

**Education and Youth Employment**

**Auchenharvie Academy**

**Faculty of Computing, BusEd, Admin & Languages**

**Improvement Plan 2019-20**

**Year 1**

**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.***

***Faculty of Computing, Business & Modern Languages vision is …***

***“To offer an equitable and excellent learning environment for ALL that enables learners to maximise their full potential and supports them into positive destinations by empowering them to contribute in a multicultural, global and digital world.”***

***Our Values***

***Respect Equality Determination***

**Council Priorities:**

The five Council strategic priorities for 2015-2019 are detailed below:

* **Growing our economy, increasing employment and regenerating towns**
* **Working together to develop stronger communities**
* **Ensuring people have the right skills for learning, life and work**
* **Supporting all of our people to stay safe, healthy, and active**
* **Protecting and enhancing the environment for future generations**

**National Improvement Framework:**

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

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

**Strategic Priorities 2018-2019**

“Ensuring people have the right skills for learning, life and work”

**Education and Youth Employment Directorate**

**National Improvement Framework Priorities 2017:**

1. Closing the attainment gap between the most and least disadvantaged children 2. Improvement in attainment, particularly in literacy and numeracy

3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations

**Service Priorities 2018-2019**

**1.** **We are reducing inequalities and delivering improved outcomes for children and young people**

* Embed and extend nurturing approaches to advance inclusion across all education establishments.
* Within the framework of the corporate Fair for All and directorate inclusion strategy, ensure effective support for children and young people.
* Ensure effective implementation of Children & Young People (Scotland) Act 2014.
* Encourage and support active collaboration and engagement with parents, including family learning in partnership with other Council directorates and partners.
* Develop and implement a coherent mental health strategy and intervention framework.
* Continue to implement our plans for early years expansion to 1140 hours by 2020.
* Ensure our school estate provides high quality learning environments

**4.** **Levels of attainment and achievement are improving for all learners**

* Raise attainment and achievement throughout the BGE and Senior Phase through innovative approaches to learning and teaching.
* Further develop a Senior Phase curriculum that blends different types of learning and provides a range of appropriate learning pathways leading to the achievement of qualifications and awards at all levels.
* Integrate a range of personal and wider achievement options into learning programmes to enhance the skills and qualifications of learners.
* Maintain a specific focus on reducing the poverty related attainment gap and maximise the learning potential of specific groups of learners including LAC.

**2.** **High quality learning and teaching is taking place in all our establishments**

* Develop and implement a strategic vision for learning and teaching for all of our learners.
* Evaluate and enhance our curriculum from early level to Senior Phase.
* Support and strengthen the professional capacity of staff.
* Implement a framework to ensure we develop high quality leaders of learning.

**3.** **Self-evaluation and performance improvement are embedded throughout our schools and central support teams**

* Ensure a consistency of rigour in self-evaluation approaches in all education establishments which will support continuous improvement planning.
* Further refine our approaches to the use of data and research to inform effective teaching and learning including benchmarking Teachers’ Professional Judgement, national standardised assessments and ‘what works’ elsewhere.
* Further develop reporting of management information to inform policy and practice, and to meet the requirements of the National Improvement Framework.

**5.** **High numbers of our young people are entering positive and sustained post-school destinations**

* Strengthen partnership links and collaborative arrangements with the FE and HE sectors, employers, commerce and the third sector.
* Continue to support young people with additional support needs (ASN) to secure a sustained destination that meets their needs.
* Ensure our young people leave school with the skills employers need.
* Work towards embedding national career and work placement standards.
* Work with key partners to enable young people to participate in appropriate apprenticeship programmes for our young people.

