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**Communities and Education Directorate**

***Auchenharvie Academy***

**Improvement Plan 2021-2022**

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**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***

**The North Ayrshire Annual Improvement Plan**

The North Ayrshire Education annual improvement plan sets out our priorities for the year ahead in pursuit of the joint aims of achieving excellence and equity for our learners. It takes account of the feedback from consultation with our stakeholders across the Council and community and ensures the delivery of the locally agreed priorities of the Council Plan and the nationally agreed priorities of the National Improvement Framework. In the delivery of this plan, we will work in close partnership across the Council and communities of North Ayrshire and as part of the South West Educational Improvement Collaborative (SWEIC).

The COVID-19 pandemic has presented us with a fresh set of challenges and this plan reflects this new evolving context. Therefore, this is a plan like no other previously devised. However, as well as the context, it draws on the rigorous self-evaluation undertaken in establishments and across the service of the progress towards the previous year’s plan. The process of arriving at the service level priorities and strategic actions included engagement of Head Teachers and the service leadership team in evaluation and planning sessions. At school level, this exercise was repeated with pupils, staff, parents/carers and key partners.

**Council Priorities:**

The Council strategic priorities for 2019-24 are detailed below:



**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

Alignment to Local and National Plans

This plan is aligned to local and national plans as follows:

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**Strategic Plan 2021-22: AUCHENHARVIE ACADEMY**

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| **School Priorities** | **Create the conditions for our children and young people to access the highest quality learning experiences.** | **Supporting our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.** | **Offering opportunities to our young people, their families and staff to play a more active role in school life and encourage more participation in learning.** | **Work with all young people to build their resilience, supporting their mental health and physical well-being.** | **To maximise attainment in the BGE and Senior Phase for all pupils.** |
| **High Level Objectives** | ***ASN provision with a focus on inclusion and universal provision to ensure equitable and efficient allocation of resource with maximum impact.******Whole school Nurturing approaches to compliment and support universal and inclusive environments******Transition from P7 to S1 to extend to P6 and have curricular input from subject specialists to strengthen curricular progression*** | **Improve the quality and consistency of Learning and Teaching for our pupils.****Develop opportunities for young people to be better informed and prepared for the World of Work.** | **To support and improve the holistic wellbeing of staff so they can better support the wellbeing of pupils.****To strengthen the impact of the pupil voice across all areas of Auchenharvie Academy.****To support targeted families with all aspects of school life following the impact of COVID-19.** | ***To strengthen and embed universal and targeted approaches to well-being input to support COVID recovery across all areas of the school******Embed a focus on equality and human rights in line with our school values.*** | ***To renew existing moderation practices within the BGE and the Senior Phase******Recovery, renewal and implementation of Senior Phase and BGE attainment Strategies*** |

