

EASTWOOD HIGH SCHOOL IMPROVEMENT PLAN

CONSULTATION

Recent surveys have shown that the school could provide more opportunities for parents to give their views on how the school could be improved.

This document provides such an opportunity for parents.

This is a summary of the school's draft Improvement Plan. It contains the school's Targets for the coming session and indicates how we will meet these Targets.

Please read through this document.

If you wish to comment on this document please use the link below:

<http://www.surveymonkey.com/s/8LGQPFR>

The full draft document is also available on the school's website in the Document section.

FLOREAT LABORE

EASTWOOD HIGH SCHOOL IMPROVEMENT PLAN

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Our Targets for this year

1. Improving the quality and consistency of Learning and Teaching

2. Developing the curriculum in line with Curriculum for Excellence (CfE)

3. Improving attainment

4. Implementing the processes of self evaluation through school improvement planning

5. Ensuring inclusion is reflected in the school's policies and practices

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TARGET

1. Improving the quality and consistency of Learning and Teaching

We will meet this Target by

- a. Providing opportunities for staff to share and observe best practice in learning and teaching through learning visits;
- b. Developing and implementing greater use of Technology in learning and teaching;
- c. Developing and implementing across the school improved and consistent teaching methodologies;
- d. Continuing to ensure rigour and consistency of standards in assessment across all curricular areas of the school and at all cluster levels.

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TARGET

2. Developing the curriculum in line with Curriculum for Excellence (CfE)

We will meet this Target by

- a. Implementing a curriculum that corresponds to the Principles of CfE Curriculum Design and ERC's Action Plan (2010-17) and vision statement for 2020
- b. Working with our primaries and departments to develop a curriculum that
 - ensures smooth progression and transition;
 - develops consistency in the quality of feedback to pupils;
 - develops, contributes to and makes use of the National and Local Assessment Resource (NAR/LAR)
- c. Working with our primaries to embed the principles for understanding, applying and sharing standards in assessment;
- d. Developing cross-curricular and inter-disciplinary activities and topics across the school;
- e. Continuing to develop subject courses that incorporate skills of Literacy, Numeracy and Health & Wellbeing;
- f. Developing Skills for Learning, Skills for Life and Skills for Work including opportunities for pupils in S1 to S3 to develop leadership skills;
- g. Developing structures and systems for comprehensively recognising achievement and raising attainment;
- h. Developing structures, materials and courses to fulfil the requirements of the published arrangements for National 4 and National 5 qualifications.

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3. Improving Attainment

We will meet this Target by

- a. Continuing to develop strategies to target pupils underachieving at Int 2 level;
- b. Continuing to develop strategies to target pupils underachieving at Higher;
- c. Continuing to develop strategies to target improvements in pupils' performance at Advanced Higher;
- d. Continuing to develop strategies to target improved pupils' performance in S1-S3;
- e. Targeting the lowest performing 20% to improve attainment and achievement;
- f. Implementing our strategic vision of raising attainment, ambition, achievement, success and an enhanced dress code in the new school.

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4. Implementing the processes of self evaluation through school improvement planning

We will meet this Target by

- a. Planning in advance our self-evaluation practices on the school calendar;
- b. Continuing to implement our programme of departmental reviews;
- c. Having clear action points in our improvement plans that are derived from Departmental reviews and other evaluative reports.

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5. Ensuring inclusion is reflected in the school's policies and practices

We will meet this Target by

- a. Regularly updating and amending our School policies to ensure that they reflect the school's commitment to inclusion;
- b. Continuing full implementation of ERC's GIRFEC (Getting It Right For Every Child) and STINT (Staged Intervention) procedures and secure their place at the heart of the work of the school;
- c. Making increasingly sophisticated use of school data to target resources to meet learners' needs.

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