**Strategic Plan 2018-19: Auchenharvie Academy**

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| **School Priorities** | **We are reducing inequalities and delivering improved outcomes for children and young people** | **High quality learning and teaching is taking place in our school** | **Self-evaluation and performance improvement are embedded throughout our school and central support teams** | **Levels of attainment and achievement are improving for all learners in Auchenharvie Academy** | **High numbers of our young people are entering positive and sustained post-school destinations** |
| **High Level Objectives** | 1. **We are enhancing our school policy, procedures and practices to improve the HWB of our pupils.** 2. **We are improving our systems to increase pupil inclusion in the ethos and life of our school.** 3. **We are working positively with families and our community to tackle barriers to learning in and out of school.** | 1. **We are developing confidence in teacher judgements through effective moderation in the BGE.** 2. **We are improving the quality and consistency of teaching and learning to improve outcomes for our pupils.** 3. **We are implementing strategic approaches to whole school responsibility of all areas.** | 1. **To increase the strength of the pupil voice leading to further school improvements.** 2. **To improve staff confidence in the use of data leading to improved learning experiences.** 3. **To improve school self-evaluation procedures to further increase equity and minimise the impact of poverty in our school.** | 1. **We are improving the overall quality of our approaches to curriculum change and adaptation.** 2. **We are improving staff capacity and confidence in using data to improve outcomes for pupils.** 3. **We are increasing opportunities for pupil leadership in all aspects of school life.** | **1)Improve school leavers’ destinations to 96% through rigorous monitoring approaches**  **2)Develop new and enhance existing DYW Initiatives and available streams, including: Cyber Security; Bike Maintenance / Grow Eat.**  **3)Further Implement the Career Education Standards (CES) and Work Placement Standards (WPS)**  **4)Increase employer engagement in the BGE phase to enhance opportunities for developing skills for learning, life and work.** |
| **Tasks** | * To start the process of creating a whole school HWB policy * Review and further embed Positive Relationships policy * To establish a centralised information system that ensures that staff are fully informed about the young people * To continue to promote and progress Nurturing principles within the school * Continuing the process of becoming a Rights Respecting School * Implementation and launch of Anti-Bullying policy * Review of Attendance procedures/policy * Development of House Ethos building programme. * Implementation of data base to track pupil inclusion/ participation * Participation in ‘Cost of the School Day’ initiative. * Construction and implementation of Family Learning plan incorporating years 1 and 2. * Implementation of Family Learning / Parental Engagement activity. | * Continued departmental moderation of planning, learning, teaching and assessment in the BGE * Faculty Heads to take adopt greater responsibility for improving quality of T+L * Increased consistency in use of HOTS in daily practice. CLPL / Staff CLPL on effective use of HOTS * Implementation of elective week/s within BGE * Improved use of differentiation in classroom T+L * Increased consistency in use of SLIP model across school. * Implementation of whole school Homework policy * Implementation of STEM strategy year 1 * Implementation of year 2 of Lit/Num/Dig Lit/ HWB strategies * Participation in national initiative ‘I am Jack’ and ‘RSMA’ within PSE. | * Increased focus on strengthening the pupil voice as part of self-evaluation at all levels. * Improved use of data by FH’s leading to increased use by CT’s to enhance T+L. * Cross school moderation on planning, learning, teaching and assessment in the BGE. * Implementation of departmental health checks x4 annually as part of self-evaluation calendar. * Implementation of PEF observations to evaluate equity in the classroom. * Extend opportunities for formal/ informal classroom observation incorporating learning rounds and reciprocal visits. | * FH’s to improve approaches to quality assuring curriculum progress and evaluation. * Implementation of Literacy/ Numeracy / HWB / Dig Lit strategies Year 2. * Intensive staff CPD on Literacy / Numeracy national benchmarks and standards within the BGE. * Improved use of P7 transition data to inform T+L and planning. * Staff CPD on the effective use of data from T+M to impact on classroom practice including parental involvement. * Forensic focus on Literacy/Numeracy data to close the attainment gap with particular focus on LAC and SIMD 1-2 * Increasing pupil leadership through involvement in SIP priorities. | * Improve school leavers’ destinations to 96% through rigorous monitoring approaches * Develop new and enhance existing DYW Initiatives and available streams, including: Cyber Security; Bike Maintenance / Grow Eat. * Further Implement the Career Education Standards (CES) and Work Placement Standards (WPS) * Increase employer engagement in the BGE phase to enhance opportunities for developing skills for learning, life and work. |