**Strategic Plan 2021-22: AUCHENHARVIE ACADEMY**

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

**Detailed Action Plan 2021-22: AUCHENHARVIE ACADEMY**

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| **School Strategic Priority:** | **Create the conditions for our children and young people to access the highest quality learning experiences.** | **Linked to Directorate Priority: 1** |
| **High Level Objectives** | * **To embed the inclusive classroom and universal support practice**
* **P6/7 Transition programme that has a focus on curricular input and progression paths into S1**
* **Apply whole school nurture approaches across the school**
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| **Tasks** | **HGIOS 4****HGIOELC****NIF** | **Supported through PEF?****Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** |
| * To embed the inclusive classroom and universal support strategies for all learners
* The Transition programme to focus on curricular input and wellbeing
* To apply Nurturing approaches across the whole school
 | **HIGIOS** 1.11.22.12.53.1**NIF**123**WBI****Safe****Achieving****Included** | YY | * An ASN professional learning programme that will support universal provision. This will include dyslexia friendly strategies, emotional regulation and trauma informed practice.
* ASN parent focus groups
* Circle Inclusion course to be rolled out to all staff and use the Circle Inclusive Classroom Code.
* To launch the revised staged intervention paperwork and processes guidelines.
* Inclusion Ambassadors to make all pupils and staff aware of ASN and inclusion.
* Faculty of the month focus which includes video clips and a set task. Engagement and outcomes will be tracked and monitored throughout the session.
* Maths and English staff to complete a 6 week block of work throughout the session. This will target P6/P7 classes.
* Parents events throughout the session to introduce our plans and then to get termly feedback. Secondary staff to attend primary parent’s evenings.
* S1 Ambassadors to lead some areas of the programme and work with their peers.
* Transition Club after school which will take place twice per term.
* Termly Nurture focus.
* PL programme to support the implementation of a whole school nurturing approach
* Nurture Ambassadors to raise awareness of whole school nurture
* Nurture parent focus groups.
 | Session 21-22L DavisL McCrindleSfL TeachersSession 21-22L BoothL DavisSession 21-22L DavisL McCrindleH McColl | * Young people participate positively in their learning and experience a pace and challenge that is right for them.
* Young people are in an environment that does not overwhelm them and they feel supported to do their best.
* Young people are supported and included to engage in their learning.
* Young people and parents/carers feel that their needs are understood and being met.
* All children and staff have a better understanding of ASN and inclusion throughout the school
* Young people are involved in transition process and feel confident with the move into S1
* Young people are more confident within curricular areas
* S1 feel empowered to make a difference to their peers arriving in school
* Young people are more familiar with key staff in school.
* Young people are supported and ready to learn.
* Young people are supported to manage stress and be more resilient.
* Young people have a better understanding of what Nurture is and what it should look and sound like.
 | * Tracking and monitoring updates reflect progress and participation in their learning.
* Reports detailing pupil’s progress and next steps shows a better understanding of pupils needs.
* Focus group work with targeted pupils and parents to get their views on impact and process.
* GLOW forms on ASN conditions and CIRCLE
* Evidence of GLOW blog feedback which reflects engagement in their transition year
* Engagement and tracking data for all curricular activities
* Evidence which reflect evaluation of events which include, teacher/parent and pupil feedback
* Uptake in new S1 increases
* Nurture Principle checklist feedback from teachers to reflect understanding of what is working well and changes needed
* Peer Observation feedback to confirm self- evaluation or look at next steps.
* Pupil Feedback to reflect a better understanding of Nurture and strategies that they can use.
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| **School Strategic Priority:** | **Supporting our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.** | **Linked to Directorate Priority: 2** |
| **High Level Objectives** | * **Improve the quality and consistency of Learning and Teaching for our pupils.**
* **Develop opportunities for young people to be better informed and prepared for the World of Work.**
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| **Tasks** | **HGIOS 4****HGIOELC****NIF** | **Supported through PEF?****Y/N** | **How will I achieve this?** | **Timescale / Assigned to:**All - from Aug 21 until June 22 | **Pupil Outcomes** | **Measurement** |
| **Improve the quality and consistency of Learning and Teaching for our pupils.** |
| Improve the consistency and quality of learning and teaching for our pupils | **HGIOS**1.21.32.22.32.4**NIF**12**WBI**AchievingIncludedResponsible | Y | * Staff to share and gain best practice from PLA to develop the learning and teaching strategies of feedback and differentiation.
* Consistency of learning and teaching practice - SLIPP model resources will be revisited as part of Covid recovery planning of learning and teaching protocols in August.
