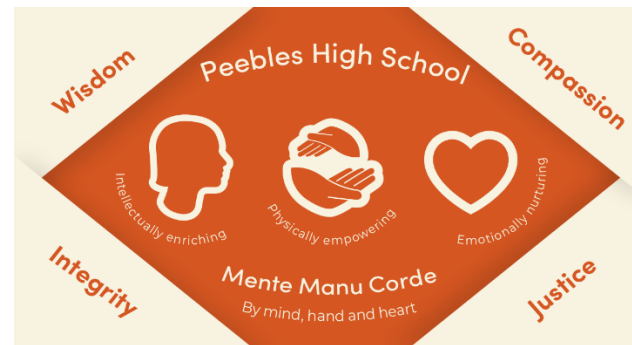
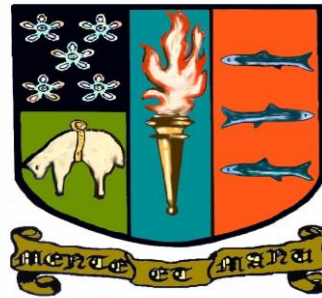


School Improvement Plan

2023-24



Peebles High School

INTRODUCTION - School Improvement Planning 2023/24

This document outlines our identified priorities for Session 2023/24, which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2022/23. For more information on our performance, see our School Improvement Report 2022/23.

Self-Evaluation Summary

Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation' -HGIOS 4? HGIOELC?

Strengths 2022-23

- Raising Attainment and Achievement is *Very Good* and has been so for several years
- Our exclusion rate reduced year on year over several years and remains very low despite a slight increase at the end of last session.
- While our attendance rate dipped last session it remains relatively high
- Our Positive Destination rate has been 98% for each of the last two sessions

Areas for Improvement 2023-24

	Short Term	Medium Term	Long Term
<p>Learning, teaching and assessment (incl. pedagogy, pathways and digital)</p>	<ul style="list-style-type: none"> Develop classroom practice through self-evaluation, observation and coaching, and digital pedagogy CLPL. 	<ul style="list-style-type: none"> Develop classroom practice, particularly questioning, through enquiry. Develop BGE curriculum Raise awareness of and embed Metaskills framework. Develop our tracking, monitoring and reporting processes, including use of Showbie to support learner reflection on assessment and understanding of next steps in learning, supported by parental communication. 	<ul style="list-style-type: none"> Develop classroom practice through creation of a collaborative professional learning culture supported by quality in-house CLPL offer Develop skills profiling
<p>Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)</p>	<ul style="list-style-type: none"> Improve our processes to deal with bullying behaviours and continue to develop positive relationships across the school community Ensure Young people feel safe at school. Implement a Prefect Duty rota that places senior students as role models of excellent behaviour and support for younger pupils. 	<ul style="list-style-type: none"> develop tolerance, acceptance and empathy amongst our young Develop staff skills in Behaviour Management to ensure the highest standards of classroom behaviour. Continued implementation and review of our Positive Behaviour Policy. 	<ul style="list-style-type: none"> our whole school community will be a safer place, one which is committed to inclusion, equality and which celebrates diversity. Build an ethos of excellent behaviour and high standards with young people feeling safe as our foundation.

Priority 1: Learning, teaching and assessment (incl. pedagogy, pathways and digital)