**Strategic Plan 2018-19: Auchenharvie Academy**

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

**Detailed Action Plan 2018-19: faculty of Comp, BusEd, Admin & Languages**

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| **School Strategic Priority:** | | **We are reducing inequalities and delivering improved outcomes for children and young people.** | | | | | **Linked to Directorate Priority: *1*** |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| **Embed Positive Relationship Policy within Faculty**  **To make use of Digital Technology where pupil assessment and analysis of data takes place.**  **A centralised System will be incorporated to ensure the WHOLE faculty are informed about young people**  **Implement a system that records pupil participation**  **Offer a wide range of clubs across all departments**  **Poverty proof our curriculum and tackle barriers to participation in the school**  **Parental Involvement/**  **Family Learning** | ***HGIOS***  *1.1*  *1.2*  *2.1*  *2.5*  *3.1*  *3.2*  ***NIF***  *1*  *2*  *3*  ***WBI***  *Safe*  *Healthy*  *Nurtured*  *Respected*  *Responsible*  *Included* | N  N  N  N  N  **Y** | *Ensure all staff are consistently using the PRP in ALL lessons.*  *Ensure ALL staff use Merit./Demerit/Referral system appropriately.*  *Compile Merit/Demerit/referral Report fortnightly and share with ALL staff members.*  *Use merits to create faculty Awards and Certificates*  Faculty will use different approaches to assess pupil levels. Data will be gathered and analysed to ensure meaningful learning conversations take place.  Data will be used and stored for T & M purposes and to ensure staged interventions take place and support offered.  Staff will feedback and support faculty members with different platforms available to assess classroom learning  Recording all pupil participation for Supported study, Clubs, HW clubs, trips  BGE moderation and Planning meetings throughout the session.  Use of Google Classroom  Pilot use of Chromebooks within faculty  Train staff to be competent supporting students with Google Classroom/SMHW/Glow  Paper version of all homework available for students who need it.  Pencils/Jotters available in class  Session delivered on Digital Literacy/Languages  Online safety workshops offered  Parental workshops offered to parents for subject areas.  Parental information sheet explaining the benefit of each subject area and employment opportunities available  Parental help sheets for homework  Use of App/Website to engage and involve parents | All year  All Staff  N.West  Full term  All staff  Full term  All Staff  All term  All staff  ???  Ms West Delivers Digital Literacy session to parents  Staff members involved in other activities …. | Young people will have consistency across the faculty and understand expectations from all.  Positive relationships will be encouraged and upheld across the faculty. All learners will feel encouraged, respected and listened to.  Staff will be supported to ensure PRP is applied correctly and effectively in EVERY lesson  Correct interventions will take place at correct times. Pupils will be highlighted quickly with regard issues within subject area.  Different Assessment techniques will ensure Learning for All takes place.  Learners will feel supported and more confident within the Faculty and correct levels will be applied at all stages of their education.  Parents will be more informed and have a better understanding of their child’s learning  *Improved Learning conversations and improved quality of Learning for all.*  *Transparency across the Faculty and hot spots highlighted more efficiently.*  *A database has been created but will be amended to suit new faculty.*  Learners’ will be encouraged to participate in clubs across departments.  Staff will be encouraged to offer a wide range of clubs including Homework HUB  Learners will be able to access a wide variety of materials, through a variety of platforms.  HW hubs on offer and lunchtime clubs for assistance with work that may require Internet access.  Paper versions of materials available for students who need it.  Resources available to all students who require them.  All lessons differentiated to suit the needs of all learners to ensure no one is disadvantaged  Parental engagement will maximise support at home for subject area.  Larger uptake in subjects if parents fully support and understand these areas.  Increased attainment, better assistance with HW | *Pupil Voice*  *Class observations*  *Merit/Demerit/referral reports discussed and reviewed at DM’s*  *Award Board for faculty relating to Merits*  *Pupil Voice*  *Learning Conversations*  *Tracking & Monitoring Spreadsheets for whole faculty*  *Support from within faculty for staff members*  *Analysis of data from different platforms to highlight learner needs.*  Attendance uptake  Participation and Wider Achievement established  Opportunity to improve learning  Opportunity to look outward to other schools/networks to see what they offer and the impact it has.  Increased use of GLOW/Google Classroom  Development of the curriculum/differentiation  Pupil Voice  HW policy/return  Attainment  Parental feedback  Parental participation | |

