

**Education and Learning Directorate**  
**School/ELC Annual School Improvement Planning**  
**2023-2024**

**School: Castle Douglas High School and Dalry Secondary Partnership**

**Date: May 2023**

**SCHOOL IMPROVEMENT PLAN 2023 – 2024** *(Limit the number of priorities to ensure they are manageable and achievable.)*

School Priority 1 /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p><b>Responsibility of All</b> Learning, teaching and the assessment of literacy and numeracy skills are part of every teacher’s responsibility. Deciding on a literacy and numeracy curriculum for excellence level has been done by English and mathematics teachers. Moving forward it is important that all subject areas contribute to the allocation of a literacy and numeracy level for each young person, so that the evidence is robust and the assigned levels more reliable.</p>	<p>Improved evidence base when generating literacy and numeracy levels leading to more accurate levels being allocated to individual young people.</p>	<ul style="list-style-type: none"> <li>• Raise this activity at School working time arrangements committee to identify specific time for this activity.</li> <li>• Create an agreed timeline for submitting pupil work for verification in literacy and numeracy in S1, S2 and S3.</li> <li>• Support this priority next academic year with a combination of time during INSET and time from collegiate evenings.</li> <li>• Have a robust procedure for allocating Curriculum for Excellence literacy &amp; numeracy levels integrated into the working time cycle within the lifetime of the 2023-24 improvement plan.</li> </ul>

School Priority 2 /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p><b>SQA Additional Assessment Arrangements</b> Experience over the last few sessions has indicated the need to improve our understanding of the process around evidencing and quality assuring an additional assessment arrangement for a young person.</p>	<p>Through a better understanding of the standards for additional assessment arrangements, and of what a request for an additional arrangement will mean for a young person, our procedures for evidencing an additional assessment arrangement will be more robust. This will improve the opportunities for a young person to demonstrate their ability in SQA examinations</p>	<p>INSET day in August will highlight the additional assessment arrangements policy and timelines. Staff will be signposted to professional learning about additional assessment arrangements to improve their professional knowledge. INSET day will provide a case study demonstrating a successful recommendation for an additional assessment arrangement. Refresh/relaunch our school additional assessment arrangements policy and highlight the SQA key tasks for arriving at an additional assessment arrangement recommendation.</p>

School Priority 3 /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p><b>The Curriculum.</b> All staff will continue to focus on learning relating to the principles of nurture. For academic year, 2023-24 the focus will remain on nurture principle 1. ‘Children’s learning is understood developmentally’ Through professional learning, we will also take into account <a href="#">the Morgan report</a> recommendations for Additional Support for Learning, <a href="#">UNCRC</a> (United Nations Convention on the Rights of the Child) and <a href="#">The Promise</a> to care-experienced young people</p> <p>Quality assurance completed under Quality Indicator 2.2 Curriculum and Quality Indicator 1.5 Management of Resources has encouraged us to look closely at how we are delivering the Broad General Education and interfacing it with the ability to start National Qualification work later in the S3 year.</p> <p>Increasingly 16+ pupils need to be able to access a high quality curricular offer as they want to stay on at school until S6.</p>	<p>Improvements in meeting the needs of all learners in the classroom. Differentiation, personalisation of lesson materials and meeting the needs of all learners will bring improved outcomes for all young people.</p> <p>Pupils at the end of S2 will be given the opportunity to choose subjects, without opting out of a curricular area, which will potentially lead to 7 National Qualifications at the end of S4. Young people will have more opportunities to succeed in school post 16+.</p>	<p>Continue to prepare to meet the needs of all young people, especially those where their pathway in senior school is unlikely to take them beyond National Qualification level 4.</p> <p>Continue to plan and prepare for learners who will need individualised, differentiated, personalised lesson materials.</p> <p>Continue to improve learning opportunities for young people joining the secondary school working at Early or first level Curriculum for Excellence who will be included within mainstream classes.</p> <p>Staff to adapt course content and delivery in both their S3 Broad General Education courses and their National Qualification courses to improve the interface between the broad general education and the start of national qualifications.</p> <p>Provide recommendations for future study to S2 pupils.</p> <p>Provide an information evening for parents to explain these changes.</p> <p>Continue to improve the curriculum offer in all subject areas to provide more opportunities for all young people 16+ years to stay on at school and to succeed in a way that leads to a positive post school destination.</p> <p>All staff will access training delivered by Skills Development Scotland on January INSET day.</p>

School Priority 4 /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p><b>Vision</b> Clarity for pupils, parents and staff is required around the vision for supporting learners both at an authority level and at a school level. As the vision for the authority for the ‘supporting learners service’ starts to come together, we will promote understanding of that vision for supporting learners and establish a complementary school vision statement that builds on the authority vision.</p>	<p>Young people will continue to receive appropriate support to meet learning needs within the structures and limitations of the local authority supporting learners’ policy. All school users will better understand the role of the ‘supporting learners service’ and of their own roles in supporting learners.</p>	<p>As the Dumfries and Galloway vision for supporting learners is clarified, we will respond in school by ensuring that there is an agreed complementary vision statement in place at school level that makes clear how the school is supporting all learners and promoting inclusion.</p>

School Priority 5 /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p><b>School Awards</b> In session 2022-23 we carried out an audit of readiness/confidence/needs around the topic of incorporating more digital technologies into the classroom. We will move on from that audit to work towards the <a href="#">Digital Schools Award Scotland</a>.</p> <p>Work towards the <a href="#">Rights Respecting Schools Award</a>.</p>	<p>Young people will benefit from learning and teaching where better use is made of digital technologies by teachers who have been upskilled in the use of digital technology in the classroom.</p> <p>We will respect, protect, and fulfil the rights of every child and young person in order to ensure they are incorporated fully across the school partnership.</p>	<p>Register for the award Begin evidencing our digital progress. Source staff training, particularly in response to authority proposals to improve technology available in all classrooms.</p> <p>Carry out the tasks required to achieve the award. Action guidance from Rights Respecting Schools effectively, attend training courses and make use of the wide range of UNICEF UK teaching resources available during the journey to achieving the award.</p> <ul style="list-style-type: none"> <li>• Teaching and learning about rights</li> <li>• Teaching and learning through rights – ethos and relationships</li> <li>• Teaching and learning for rights – participation, empowerment and action</li> </ul>