QI	NIF Priority	SBC Framework	Intended outcome: To continuously improve the consistency and quality of teaching and learning in order to provide our pupils with a high-quality learning experience, improving attainment for all. Through enhanced in-house approaches to collaborative staff professional learning, pupils will benefit from the continuous improvement of teacher pedagogy across the school generally, and specifically in relation to questioning and digital skills. Pupils will be better able to articulate their skills, as a result of our introduction of our skills framework, and better able to reflect on their progress, know and act on their next steps in learning, supported by their parents. Engagement with the #SBCway will improve attainment, specifically in literacy and numeracy, through greater consistency in curriculum and assessment across SBC. Development of more comprehensive tracking and monitoring systems, particularly in the BGE, will support staff to plan appropriate interventions, and close the attainment gap, and lay the foundations for further improvements next session which will allow pupils and families to better understand learner progress across the curriculum.		
2.3	4 and 5	LTA, QI			
Process			Progress Tracker		
		Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Review Date
1.	<p>What we are going to do</p> <p>Develop pedagogy and practice by creating a culture of collaboration and sharing that leads to improved learning, teaching and assessment</p> <ul style="list-style-type: none"> All teaching staff complete an individual enquiry on our whole school focus of questioning 	KM, GH, ELT	Aug.-May	<p>Almost all departments contribute to PHS Professional Learning OneNote toolkit</p> <p>Almost all staff engage in at least one optional in-house professional learning activity from comprehensive offer (Professional Learning Calendar)</p>	

	<ul style="list-style-type: none"> - Launch and support (August Inset) - Identify focus (Sept) - Trios formed (Sept. ASM) - Trio peer observations (Oct-Jan) - Trio check-ins (Dec ASM, Feb Inset) - Write-up - Sharing (May Inset) <ul style="list-style-type: none"> • Launch our PHS Pedagogy OneNote to support sharing of practice, professional reflection, and tracking of professional development • Further enhance our in-house professional learning offer through pedagogy pop-ins, and comprehensive CLPL calendar • Re-design Quality Improvement calendar to facilitate greater collaboration and sharing • Pedagogy to be the first item at all faculty and whole staff meetings to embed sharing practice culture. <p>The following topics should be covered as appropriate during faculty meetings:</p> <ul style="list-style-type: none"> - Discussion of PHS Pedagogy Newsletter - Discussion of key messages from observations/involvement in Learning Visits Weeks - Enquiry progress 		<p>Aug. Launch</p> <p>Ongoing</p> <p>Sept.</p> <p>Ongoing</p>	<p>All faculties engage in regular professional discussion linked to whole school professional learning supports (Faculty/Department minutes)</p> <p>Almost all staff report improvement in pedagogical practice as a result of in-house approaches to CLPL (Professional Learning Survey - May)</p> <p>All teaching staff complete a professional enquiry on an appropriate aspect of questioning and almost all staff demonstrate evidence of improved practice and positive impact on learners (Enquiry records in Professional Learning OneNote)</p> <p>Evidence of effective questioning recorded in line manager observation 2 (PHS Lesson Evaluation Tool)</p> <p>Evidence of PHS Learning Structure informing planning of teaching in almost all lessons observed (PHS Lesson Evaluation Tool)</p> <p>Evidence of cross-faculty sharing of practice resulting in change of practice and positive impact on pupils in almost all faculties (e.g. Faculty Improvement Review meetings - May/June 2024)</p>	
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- Feedback from CLPL events
- Sharing practice/Share a pedagogy problem
- Lesson Planning (PHS Learning Structure)

Why we need to do it

Our self-evaluation for improvement evidence indicates that while collaboration within departments is a strength and there is a shared understanding of what high quality teaching and learning look like, we have not yet created optimum conditions for cross-curricular collaboration that would support continuous improvement. Our improvement planning is research informed so given that Collective Teacher Efficacy is strongly correlated with student achievement, with an effect size of $d=1.57$, a focus on whole school collaboration is warranted. A shared focus for Enquiry facilitates greater collaboration.

Quality of teaching self-evaluation for improvement evidence indicates that a high impact focus for improvement across the school is questioning. SBC Review feedback from March 2023 highlighted that, There remains scope to improve pace and challenge in lessons. Most of the lessons observed would have likely benefitted from a faster pace and increased levels of challenge, including in questioning. There is also scope to improve how teacher-led questioning activities are used to make all students think, to explore this thinking more deeply, to make thinking visible to