**Detailed Action Plan 2018-19: Auchenharvie Academy**

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| **School Strategic Priority:** | | **High quality learning and teaching is taking place in our school.** | | | | | **Linked to Directorate Priority: *2*** |
| **Tasks** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| **Start new faculty moderation of planning, learning, teaching and assessment in the BGE**  **Improving quality of T + L**  **Use of HOTS in daily teaching practice and pupil awareness of HOTS**  **Improved use of differentiation in classroom T + L**  **Consistency when using the SLIP model**  **Implementation of whole school HW policy** | **HGIOS**  1.2  1.3  2.2  2.3  2.4  **NIF**  1  2  **WBI**  Healthy  Achieving  Active  Respected  Responsible  Included | N  N  N  N  N  N  N | Establish a routine for BGE and Moderation meetings to take place within new faculty (DEPT meeting calendar)  Moderation sessions to ensure consistency before T & M periods.  Look outward to other school and establish links to further develop BGE curriculum.  T & M established and followed within BGE  Learning logs created for each BGE level within each subject area  Communication between staff and learners/parents with regard to levels and identified next steps.  Departmental meeting, and School policies will be used to establish a clear understanding of what is expected within T + L  Promotion and consistency with regard to SLIP model and use of HOTS  Appropriate and full differentiation of every lesson to ensure all learners’ needs are met.  Shared L + T practices and support ALL staff members.  ALL resources to offer a consistent approach across FACULTY  Classroom displays linking to HOTS and subject specific. HOTS referred to during class activities  Materials to implement HOTS across the Faculty and in a consistent manner.  Implement Certificated buzzwords/HOTS into BGE  Sharing practice and support ALL Staff  Use of school policies and classroom observation to ensure consistency with use of differentiation. This will ensure all learners’ needs are met.  ALL staff must contribute to the development of differentiated materials.  Staff will be supported in the development of differentiated material  Good practice will be shared at DM’s  Each subject area to create a folder for differentiated material. This will then become a bank of resources that can be used  Use of DM’s and school policies to ensure a consistent approach is taken when using the SLIP model  Promote and share good teaching practice within the faculty regarding to SLIP model.  Resources developed across faculty implementing a consistent approach to the SLIP model.  Follow whole school HW policy  Incorporate SMHW and/or Google classroom  Standardised HW letters for non-completion of HW  HW results tracked and recorded to ensure appropriate staged interventions are applied.  HW hubs offered.  Merits/Demerits used for HW  App/Website/SMHW used to inform parents of HW dates  Meaningful feedback given | Whole year  All Staff  Whole Year  All Staff  All year  All staff  All year  All staff  All year  All staff  All Staff  All year | Learners will be better informed to their working level. Learners will fully understand the GROW model and their next steps and how to achieve these steps within the subject area.  There will be consistency across all subject areas and better understanding of what is expected at each level.  Higher level of engagement within subject area.  Pupils will experience a higher quality of L + T in an environment that will promote better learning.  Staff will be offered support in all areas of L + T and share good practice and resources.  Better engagement across all subject areas and a calm working environment for all learners  Pupils should be familiar with HOTS and aware of activities that implement these skills.(colour coded works well)  Pupils will experience consistency across all subject areas and the wider school.  Skills will be developed and learners will be better equipped for certificated classes.  Attainment increased  All learners needs met  Bank of resources will be gathered to be used within subject area time and time again.  Better enjoyment and engagement for all learners.  Improved curriculum  Higher quality of L + T across the faculty and better pupil engagement  Consistency across faculty  Pupils will understand the importance of HW and the implications of not completing HW.  Parental support with regard to completion of HW  Consistency across faculty with HW volume  HW completion increased,  HW quality improved  . | T & M to show progression through levels at BGE  Consistency as to how to assess each level and evidence of this.  Pupil Voice  DM minutes of meetings to show evidence of time spent on moderation in a collegiate manner  Staged Interventions through learning conversations. Staff confidence and a better understanding of the importance of learning conversations and ensuring students are aware of their level and next steps.  DM Minutes  Network meetings for sharing materials  Classroom observations  Pupil Voice feedback  Teacher Voice  HOTS & Differentiation  Professional Dialogue  Staff confidence when using SLIP model  Pupil Voice/Pupil focus groups identifying and understanding HOTS terminology  Classroom observation and sharing of good practice  Teacher Voice  DM Minutes  Pupil Voice  Classroom observations and identifying good practice  Sharing good practice  Increased staff confidence  Bank of resources created  Better and improved learning environment when all needs are met.  DM Minutes  Pupil Voice  Classroom observations  Sharing good practice  Shared L + T materials across the network  Increase staff confidence in use of SLIP model  Higher HW return  T + M spreadsheet across faculty  Identification of anomalies e.g. completion for 1 subject area but not the other etc  Parental involvement | |