* Implementation of an intra-school virtual learning environment to share resources and provide quality feedback to support pupils - MS education suite will be implemented and training will be available for staff.
 | J HerdS BrienD Rumbold R Lee | * Pupils will experience an improved quality and consistency of learning with respect to feedback and differentiation, which will result in increased engagement of pupils in their learning.
* Pupils will have the facility to work flexibly and remotely using shared resources on MS Teams. This will support independent learning and will allow for extra support at home when young people are studying or have homework/consolidation tasks.
 | * Tracking and monitoring updates reflect progress and participation in pupil learning
* Evaluate impact of differentiation/feedback/VLE focus areas by MS Forms questionnaire/focus group staff/pupils and Harvie Ambassadors.
* Utilisation of MS Teams tracked across school.
 |
| Promote Teacher collaborative enquiry to improve consistency and quality of learning and teaching | N | The following will be implemented this session to increase staff expertise in learning and teaching strategies:* Implementation of lesson study and peer observation models.
* Learning and teaching staff working group to promote a professional reading culture and share best practice.
* Staff collegiatea to evaluate learning and teaching practices across the school against HGIOS4 2.3 Learning, Teaching and Assessment challenge questions.
* Staff monthly newsletter will include learning and teaching focus.
 | J Herd S BrienR GilmourF MacDonald | * Pupils will experience a richer learning environment and improved standards of learning and teaching across the school.
* Opportunities for pupil feedback on learning and teaching experiences.
 | * Evidence from staff learning and teaching observations, working group progress evaluations, staff collegiatea evaluations all to be collated and shared with wider staff body.
* Staff feedback to reflect a better understanding of effective learning and teaching strategies.
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| Improve the quality of feedback from our pupils on learning and teaching | N | * Learning and teaching “Harvie” Ambassadors. Representatives from S1 to S6 to provide pupil voice on learning and teaching practice and areas for development.
* Pupil monthly newsletter centred on HGIOURS document will include learning and teaching focus
* Implementation of ‘Harvie Heroes’ as whole school approach to celebrating success.
 | S Brien | * Pupils are given leadership opportunities.
* Pupils will provide feedback on learning and teaching areas from Circle of Teaching model to provide pupil voice on learning and teaching developments. This will be shared with staff and result in improved experiences and outcomes for learners.
* Pupils are given the opportunity to develop the four capacities of learning.
* Pupils are given the opportunity to demonstrate the school values.
* Pupils are given the opportunity to gain confidence and appreciate the success of their peers
* Pupils are given the opportunity to relate to House ethos by earning House points
 | * Pupil feedback questionnaires/videos on learning and teaching pupil experience within school.
* Pupil feedback to reflect a better understanding of learning and teaching strategies utilised.
* Pupil and staff feedback to reflect the development of the four capacities of learning and school values
* Pupil awards and House points tracked across the school.
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| Improve the quality of pupil engagement at registration | N | * Personal support - Implementation of revised arrangements for current use of registration for S1-S4.
 | S BrienPS Staff | * Greater pupil engagement and reflection in their learning.
* Pupils adopt a greater responsibility for matters relating to aspects of their education through personal reflection each day.
* Pupils have opportunities to develop literacy, numeracy and health and wellbeing.
* Pupils have opportunities to document curricular and wider achievements.
* Pupils provide regular feedback on HGIOURS.
 | * Improved pupil engagement reflected in PS booklet diagnostic tasks.
* Pupil feedback to reflect improved motivation and reflection strategies being utilised from Personal Support programme.
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| Review, reflect and develop our curriculum to meet our learners needs | N | Review Auchenharvie curriculum to better meet the needs of our learners.* Consideration of ideas for development such as the use of SWEIC classroom, wider achievement, outdoor learning, skills development, careers education, DYW/vocational opportunities and interdisciplinary learning opportunities.
 | J Herd CWG | * Introduction of Signature Programme in S1/2 will mean that pupils will have increased opportunities across the curriculum to develop skills for learning, life and work.
* DYW streams - S3/S4/S5/6 – *Fashion* and *Construction* DYW strands introduced, including SQA units and other associated accreditation. Greater opportunities for pupils to develop skills for life, learning and work and gain qualifications to support them to a positive destination.
* SWEIC classroom available to pupils to provide an increased range of Advanced Higher subjects.
 | * AA Curriculum rationale and map updated.
* Stakeholder feedback on curriculum through focus group/survey.