	teachers, and used as opportunities for young people to learn from each other. Use of show-me boards, improved questioning techniques and increased use of follow-up questions to probe thinking would support this'. Questioning has an effect size of 0.48 and classroom discussion, which has a greater effect size of 0.82, is also arguably reliant on skilled questioning.				
2.	<p>What we are going to do</p> <p>Develop pedagogy and practice through greater use of self-evaluation, observation, and coaching to support continuous improvement</p> <ul style="list-style-type: none"> • Pedagogy teacher self-evaluation activity designed and completed by all teaching staff • Develop use of Iris for self-evaluation and coaching <ul style="list-style-type: none"> - Training at August Inset • 2 x Line Manager Observations and follow-up coaching conversations • Peer Observation Trios linked to Enquiry • Launch of Faculty Learning Visit Weeks programme (SLT, PT, and classroom teachers observe and support colleagues) 	GH, KM, ELT	<p>Sept.</p> <p>Aug.</p> <p>Sept.-Oct.</p> <p>Oct.-Jan.</p> <p>Ongoing</p>	<p>Evidence of self-evaluation, coaching and impact in Professional Learning OneNotes for almost all teaching staff</p> <p>Almost all learners are 'happy with the quality of teaching all' or 'some' of the time. There is an increase in the percentage of learners who report they are 'happy with the quality of teaching all of the time' (>25%) (October 2023 and April 2024 surveys)</p> <p>Most parents/carers agree or strongly agree that they are satisfied with the quality of teaching (April 2024 surveys)</p>	
	Why we need to do it				

	<p>We co-created our PHS Lesson Evaluation Tool in session 2022/23. We need to embed our use of this as a tool for ongoing self-evaluation and further refine it as necessary to support continuous improvement.</p> <p>An increase in formal and informal observation allows staff to both learn from others and provide opportunities for coaching. This can contribute to developing an increasingly collaborative culture across the school and allow us to capitalise on the potential benefits of coaching, as captured in Joyce and Showers' (1982) seminal research which found that the common form of professional development, infrequent and decontextualized training, resulted in the implementation of less than 20 percent of new practices in the classroom setting. In contrast they found that training reinforced by ongoing coaching led to 80 percent to 90 percent of implementation of new practices.</p>				
3.	<p>What we are going to do</p> <p>Develop digital skills for all</p> <ul style="list-style-type: none"> • August ASM dedicated to digital pedagogy with opportunity for ongoing coaching from Inspire leads • Development of digital skills woven throughout in-house CLPL and the work of the communications working group 	KM, GH, SW	Aug. Ongoing	Almost all staff report new learning and at least one way in which they have used digital technology to enhance teaching and learning that is new to their practice as a result of in-house CLPL (ASM 1 feedback, feedback from sharing practice, feedback on Communication SWG support materials, Digital Teaching and Learning Survey - March 2024)	

	<ul style="list-style-type: none"> Train Digital Pupil Mentors in accessibility tools and deploy them as coaches to support learners to make effective use of these tools 	AD	Sept.- Dec.	<p>Almost all learners report effective use of technology to enhance teaching and learning in almost all lessons. (Snapshot Surveys, 5 a day, Digital Teaching and Learning Survey - March)</p> <p>Increased confidence and skills of learners involved in the mentoring initiative. (Before and after confidence and skills survey and assessment)</p> <p>Evidence of some effective use of digital technology to enhance teaching and learning in almost all lessons observed (PHS Lesson Evaluation toolkit)</p>	
	<p>Why we need to do it</p> <p>Our self-evaluation for improvement evidence indicates that currently digital technology is used to enhance teaching and learning in most lessons, and while almost all pupils agree that digital technology is used effectively, only 21% strongly agree (June 2023 Snapshot survey). SBC's Inspire Learning project provides 1-1 pupil devices and continuous improvement of this aspect of curriculum and pedagogy remains a regional priority and national expectation, as outlined in the Scottish Government strategy, <i>Enhancing Learning and Teaching through the use of Digital Technology</i>.</p>				
4.	<p>What we are going to do</p> <p>Continue to develop our curriculum</p> <ul style="list-style-type: none"> Faculties will continue to develop existing units of work and assessments to ensure coherence with CfE Experiences and Outcomes and Benchmarks using findings of 2023-24 audit 	AR/VB/EL T	June 2024	<p>Faculty returns on unit development</p> <p>TOM implementation</p> <p>Before and after Forms surveys of pupils regarding use and understanding of metaskills language in the classroom</p>	

- In addition, we will look at ways to embed the SDS Metaskills Framework into faculty practice. It is our intention to increase awareness through signposting and visual aids in classrooms as well as see an increase in awareness of the language of metaskills being used in the school in general.
- Devise an approach for digital profiling of skills, using our metaskills framework for implementation next session.

