

**Education and Youth Employment**

**Auchenharvie Academy**

***Faculty of Social Studies and RMPS***

**Improvement Plan 2019-20**



School logo?

**Vision, Values and Aims**

 ***Auchenharvie Academy*** 

***Our Vision/Aim is…***

***To provide an equitable and excellent learning environment for ALL pupils which maximises their full potential and supports them into appropriate, positive and sustainable destinations.***

***Our Values***

***Respect Equality Determination***

**Detailed Action Plan 2019-20: [SCHOOL NAME]**

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| **School Strategic Priority:** | | **We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18.** | | | | | **Linked to Directorate Priority: 3** |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Task Leads:** | **Pupil Outcomes** | **Measurement** | |
| **Embed high-quality learning, teaching and assessment across the BGE and senior-phase.**  **Improve pace, challenge and differentiation through rigorous Faculty and subject tracking, monitoring and interventions.** |  |  | Moderation of planning, learning and teaching to ensure that all S1 & S2 courses offer a consistently high quality of learning across the Faculty, supported by appropriate resources and approaches to assessment and differentiation.  Continue to refine BGE Social Subjects departmental tracking and monitoring system and develop BGE RME tracking and monitoring system. Links with Ayr Academy to further moderate BGE assessments.  Implement a Faculty-wide approach to on-going assessment in senior-phase courses that a) embeds unit outcomes and reflects the demands of end of course assessments and b) allows for ongoing attainment data to be analysed forensically to ensure pace, challenge and bespoke in-class support. | **June 2020**  G Adam (History)  A Clarkson (RME)  P Cook (Modern Studies)  S Sheriffs (Geography & Social Studies)  **June 2020**  P Cook (Social Studies)  A Clarkson (RME)  All Staff involved in moderation activities.  **October 2019**  P Cook & Identified Subject Specialists  S Scholes | Learners will experience consistently high-quality learning in all classes that meets their needs in relation to pace, challenge and differentiation.  Teachers’ increased confidence in assessment approaches and the improved reliability of professional judgements will support learners to better identify their strengths and next steps.  Learners in the senior-phase will experience appropriate pace and challenge and bespoke in-class support, ensuring an environment to allow pupils to achieve their best. | Lesson observations will evaluate the quality of learning and teaching.  Pupil focus groups will highlight good-practice and consistency of approach.  Quality Assurance of Moderation Activity Documentation can demonstrate the extent to which there is a shared understanding of assessment standards.  Quality Assurance and Analysis of Tracking, Monitoring and Interventions and of prelim and assessment data will demonstrate progress and reviews of learner journals/conversations will indicate pupils’ understanding of their own learning | |

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| **School Strategic Priority:** | | We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens. | | | | | **Linked to Directorate Priority:** *2* |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| Develop skills for learning, life and work across the BGE.  Enhance learning pathways to support learners into positive post-school destination. |  |  | Maintain existing and establish new links with relevant partners to enhance delivery of skills for learning, life and work inputs, through participation in whole-school elective week.  Staff to consult MyWoW to look to appropriate partner input across faculty subjects. Work closely with PT DYW. Trial the use of DYW Lesson inserts in BGE Social Studies and RME lessons.  Develop S3/4 Social Studies and People in Society courses.  Continue to offer Retail and  Travel and Tourism courses. | **June 2020**  All Staff  **June 2020**  All Staff  **Ongoing**  K Morton (Retail)  P Cook (Retail)  K Wilson (T&T)  S Sheriffs (T&T/Social Studies)  A Clarkson (Social Studies) | Pupils across the faculty are able to identify appropriate careers and skills required for lifelong learning relevant to subjects across the faculty. Pupils are able to engage with partners in line with potential career choices/positive destinations.  High quality teaching and learning across lessons, in line with relevant DYW inserts. Learners can explore careers/destinations relevant to range of subjects across the faculty to support movement towards positive destinations.  Range of courses available within the faculty to support learner needs/appropriate pathways. Pupil attainment and achievement is raised through suitable courses/levels available. | Increased number of pupils/subjects within the faculty engaging with relevant partners in events and initiatives within the faculty/as part of whole school.  Each curricular area/subject has lessons inserts developed to allow pupils to identify/make subject choices which support positive destinations.  Increased number of pupils achieving appropriate outcomes across the faculty. Increased number of faculty staff delivering National courses, out with subject specialism at National3 & 4 as well as N5 retailing and T&T. | |