* Number of pupils achieving WA awards.
* Number of DYW streams being ran in school.
* Number of pupils achieving a range of SQA units, awards and other accreditations through relevant DYW stands.
* SWEIC utilisation by pupils tracked and number of awards achieved via this facility.
 |
| **Develop opportunities for young people to be better informed and prepared for the World of Work.** |
| Develop opportunities for young people, parents and carers to be better informed and prepared for the World of Work |  | N | * Careers and Positive Destinations activities, events and inserts timetable created for session 2021-22.
* Enterprise competitions will be a feature of the programme, supported by the CoC.
* PT DYW to embed the Career Education Standard, skills for life and work and employer engagement within the curriculum from BGE to senior phase.
* Senior Phase pupils to experience a work experience placement agreed as valuable to their future career aspirations. This will be either online or in person.
 | K MortonL Niven SDSCoC | * Widen and deepen relationships with businesses to offer positive destination advice and give faculties/pupils greater opportunity to engage with employers directly to increase their understanding of skills for work.
* Businesses to offer positive destination advice and give pupils greater opportunity to engage with employers directly.
* Pupils across the school will have opportunities to explore and develop their understanding and experience of vocational pathways/potential destinations and careers, across curricular areas and beyond.
* Pupils will be better able to make informed decision regarding their transition to a positive destination.
* Appropriate model for senior phase work experience utilised, leading to Increasing number of pupils taking part in work experience across senior phase and reporting positive experiences.
 | * Number of learners participating in careers/destinations curricular initiatives/events.
* Stakeholder feedback through focus-group/survey. Employer engagement partner list/sample employer feedback.
* Number of pupils experiencing work experience/pupil feedback through focus-group/survey.
* Number of pupils achieving the steps to work award.
* Subject options information updated and re formatted to include DYW/WA & College links.
* Destination statistics for pupils will remain above VC.
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| Use data effectively to support and develop our learner pathways | N | * Creation of a unified Db using MS Access to track subject options & pathways/DYW/ Work Experience / Focus West and Destination activities.
 | * DHT/PT DYW/PT RA
 | * Learners across the school will have their options guided to support their attainment. They will be given opportunities to explore and develop their understanding and experience of DYW pathways and work experience. They will be supported into a positive destination.
 | * Database created and associated data analysis of KPIs.
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| Support our young people, parents & carers preparation and choices with regards to Further Education | N | * Enhanced School/College transition programme.
 | K MortonL Niven SDSL Booth | * S4/5/6 pupils who have indicated they are leaving for a college destination will experience a programme to support their understanding of college courses, progression routes and college support services.
* Pupils who have ASN requirements/care experienced will be identified to the college student support team as part of a supported transition. Parents will be part of this supported transition to be informed about the supports available for their child.
 | * Destination statistics for pupils will remain above VC.
* Tracking of pupils who experience a supported transition.
* Pupil feedback on transition programme to reflect greater understanding/confidence with respect to their transition and post school destination.
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| **School Strategic Priority:** | **Offering 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** | * **To support and improve the holistic wellbeing of staff so they can better support the wellbeing of pupils.**
* **To strengthen the impact of the pupil voice across all areas of Auchenharvie Academy.**
* **To support targeted families with all aspects of school life following the impact of COVID-19.**
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| **Tasks** | **HGIOS 4****HGIOELC****NIF** | **Supported through PEF?****Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** |
| * To develop the impact of the staff wellbeing working group.
* To develop and strengthen the pupil voice in Auchenharvie leading to greater empowerment and decision making in school.
* Family Learning and Transition team working in partnership to run a series of events for parents/carers and their young person from the p7 classes
* Continuation of our online ‘how to’ videos. Showcasing the work being done in school and encouraging families to work together on tasks at home.
* Reintroduce the opportunities for families to learn and access qualifications through a variety of awards including the John Muir Award.
 | **HIGIOS** **1.2****1.3****2.6****3.1****NIF****1****3****WBI****Achieving****Included****Healthy****Respected** | NNYYY | **Staff.*** Staff Wellbeing and Ethos Working Group to continue offering a programme that supports all staff to feel included, respected and engaged in the life and work of the school community.