Why we need to do it?

- It has been over 10 years since PHS has had a whole school review of its curriculum rationale.
- This will also ensure that the faculties' approaches to unit planning are cognisant and supportive of the school's priority of enhancing its Teaching and Learning practice
- Better understanding of Benchmark outcomes within our curriculum planning practice will also allow us to improve our tracking and monitoring practice, and reporting on pupil levels. This in turn will allow us to improve learner conversations and pupil understanding of their own working levels
- This will also advance the school's DYW agenda and ensure we are preparing the workforce for the future

5.	<p>Develop pedagogy and practice by developing approaches to tracking, monitoring and assessment</p> <ul style="list-style-type: none"> Launch the use of Showbie as an enhancement to our reporting system school-wide to ensure learners' are supported to understand their strengths and next steps <ul style="list-style-type: none"> Communicate rationale to all stakeholders Create key assessments calendar Staff training Ongoing monitoring and evaluation 	<p>KM and SW</p> <p>KM, SW and PTs</p>	<p>Aug-Oct 2023</p> <p>Ongoing</p>	<p>Most parents/carers agree or strongly agree that 'I receive helpful, regular feedback about how my child is learning and developing', 'the information I receive about how my child is doing reaches me at the right time', 'I understand how my child's progress is assessed', 'the school gives me advice on how to support my child's learning at home' (April 2024 surveys)</p> <p>Most learners know their strengths and next steps in learning (Learning Visits and Observation Learner Questions)</p>	
	<p>Why we need to do it.</p> <p>Under half of parents feel 'I receive helpful, regular feedback about how my child is learning and developing', 'the information I receive about how my child is doing reaches me at the right time'. Research indicates that parental involvement has an effect size of 0.5 and metacognition has an effect size of 0.69</p>			<p>Staff are aware of best practice in feedback and supporting learner metacognition and improvements in practice are made as a result of sharing of practice (Faculty Improvement Review meetings - May/June 2024)</p>	
		<p>Strategic lead and key people</p>	<p>Timescale (Date)</p>	<p>Measures of Success (What is the impact of the improvements for learners?)</p>	<p>Review Date</p>
6.	<p>What are we going to do</p> <p>Improve the impact of our feedback for the senior phase. Make calendar changes to prelims, reports and parents evenings to better support learning,</p>	<p>JL</p>	<p>Aug 2023</p>	<p>Parent, pupil and staff questionnaires</p>	<p>May 2024</p>

	examination preparation and interventions as well as make better use of Showbie for parental links.				
	<p>Why we need to do it</p> <p>Parents and staff wanting a change to current Jan/Feb workload and make interventions the priority over reporting. Focus on attainment in main examination diet.</p>				

Priority 2: Inclusion (incl. nurturing practice, promotion of wellbeing and universal/ targeted supports for all learners)

QI	NIF Priority	SBC Framework	Intended outcome: Improve our processes to deal with bullying behaviours and continue to develop positive relationships across the school community. Develop tolerance, acceptance and empathy amongst our young people by reinforcing messages that challenge violence and promote equality. Our whole school community will be a safer place, one which is committed to inclusion, equality and which celebrates diversity.		
3.1	1+2	Inclusion			
Process			Progress Tracker		
		Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Date Reviewed
1	<p>What we are going to do.</p> <p>We will continue to work within the SBC Inclusion Framework by using the SBC Nurturing Approaches Guidelines to support planning for school improvement.</p> <p>We will further develop our shared understanding of what we mean by the PHS Learning Context. We will do this by fully engaging in Phase 3 of SBC's Nurture programme for the session.</p> <p>We will participate in training on Nurture Principle 3 - the importance of nurture for the development</p>	D Moretta K Ramage N Wootton	June 2024	<p>Staff will be confident in using nurturing approaches in their dealings with young people.</p> <p>Most young people (>75%) will feel respected, included and safe.</p> <p>Most young people (>75%) will feel comfortable approaching staff with questions or suggestions.</p> <p>Most young people (>75%) will feel they are treated fairly and with respect by staff.</p>	