**Detailed Action Plan 2018-19: Auchenharvie Academy**

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| **School Strategic Priority:** | | **Self-evaluation and performance improvement are embedded throughout our school.** | | | | | **Linked to Directorate Priority: *3*** |
| **Tasks** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| Increased focus on strengthening the pupil voice as part of self-evaluation at all levels.  Improved use of data by FH’s leading to increased use by CT’s to enhance T+L.  To explore the opportunity for cross school moderation on planning, learning, teaching and assessment in the BGE.  Implementation of PEF walks by all teaching staff to evaluate equity in the classroom.  Extend opportunities for formal/ informal classroom observation incorporating learning rounds and reciprocal visits.  Promote leadership opportunities within faculty | **HGIOS**  1.1  1.2  1.3  1.4  2.3  2.4  3.1  3.2  **NIF**  1  2  4  5  **WBI**  Achieving  Nurtured  Respected  Responsible  Included | N  Y  N  Y  N  N | Increased opportunities for the pupil voice to be considered and used to contribute to school improvement.  Implement Focus groups for Faculty at BGE level and Senior phase  Implement walkrounds  Faculty will focus on T & M and Prelim Analysis.  CPD offered to all Staff members on all policies  Investigate the possibility of setting up cross school moderation activities between schools in NAC / Three Towns.  Establish links with cluster primaries and create appropriate resources that can be used with P7  Use this to establish levels in subject areas.  Identify pupils in two classes throughout the session and complete short questionnaire on equity in classroom.  Data to be evaluated and inform improvements in equitable practice – how will this be done within new faculty? Staff feedback and suggestions will be sought  Embed whole school framework for cross department formal/informal lesson observations based on key area of professional enquiry.  Teachers working collaboratively delivering improvements in learning experiences for identified classes/ groups  Open door policy within faculty for informal observations to take place. Share good practice and facilitate professional dialogue  Staff will be encouraged to take leadership roles within faculty and within school.  Appropriate CPD and PRD will be conducted  Staff will Lead DM’s, lead working groups | 18/19  All staff  N West  Lead staff member  *All year*  *All staff*  18/19  All staff  1 member from each subject to create resource pack for cluster  All staff  All Staff  All Staff | Increased pupil voice in aspects of school improvement.  Improved learning experiences planned using data effectively.  Improved attainment over time.  Lessons differentiated to better meet pupil needs.  Improved results by rigorously analysing prelim results and creating bespoke interventions for all students at correct times    Improved consistency in teacher judgements within BGE.  Improved dialogue through learning conversations on progress and next steps in learning.  Improved start to S1 where basic skills have been assessed prior to starting S1.  Consistent approach relating to equity in the classroom.  Improved learning experience for all learners.  Increased quality of T + L and a consistent approach across the faculty  Improved quality of staff  Improved L + T within classroom  Improved uptake within faculty for subjects  Wider understanding of school and policies | Implementation of identified vehicles to increase the pupil voice.  Pupils can articulate how their voice has led to school improvement.  Pupils can be part of the development of the new faculty for the new term  Learning Conversations  Bespoke learning environments for all certificated students depending on prelim results  AAA evidence collected  DM minutes  Differentiation  Meeting with colleagues across authority within all subject areas focusing on planning, moderation, learning and teaching.  Network meeting minutes  Liaise with primaries regarding subject areas and resource packs.  PEF walks  DM Minutes  Curricular development  DM Minutes  Feedback from Learning walks  Pupil Voice  Teacher Voice  Professional dialogue  Development of T + L materials  Observations  Minutes from meetings  PRD  CPD review  Staff voice | |