**Pupils.** * Implementation of the Pupils Council(s) Improvement Plan.
* To establish a working group which explores how HGIOS 4 (Pupil Version) can be launched with greatest impact in our school.
* Continue with / Re-introduce our current extra-curricular clubs. Ask all pupils what clubs they would like to be offered at lunchtime and after school.
* Pupil ambassadors within subjects or curricular areas to be introduced.
* Review of Pupil Voice activities undertaken as part of the whole school self-evaluation calendar in line with pupil needs.

**Parents / Carers.** * 21/22 p7 families already contacted about engagement of this initiative. A programme has already been developed to work with these families including wellbeing, resilience, physical activity and other activities to complete as a family after school, 4 times a year. The group will then form our new PiP group.
* Working with faculties to promote these videos for families to view at home when working together. This will help parents/carers at home when helping their young person at home with tasks.

Various awards and qualifications being offered through the Family Learning team. These are all based on what families would like to work on and achieve. Family centred. | Ongoing.Pupil Councils + staff assistants.Working group staff and pupils.Ongoing, all staffOngoing, FHsOngoing, SLT / FHsA Hopton/ L Booth A Hopton/ L Booth A Hopton  | * Through empowering staff and creating opportunities to participate and engage across the school, learners will have increased opportunities across the curriculum and beyond to develop skills for learning, life and work.
* Improved school and community outcomes as specifically detailed in the Pupil Council Improvement Plan.
* Streamlined and structured approaches to strengthening the pupil voice aligned to ongoing school arrangements will assist in improving the impact of pupil voice.
* Pupils develop skills not linked to class learning. Staff and pupil relationships improved. Pupils feel more included in their school community.
* Develop pupils’ citizenship and sense of ownership of the school.
* Improved specificity in tasks / activities relating to pupil voice.
* Allow our 2022/23 S1 pupils to be more familiar with the school, its surroundings and the staff. Hopefully this will aide any anxieties and make the transition process as smooth as possible.
* This will allow for extra support at home when young people are studying or have homework tasks. These videos will allow parents/carers to support their young person when they otherwise would have felt unable to.
* Seeing their parents/carers as positive role models and also having opportunities to work together as a family completing tasks to then be awarded with a qualification.
 | * Staff wellbeing group is having a positive impact on staff morale, whole school ethos and supporting in the reduction of staff absenteeism.
* Pupil Council Improvement Plan outcomes delivered and impacting positively on school and community.
* School working group established which prepares school for implementation of HGIOS 4 (Pupil version) into future pupil voice activities.
* Analysis of attendance at school clubs, bullying incidents reduced, attendance at school, feedback eg questionnaires, focus groups.
* Pupil Ambassador opportunities available and being undertaken in all areas of the school to promote achievement, ownership and responsibility.
* Whole school self-evaluation calendar reviewed and alternatives for pupil voice suggested and implemented.
* Series of events for parents/carers and pupils of P7 organised and delivered and impacting on outcomes for pupils as measured individually.
* Delivery of online videos are being used by families in our community and encouraging families to work together on school based activities.
* Parents / carers are provided with the opportunity to access additional qualifications through school specific programmes.
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| **School Strategic Priority:** | **Work with all young people to build their resilience, supporting their mental health and physical well-being** | **Linked to Directorate Priority:** 4 |
| **High Level Objectives** | * **To strengthen and embed targeted approaches to well-being across the school.**
* **Embed a focus on equality and human rights in line with our school values.**
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| **Tasks** | **Supported through PEF?****Y/N** | **Supported through PEF?****Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** |
| To promote recovery with a focus on supporting and tracking H&WB across the school for all pupilsEmbed positive relationships throughout the schoolLGBT representation throughout the school to support equalities and inclusionHouse Ethos to link in with school values and strengthen the ethos of the schoolTo achieve silver status as a Rights Respecting School | **HIGIOS** 1.11.22.12.53.1**NIF**12**WBI**SafeHealthNurturedIncluded | YNNNN | * H&WB tracking for all pupils S1-S6 using SHINE
* Year group analysis to plan for interventions and next steps.
* Meetings with key staff who will take the interventions forward, this will include school staff and non-profit making organisations. Impact monitored and measured.
* Individualised feedback using the Wellbeing Indicator GLOW forms and reviews.
* Whole staff updates on wellbeing progress including interventions and next steps.
* Parent events based on feedback from SHINE analysis.