	<p>of wellbeing and Nurture Principle 4 - language is a vital means of communication.</p> <p>Why we need to do it. There has been a significant drive to create a culture and ethos of inclusion in Scottish Borders and the SBC Inclusion Framework provides guidance to schools on this. Peebles High School is committed to providing an education service that has a relentless focus on inclusion. We understand that relationships will support our young people to recover their learning. We know that the majority of young people feel comfortable approaching staff with questions or suggestions and feel that staff treat them fairly and with respect. We would like this to be most young people.</p>		<p>Evidence will be gathered through our health and wellbeing tracker, young people surveys and focus groups.</p>	
2	<p>What we are going to do. We will further develop our shared understanding of what we mean by the PHS Learning Context. We will do this by continually building and reinforcing messages that challenge violence and promote equality.</p> <p>We will improve tolerance, acceptance and empathy amongst our young people (particularly the BGE). This will be evident across the curriculum, in every day interactions between young people and staff, in policies and procedures and in the culture and ethos of our school community.</p> <p>We will include information for staff on how to deal with bullying behaviours in the classroom in the PHS Behaviour policy.</p>	<p>D Moretta C Wilson E Ferguson/ MVP champions S Milligen/ ESAS group Equalities SWG Student Parliament focus group</p>	<p>Most young people (>75%) will feel safe in school.</p> <p>Young people will have a better understanding on what actions can be taken to address bullying behaviours.</p> <p>Staff will be confident in challenging bullying behaviours in their classroom. There will be a consistent approach across the school which will make young people feel safer as they see all staff challenge bullying behaviour.</p> <p>There will be a greater level of peer support available for young people and they will have positive role models in the senior school.</p>	

<p>We will use the SBC Positive Relationships policy to communicate with stakeholders around our processes to deal with bullying behaviours.</p> <p>We will roll out the Mentors in Violence Prevention (MVP) programme to all S5/S6 young people and identify S6 MVP ambassadors who will deliver MVP lessons in S3 PSE classes.</p> <p>We will invite Humanutopia to PHS to work with S2 and S3 young people, supported by the MVP ambassadors who will then become 'Humanutopia Heroes' and support both those who experience and those who display bullying behaviours.</p> <p>We will roll out the Equally Safe at School (ESAS) programme to promote gender equality by devising an action plan with stakeholders.</p> <p>We will continue to share data from the Bullying and Equalities module with young people to highlight what action has been taken when there are instances of bullying behaviour. This will challenge the perception that there are no consequences for such behaviours.</p> <p>The bullying focus group will continue to meet regularly in order to obtain pupil voice and use a "you said, we did" approach to make improvements to our practice.</p>			<p>Those who have experienced bullying behaviours will have the opportunity to share their story with their peers in a safe environment. This will improve empathy across the young people body.</p> <p>There will be fewer examples of misogynistic behaviour.</p> <p>Evidence will be gathered through our health and wellbeing tracker, young people surveys and focus groups.</p>	
<p>Why we need to do it.</p>				

