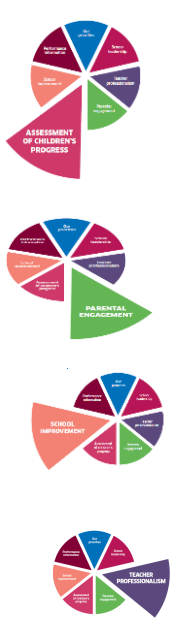
- Improvement in attainment – literacy and numeracy
- Closing the attainment gap between the most and the least disadvantaged
- Improvement in children and young people’s health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

The Key drivers that will lead to improvement are:

- | | |
|---------------------|-----------------------------------|
| School Leadership | Teacher Professionalism |
| Parental Engagement | Assessment of children’s progress |
| School Improvement | Performance Information |

HIGIOS 4 – 1.3, 2.3, 3.1

What will we do?	What will be the impact?	When?	NIF Driver
<p>HIGIOS 4 – 2.4, 2.7, 3.1, 3.2</p> <p>Closing the gap for our most disadvantaged and vulnerable young people across the cluster</p> <p>Family Support Project:</p> <ul style="list-style-type: none"> • Programme to support parents with learning at home • Attendance support • Parenting skills <p>Cluster approach to attendance and lateness</p>	<p>Increased attendance = high motivation + improved attainment</p> <p>Increased engagement = improved attainment</p> <p>95% attendance expected across cluster</p> <p>Identified pupils – attendance/lateness will show an improvement by Dec 2017</p> <p>Parent will have engaged in family learning opportunities such as PEEPS, Raising Kids with Confidence, Soft Start sessions or Stay and Play Friday sessions.</p>	<p>Bid to Area Partnership to secure funding for Family Support Worker – August 2017</p> <p>Measure impact – Dec/April</p>	 <p>The NIF Driver column contains three circular diagrams. The top diagram is labeled 'PARENTAL ENGAGEMENT' and features segments for 'Parental Engagement', 'School Improvement', 'School Leadership', 'Teacher Professionalism', and 'Performance Information'. The middle diagram is labeled 'SCHOOL IMPROVEMENT' and features segments for 'School Improvement', 'School Leadership', 'Teacher Professionalism', 'Performance Information', and 'Parental Engagement'. The bottom diagram is labeled 'SCHOOL LEADERSHIP' and features segments for 'School Leadership', 'Teacher Professionalism', 'Performance Information', 'Parental Engagement', and 'School Improvement'.</p>

<p>HGIOS 4: 3.2, 2.3, 1.2 Improvement in literacy and numeracy</p> <p>Cluster Moderation activities:</p> <p>Holistic assessment development across the cluster</p> <p>Standardised assessment moderation activities</p> <p>Cluster approach to help parents/carers understand levels of achievement.</p>	<p>Increase staff confidence in their judgement to identify when a level is achieved – use of benchmarks and curriculum pathways</p> <p>90% of all pupils in P1, P4, P7,S3 will achieve average or above in appropriate level</p> <p>90% of all pupils in P1, P4, P7, S3 will be secure at appropriate level</p>	<p>Dates to be agreed by HTs at cluster meeting for moderation sessions.</p>	
<p>HGIOS 4: 2.7, 3.3, 2.5</p> <p>Engagement with DSW Career Education Standard 3-18:</p> <p>Raise profile for staff, pupils and parents/carers</p> <p>Primary schools engage pupils with career education</p> <p>World of Work Week</p> <p>Careers Fair/Development of World of Work ambassadors (DGS)</p>	<p>'Wannabe Wednesday' to link into cluster schools' World of Work week – all to run at the same time. J Eeles to coordinate</p> <p>Making links with skills for learning, life and work. Raising ambition and expectations of pupils for future careers</p>	<p>Each school will create an overview of how they are developing and integrating DSW across Nursery – S6</p> <p>November 2017 initial template and any additions</p> <p>Final overviews for May 2018</p>	