* Staff PL input around the role of the ‘go to person’ and using Wellbeing Indicators within the classroom.
* Launch the revised policy. This will include teacher and parent guides
* Professional learning programme to encompass NVR/Nurture principles/emotional regulation
* 30 day review of new policy to get feedback and quality assure consistent approaches
* Monitoring and tracking of hotspots throughout the school, reasons for SLT being called and pupils leaving classrooms
* Identify staff and pupils who will lead this
* Plan how this will be promoted within school and what the programme for children will look like.
* Use SHINE feedback to inform next steps
	+ Pupils to be recruited to join the House Ethos working group.
		- Pupil, parent and staff feedback on House Ethos/Inter-house competitions
		- Embed online challenges to encourage family participation and strengthen house identity.
		- Token system introduced by past S6 pupil to be re-introduced to reward pupils who have displayed school values. Relocating Perspex boxes to reception next to score board and tokens to be in the main office.
* To work with all staff, gather evidence to ensure that all outcomes for this status are being achieved.
 | Session 21-22C Scott Support TeamTeaching and non-teaching staffSession 21-22L DavisSupport TeamSession 21-22Staff LeadSession 21-22A LynchSenior PupilsWorking GroupSession 21-22Working Group | * Young people’s wellbeing is prioritised and interventions are impactful
* Improved pupil and teacher relationships.
* Improved pupil and staff understanding of working together to get the best outcomes
* Young people feel supported and are able to discuss issues or topics that affect them.
* Strengthen the feeling of equality across the school.
* Young people feeling a sense of ownership and pride in their House identity which contributes to whole school ethos.
* Young people are confident about what their rights are. Staff are fully aware of what it entails. Staff and young people know what their role is in this process.
 | * Analysis of wellbeing data by year group and individually which is shared and discussed with targeted groups and all staff
* Feedback from TAC reviews
* Parent and pupil’s views
* 30 day feedback to evaluate and plan next steps
* Informal and formal feedback from staff and young people
* Whole school events and input at assemblies increases.
* Feedback from SHINE is reflected in next steps
* House events calendar produced and implemented
* Celebration of success events and most pupils experiencing this.
* Tracking and monitoring of targeted pupils to reflect improvement and better choices
* Silver status is achieved during session 2021/22
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| **School Strategic Priority:** | **To maximise attainment in the BGE and Senior Phase for all pupils.** | **Linked to Directorate Priority: 1 and 2** |
| **High Level Objectives** | * ***To renew existing moderation practices within the BGE and the Senior Phase***
* ***Recovery, renewal and implementation of Senior Phase and BGE attainment Strategies***
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| **Tasks** | **HGIOS 4****HGIOELC****NIF** | **Supported through PEF?****Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** |
| * Renewing and strengthening confidence in teachers’ judgements through effective moderation of the BGE within school, at cluster level and within other NAC/ SWEIC secondary establishments as per national expectation.
* Renewing strategic approaches to improve whole school literacy, numeracy and health and wellbeing outcomes for all learners.
* Review of universal and targeted intervention approaches, leading to the development of a BGE and Senior Phase attainment strategy aiming to maximise attainment across the Broad General Education and Senior Phase for all learners.
* Implementing recovery approaches to learning, allowing practitioners to identify learning gaps caused by lockdown and implement appropriate universal and targeted supports in the class.
* Renewing staff capacity in the effective use of data to lead excellent and equitable learning experiences for all learners, thus reducing the poverty related attainment gap.
* Review of assessment practices within the Senior Phase to further inform estimates in light of any further Covid 19 disruption to course delivery or exam diet 2022.
* Tracking Participation of all young people in the wider life of the school, thus increasing a focus on equitable opportunities for achievement.
 | **HGIOS**1.21.32.22.32.4**NIF** 12**WBI**Achieving | N | * Reconnecting by evaluating impact of the revised BGE Moderation Strategy implemented in January 2021.
* Recovering by implementing BGE Moderation calendar for session 21-22 as per agreed WTA with a focus on calibration of teachers’ judgements using pupils’ evidence.
* Using 4 stage assessment model used for assessing and reporting progress using the new Progress & Achievement module in SEEMIS.
* Offering training sessions for staff on the use of the new SEEMIS module to build capacity.
* Continuing to offer and seek Cluster moderation opportunities with selected departments prioritising Literacy and Numeracy.
* Participating in any NAC or SWEIC moderation opportunities which may be offered virtually during the course of this session.
* Carrying out S3 SNSA as early as possible within new session to allow learning recovery plans to be shaped at Faculty level.