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| **School Strategic Priority:** | | We will offer opportunities to our young people, their families **and staff** to play a more active role in school life and encourage more participation in learning | | | | | **Linked to Directorate Priority:** *3* |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| Empower all staff to lead their practice and improvements across the faculty.  Work in partnership with learners and their families to enhance the quality of learning experiences across the faculty. |  |  | Embed streamlined approaches to self-evaluation. Staff across the faculty will take ownership of specific self-evaluation activities; in coordination with FH. SE activities to be specific to faculty needs and indicated on Faculty SE calendar.  Primaries and Transitions. Faculty staff to look to attending parents’ evenings at associated primary schools to build rapport with pupils, parents and staff. Use to be made of Parent Information Leaflets (incorporating the use of Twitter and email) to inform parents of activities within the faculty and to welcome feedback. Parents successfully supported Retail event session 2018-19, look to continuing this. P Cook to work with PTFL to deliver N4 Modern Studies course to support the family learning programme.  Pupil involvement in self-evaluation/faculty leadership through Social Studies Pupil Leadership Team. Pupils within the faculty will be consulted in planning for improvement as well as further use of mechanisms to capture pupil voice, making use of feedback to drive improvement, look to having senior pupils take the lead in capturing pupil voice and highlighting priorities.Seek best practise from other centres where pupil voice is well established - Bearsden | **June 2020**  All Staff  **June 2020**  K Wilson (parental leaflets)  S Sheriffs (Primaries/ Transitions)  P Cook (Parents in Retail/other courses)  **June 2020**  G Adam (Bearsden/ Pupil Voice)  P Cook (establish pupil focus groups to inform improvement. | Faculty improvement is centred on best outcomes for all learners. Continuous, focused self-evaluation will allow effective and appropriate responses to the changing nature of pupil need, to support all learners.  Learners are aware of staff within the faculty and their roles. Pupils are more confident within the faculty when accessing learning and support through well-established positive relationships. Learners receive greater support at home and parents are able to confidently help young people with their learning, both in school and at home.    Pupils feel valued and part of planning for improvement. They are able to develop skills, such as listening and team work; pupils enhance their understanding of the needs of others as well as being active members of the school community. This will further benefit positive relationships, having a positive impact on T&L. | Self-Evaluation is robust, regular and focused on faculty priorities. Staff and pupil feedback identifies improvement, with increased numbers of staff taking on leadership roles within this area.  Pupil, staff and parental feedback, elicited through self-evaluation procedures will demonstrate positive relationships/outcomes within the faculty. Issuing of merits, demerits, referrals and participation in reward activities should demonstrate positive trends. | |

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| **School Strategic Priority:** | | We will work with all young people to build their resilience, supporting their mental health and physical wellbeing. | | | | | **Linked to Directorate Priority:** *4* |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| Embed the principles of nurture across the faculty to support learners’ wellbeing.  Appropriate supports for all pupils/ASN |  |  | Positive relationships policy is fully embedded across the faculty.  Develop approaches to implementing “Good Neighbour” scheme to support teaching and learning across the faculty and providing a suitable/safe place for pupils.  Consistency in the delivery of effective additional support for pupils through developing staff capacity within the faculty to implement appropriate strategies and differentiation.  Appropriate pathways to provide learners with opportunities to progress in their education are designed and implemented within the faculty; including National 2 qualifications and bespoke interventions. | **June 2020**  All faculty staff involved in “Good Neighbour” rota.  **June 2020**  All staff  **June 2020**  All Staff | Faculty ethos promotes an environment whereby pupils feel safe and listened to. Supports in place support, attainment; health and wellbeing. Pupils considerate of others and demonstrate positive relationships/behaviours.  Support for pupils is appropriate to circumstances, taking into consideration a range of factors which can impact health, wellbeing and attainment.  Barriers to learning are minimised and pupils feel part of an inclusive learning environment; suited to needs and abilities. | Review of merits/demerits/referrals; “Good Neighbour” scheme effectively used throughout the faculty. Pupils feel safe coming to the faculty as indicated through pupil voice/pupils identifying staff in the faculty as “Go To” person.  Staff have increased confidence when supporting a range of needs/are aware of ways in which individual, pupil circumstances can effect attainment.  Improved attainment in the BGE and senior phase. Increased pupil achievement and engagement in learning. | |