	<p>Covid had a detrimental effect on young people's ability to form and sustain positive peer relationships and we are still seeing the effects of this.</p> <p>Through our self-evaluation processes including stakeholder surveys, focus group and the SBC Review, young people told us that bullying continues to be a cause of concern. Staff told us that they feel that a lack of tolerance, acceptance and empathy amongst our young people influences bullying. Staff requested training on how to manage bullying incidents in the classroom.</p> <p>When young people feel safe and secure, they attain and achieve better outcomes.</p>				
3	<p>What we are going to do.</p> <p>We will further develop our shared understanding of what we mean by the PHS Learning Context. We will do this by continuing to develop our understanding of the Equalities Act 2010 and focusing on the protected characteristics of race, religion and disability.</p> <p>We will use the SBC Positive Relationships policy to communicate with stakeholders our commitment to inclusion, equality and celebrating diversity.</p> <p>Allied health professional partners will deliver training in neurodiversity to staff to increase awareness.</p>	<p>D Moretta Equalities SWG K Ramage</p>		<p>Raising awareness and increasing visibility of young people with a protected characteristic will help to ensure that they feel valued, included and supported. Young people who feel included, engaged and involved attain and achieve better outcomes.</p> <p>Young people will understand that we are all different and that difference should be celebrated. This will improve peer relationships and help young people to feel safe and secure.</p>	

<p>All staff will engage with dyslexia training modules.</p> <p>We will continue to work with a parental group on how to support young people with dyslexia.</p> <p>We will invite 'Meeting of Minds' into school to raise awareness of disability from a parent's perspective.</p> <p>We will have equality/diversity focus months to raise awareness and monthly assemblies (pupil led).</p> <p>We will organise workshops to raise awareness and improve mindset around what learning and activities young people with a disability can engage with.</p>			<p>Young people will understand that equality and diversity are at the heart of our school and they will feel that they belong.</p> <p>Staff will be confident in their ability to meet the needs of all learners.</p> <p>Evidence will be gathered through our health and wellbeing tracker, young people and parental surveys and focus groups.</p>	
<p>Why we need to do it.</p> <p>The Equality Act 2010 provides the legal framework to protect the rights of individuals and to advance equality of opportunity of all. We have a duty under this act to:</p> <ul style="list-style-type: none"> • Eliminate unlawful discrimination, harassment and victimisation • Advance equality of opportunity between people who share a protected characteristic and others 				

	<ul style="list-style-type: none"> Foster good relations between people who share a protected characteristic and those who do not <p>Staff told us that they feel that a lack of tolerance, acceptance and empathy amongst our young people influences bullying.</p> <p>We live in a diverse society and we must prepare our young people to take their place in this.</p>			
4	<p>What we are going to do.</p> <p>We will further develop our shared understanding of what we mean by the PHS Learning Context. We will do this by continuing to work within the SBC Inclusion Framework to support planning for school improvement.</p> <p>We will appoint a Principal Teacher of Inclusion who will have a strategic overview of interventions to support young people who have barriers to engaging with a full-time curriculum.</p>	PT Inclusion SSG		<p>We will better meet the needs of all young people and they will feel valued, included and supported which will lead to better outcomes.</p> <p>Young people's confidence will improve and they will be able to re-engage with wider school learning.</p> <p>Attendance, achievement and attainment data will improve.</p> <p>Young people will feel safer in school.</p> <p>Exclusion figures will reduce.</p> <p>Evidence will be gathered through our health and wellbeing tracker, young people surveys and focus groups.</p>
	<p>Why we need to do it.</p> <p>Covid had a detrimental effect on the wellbeing of young people and cases of anxiety have increased.</p> <p>We have seen a rise in the number of built-up timetables used to support young people to engage with education.</p>			

	<p>We have seen an increase in the number of young people who are in school but not in class. This has also had an impact on young people feeling safe in school.</p> <p>Although the Strategic Support Group (SSG) manages interventions, there is a need for a member of staff to liaise directly with partners in order to provide an appropriate curriculum for some young people and lead the tracking and monitoring of this.</p>				
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Priority 2 continued: Behaviour

QI	NIF Priority	SBC Framework	Intended outcome: Ensure all young people and staff feel safe at Peebles High School. Finalise, refine and publish our positive behaviour policy.			
3.1	1+2	Inclusion	Develop staff skills in classroom management and creating the best Learning Context in classrooms.			
Process					Progress Tracker	
			Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Review Date
1	What we are going to do. Finalise, refine and publish our Positive Behaviour Policy. Articulate the role of senior role-models in building a safer ethos. Implement an ambitiously extensive model of prefect supervision and duty rota		CW JMCM	August 2023 August 2023	Our school will be calmer and more orderly during social times. Young people will feel safer in school as evidenced in surveys and focus groups. Staff will feel better supported in managing behaviour and will benefit	