**In Literacy:*** Creating a Literacy Pupils Ambassador Programme.
* Contributing to the Harvie Herald on a termly basis to increase the profile of literacy across the school.
* Implementing whole school initiative word of the week.
* A focus in moderating the talking element within the BGE for greater consistency.
* Establishing cluster links to moderate and improve literacy across the curriculum.
* Working alongside the Interventions & Transitions Team, focusing on literacy recovery for all S1-S3 as part of our wider whole school recovery strategy in Literacy post pandemic.

**In Numeracy:*** Re-establishing collaboration with other faculties in moderating Level 3 resources to further strengthen teachers’ judgements in numeracy.
* Offer all S1 the newly developed numeracy course to reflect importance of numeracy within the applications of maths course.
* Contributing to the Harvie Herald on a termly basis to increase the profile of Numeracy across the school.
* Offering S6 learners the opportunity to become Numeracy Ambassadors.
* Re-Engaging with cluster to participate in numeracy moderation activities.
* Working alongside the Interventions & Transitions Team, focusing on Numeracy recovery for all S1-S3 as part of our wider whole school recovery strategy in Numeracy post pandemic.

**In Health & Wellbeing:*** Working collaboratively with PTPC Team, Support for Learning and the wider extended support team, design and implement an inclusive wellbeing strategy designed to support the needs of our pupils, focusing particularly on recovering from the emotional and mental impacts of the pandemic.
* Deliver the SQA Wellbeing awards at L4 and L5 to further support wellbeing across the school.
* Revise and implement our T, M & I policy for session 21-22, given that we have not yet been able to implement it in full due to the two lockdowns over the two academic sessions.
* Implement new Equity & Excellent approach to all our attainment meetings for S1-S3 at middle leadership level to further target the interventions to those who need them, thus improving overall attainment and achievement in the BGE.
* Strategically appoint a primary practitioner to work closely with PT Interventions and Transitions to further expand our capacity for targeted interventions in literacy and numeracy at the BGE phase, focusing on our journey to recovery from the impact of the lockdowns due to Covid-19 pandemic.
* Encompass all our work within the BGE and senior phase for raising attainment and achievement under a whole school QI 3.2: *Raising Attainment & Achievement strategy* document.
* Share all Primary 7 data, including their most recent SNSA data, with all teaching staff on aspects of literacy, Numeracy for the new S1 cohort.
* Carry out S3 SNSA in September 2021 for the new S3 to allow us to use data strategically to inform L& T practice and bespoke interventions for recovery.
* S2- explore the potential use of any baseline surveys to identify their learning gaps and plan for their learning recovery journey.
* Carry out wellbeing baseline surveys for all S1-S6 pupils using SHINE tool to plan for further wellbeing support for all our pupils.
* Strategically appoint a primary practitioner to work closely with PT Interventions and Transitions to further expand our capacity for targeted interventions in literacy and numeracy at the BGE phase, focusing on our journey to recovery from the impact of the lockdowns due to Covid-19 pandemic.
* Working collaboratively with the whole school support team, identify from survey evidence, priorities within wellbeing recovery plans.
* Fully implement our Attainment meetings policy as per T, M & I whole school policy, implementing our new Equity and Excellence Analysis Model for BGE.
* Continue to increase the profile of our work to continually improve attainment and achievement by having a regular insert in the Harvie Herald on a termly basis.
* Offer virtual or face to face professional development opportunities for all teaching staff and middle leaders on how to effectively use data to lead improvements at class/faculty level.
* Faculty Leaders to ensure assessment standards are fully understood and implemented across all senior phase courses.
* Staff to familiarise themselves with any SQA update relevant to any modification to future coursework submission for session 2021-2022.
* Internal verification processes to be firmly embedded across all NQs.
* Some faculty meetings to be utilised for assessment standards calibration.
* Participation tracker to be used (usage depending on extra-curricular opportunities being able to be delivered due to Covid 19 restrictions) and analysed termly by SLT and PTPC to identify learners who are not engaging and plan appropriate targeted interventions to promote pupils’ participation in the wider achievements in and out of school equitably.