**Detailed Action Plan 2018-19: Auchenharvie Academy**

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| **School Strategic Priority:** | | **Levels of attainment and achievement are improving for all learners in Auchenharvie Academy.** | | | | | **Linked to Directorate Priority: *4*** |
| **Tasks** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| Quality assuring curriculum progress and evaluation  Implementation of Literacy/Numeracy/HWB within new faculty  Improved use of P7 transition data and new transition data for subject specific areas.  Use of Data from T + M to impact on classroom practice | **HGIOS**  1.2  1.3  1.5  2.2  2.3  2.4  3.2  **NIF**  1  2  3  4  **WBI**  Achieving  Nurtured  Active  Respected  Responsible  Included | N  N  N  N  N | BGE moderation meetings in relation to DM calendar  Planning and development of curriculum in relation to Benchmarks  Materials created for all BGE courses, S3, Certificated courses, NPA’s  Continuous evaluation of courses and materials through DM’s, observations, professional dialogue  Use of Understanding standard for all certificated courses. All courses relevant and up to date.  Appropriate changes made to materials relating to changes in course.  Understanding standards events attended and any other relevant CPD  Ensure all subject areas develop Literacy/Digital Literacy/Numeracy and HWB within subject area.  Evidence recorded for all levels within BGE  Work with FH’s to ensure all is being implemented within subjects.  Support staff in understanding and implementing strategies  Resource pack created and issued to cluster primaries. Feedback and analysis of data collected to ensure new S1 offered appropriate support within subject areas.  Better view of levels for each student  Better planning of T + L  Development and implementation of a robust faculty wide T + M system  Staff supported in utilising this data and using it to shape their teaching practices  Professional judgement is supported by data recorded and pupils are presented at appropriate levels | Session 18-19  Faculty Heads  All staff  Subject focused  All staff  All year  Staff from each department  All staff | Pupils to be further included in the shaping of the learning & teaching and assessment methods.  Consistent approach to L + t  Consistent approach to Learning Conversations and next steps.  Increased attainment in senior phase.  Bespoke interventions  Meaningful learning conversations and feedback  Increased development of skills necessary for a successful transition to Senior phase curriculum ensuring a decrease in assessments and a better focus on learning and skills development.  Increased uptake of subject areas. Offer NPA’s as well as Nationals/Highers. Improve positive destinations and skills for work  Learners tracked at correct level  Increased attainment  Increased Literacy/Numeracy  Increased digital skills and skills for lifelong learning and work  Increases % of pupils attaining N5 Literacy and N5 numeracy units  Learning barriers decreased. Less time spent on fundamental basics for new S1 allowing better progression through level  Better support offered for new S1  T + M used more effectively and appropriately.  Staff fully supported when using data from T + M  CPD offered | DM Minutes  BGE moderation minutes meeting  Course guides and specifications  Learning Conversations and learning journals  T + M system  Network meetings  Classroom observations  Pupil voice  Learning Conversations  Pupil feedback from Prelims/Tests/HW  T + M  Attainment data  Attendance of CPD courses  Pupil Voice  T + M systems  Course guides  DM minutes  Pupil Voice  Classwork evidence  T + M  Observations  Learning conversations  Cluster primary data feedback  T + M  Learning Journals  Pupil voice  T + M data  Learning Journals  Observations  Pupil Voice  Staff Voice | |

**Detailed Action Plan 2018-19: Auchenharvie Academy**

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| **School Strategic Priority:** | | **High numbers of our young people are entering positive and sustained post-school destinations.** | | | | | **Linked to Directorate Priority: *5*** |
| **Tasks** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| **Increase employer engagements in the BGE phase to enhance opportunities for developing skills for learning, life and work** | **HGIOS**  1.3  1.5  2.2  2.6  2.7  3.1  3.3  **NIF**  4  **WBI**  Achieving  Nurtured  Respected  Responsible  Included | *N* | Positive destinations activities  Get parents on-board with skillset within subject areas  Use of external business to talk to pupils  Workshops offered  School trips  IDL projects within faculty to encourage transferable skills  NPA cyber Security offered to S3 through Princes Trust  Liaise with local college regarding day visits/workshops  Create links with business/companies for Work experience | **Subject specific**  **All staff**  **Staff lead role** | All BGE learners have opportunities to explore potential destinations and careers within subject areas and beyond  NPA Awards @ level4 with opportunity to achieve Level 5/6 at Senior Phase | *Uptake in subjects*  *uptake in careers decisions relating to specific subjects*  *Pupil Voice*  *Minutes of meetings*  *Solar E-Assessment*  *Learning Logs/Journals*  *T + M regarding Cyber Security NPA* | |