2	Develop staff skills in classroom management and creating the best Learning Context in classrooms. Bill Rogers bought in to lead staff training on 16 th October	CW/AR	October 2023	Staff will feel more confident in their skills to manage behaviour in classrooms and around the school. Staff will report more positively on behaviour in surveys and focus groups	
3	Convene Behaviour Group monthly to review and monitor implementation, tweak policy where necessary and communicate behaviour priorities to staff weekly through the staff bulletin	CW and Behaviour Working Group	September - June 2023		
<p>Why we need to do it</p> <p>It was clear from the SBC review and revisit last session that a significant minority of young people (32%) did not always feel safe at school. This was a concerning increase and was mirrored by staff perceptions of deterioration in behaviour and lack of sense of order and safety in our school.</p> <p>It was clear from the SBC review and revisit last session that a significant minority of young people (32%) did not always feel safe at school. This was a concerning increase and was mirrored by staff perceptions of deterioration in behaviour and lack of sense of order and safety in our school.</p>					

Local authority priority: The #SBCway - a consistent BGE curriculum

QI	NIF Priority	SBC Framework	Intended outcome:			
2.2, 2.3, 3.2		LTA	To engage with, self-evaluate against and prepare to fully implement the #SBCWay in every school across the local authority. Engage and align!			
Process			Progress Tracker			
			St. lead and key people	Timescale (Date)	Measures of Success	Review Date

<p>1</p>	<p>The #SBCWay</p> <p>What we are going to do? 4 phases of engagement and alignment across Session 2023/24. ALL schools must engage with all 4 phases although the level of engagement can differ. This must be agreed at Cluster level.</p> <p>Phases:</p> <ol style="list-style-type: none"> 1. Oracy 2. Reading 3. Writing 4. Numeracy <p>Each phase will require schools to:</p> <ul style="list-style-type: none"> • engage in evaluation of the new materials • compare with existing pathways, assessments and programmes/structures • identify what are the key priorities for change at Cluster/School levels • Trial/experiment with an aspect of the new resource (if time) • Reflect on learning, feedback etc for the phase and share with central lead team. 	<p>QIO</p> <p>Cluster Leads</p> <p>All HTs</p> <p>All School staff (at appropriate levels depending on role)</p>	<p>Whole Authority via Teams></p> <p>2hrs per In-set days: 14th Aug October February May = 8hrs</p> <p>Agreed by Clusters for each sprint: Minimum 2.5 hours (for bold activities) = 10hrs WTA (min)</p> <p>Additional hours as decided per schools</p>	<p>To complete 4 Alignment Sprints, each answering the reflective questions:</p> <p>How do current practices align with new approach? How do current practices differ from new approach? What support is required to be ready to adopt new approach?</p> <p>Each sprint to comprise of:</p> <ul style="list-style-type: none"> • 1 x cluster HT engagement day • Minimum 2.5hrs school level engagement <p>Additional 'all-schools' engagement at each In-set day</p> <p>Alignment Sprint 1: Oracy (Aug - Oct) Alignment Sprint 2: Reading (Oct - Dec) Alignment Sprint 3: Writing (Jan - Feb) Alignment Sprint 4: Numeracy (Mar - April)</p>	<p>Sprint 1 = Oct 23</p> <p>Sprint 2 = Dec 23</p> <p>Sprint 3 = Feb 24</p> <p>Sprint 4 = Apr 24</p>
<p>Why we need to do it</p> <p>To achieve equity and equality of educational offer and experience no matter the learning setting a child/young person attends.</p> <p>To support our staff to be able to know what to teach and how it can be effectively taught across Literacy, Numeracy and Health and Wellbeing in the BGE.</p>					

To achieve consistency across the local authority in terms of what and how children and young people learn.				
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