* Seek pupils’ voice regarding what range of extracurricular activities they would like to see taking place in session 21-22.
 | Session 2021-2022L RiddellFaculty LeadersPT Raising Attainment & AchievementPT Transitions & InterventionsEnglish & Literacy Faculty HeadMathematics & Numeracy Faculty HeadPTs Pastoral CarePT Support for LearningExtended Support TeamL RiddellL DavisL RiddellPT Raising Attainment & AchievementPT Interventions & TransitionsL RiddellPT Raising Attainment & AchievementPT Interventions & TransitionsL DavisPTs Pastoral CareWhole school Support Team | * Throughout lesson study observation programme and monitoring & Tracking data, young people will be better engaged in their learning, thus making significant progress within and through each CfE level.
* Higher number of young people across the BGE will be making consistent progress across each CfE level, thus converting into higher presentation numbers for NQs in the senior phase.
* Learners and staff to benefit from consistent literacy and numeracy approaches.
* Learners to engage in more leadership opportunities across the school.
* Learners to benefit from a renewed focus on mental health and wellbeing and aware of all supports available to them while gaining additional qualifications at L4 and L5.
* Learners will feel safe while navigating their way through this post-pandemic session. They will experience L&T which focuses on resilience and positive and nurturing approaches across the school, leading to an improvement in their mental health.
* All learners to gain more confidence in reflecting on their learning and to identify their strengths and next steps.
* Improved curriculum access and learning experiences planned using data effectively.
* Improved attainment over time.
* Learners to benefit from a wide range of bespoken universal and targeted intervention leading to improved learners’ needs.
* All young people will benefit for equitable learning approaches which aims to minimise the impact of Lockdown in session 19-20 and allowing them to experience success as they progress in session 20-21.
* All learners to benefit from productive learning conversations using the GROW model and bespoken interventions at class, faculty and whole school level.
* Staff’s competence in planning for improvement based on data triangulation to increase.
* All learners will not be disadvantaged in light of any potential further disruption/changes to course delivery or exam diet 2022.
* All staff to increase confidence in generating estimates for NQs based solely on a wide range of candidates’ evidence.
* All learners will be actively engaged in the life of the school regardless of their SIMD profile.
* Pupils voice to shape the extracurricular programme across the school.
 | * CfE Level progress within faculties and whole school tracking & monitoring data will be analysed.
* Number of candidates’ presentation for SQA NQs to increase proportionally to % of CfE levels achieved by end of S3.
* SLT attendance at moderation sessions to evidence appropriate moderation approaches being fully implemented during collegiate sessions.
* Evaluation of impact of renewed strategy post implementation in June 2022.
* Increased learners’ attainment in aspects of literacy and numeracy across the curriculum.
* Numbers of pupils update in the Ambassador’s Programmes.
* Number of opportunities allowing staff to engage in literacy and numeracy moderation throughout the session.
* Nurture observations data using materials from Education Scotland to audit whole school nurturing approaches.
* Copies of whole school and departmental spreadsheets highlighting information on identified learners and type of intervention.
* Level of Faculty Heads engagement during attainment meetings.
* Equity and Excellence attainment analysis for each Faculty and year group.
* Attainment over time data.
* Learners’ feedback on quality and frequency of learning conversations.
* The study Lesson model to further evidence the impact of universal and targeted interventions.
* Tracking Data for all year groups to measure progress over time
* Reading ages before and after data
* Baseline assessments before and after interventions programme.
* Uptake of professional learning opportunities by staff.
* Faculty meetings and SLT link discussions.
* Evidence portfolios present in each class for each candidate.
* Data analysis by SIMD and other poverty related markers, across House groups and individual learners to monitor impact.
* Uptake numbers across each activity offered.
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