

<p>Peebles High School Leadership Policy Paper</p>	 <p>One Peebles</p>	<p>Wisdom Compassion Integrity Justice</p>
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<b>Title</b>	BGE planning sheets
<b>Quality Indicator</b>	2.3 Learning, Teaching and Assessment
<b>Strategic Lead</b>	Sarah McDowell (Acting Depute Head Teacher) Sarah Wilson (PT Learning, Teaching & Assessment)
<b>Date</b>	August 2024
<b>Vision</b>	Learning experiences that meet the needs of all young people through appropriate pace and challenge, effective questioning and effective feedback
<b>Outcome Statement 2024-25</b>	<p>PHS self-evaluation data:</p> <ul style="list-style-type: none"> <li>• 80% of staff will state that they know the pupils well, including individual learning needs, and plan/respond appropriately to meet needs in almost all or most lessons (from 75% in May 2024)</li> <li>• 90% of young people will state that their teacher knows the class well, including their individual learning needs, and they plan/respond appropriately to meet their needs (from 82% in May 2024).</li> <li>• 70% of staff will state that there is appropriate support in almost all or most lessons (from 63% in May 2024).</li> <li>• 80% of pupils will state that their teacher supports their learning using things like 1:1 support, working with a partner, using tools like immersive reader, providing digital resources in almost all or most lessons (from 73% in May 2024).</li> <li>• 65% of staff will state that there is appropriate challenge in almost all or most lessons (from 58% in May 2024).</li> <li>• 85% of pupils will state that their teacher encourages them to deepen or extend their learning if the classwork isn't challenging in almost all or most lessons (from 77% in May 2024).</li> <li>• 55% of staff will state that there is interactive instruction that ensures active learning-learners are engaged in thinking hard rather than compliant and passive - questioning is key in almost all or most lessons (from 45% in May 2024).</li> <li>• 90% of young people will state that their teacher encourages them to think hard in lessons. They are expected to be</li> </ul>

	<p>involved in class discussion/answering questions in almost all or most lessons (from 86% in May 2024).</p> <ul style="list-style-type: none"> <li>• 55% of staff will state that they provide feedback that is clear and precise: strengths and next steps in almost all or most lessons (from 45% in May 2024).</li> <li>• 80% of young people will state that their teacher gives them feedback about what they have done well and what they need to do to improve and suggests ways that they could do that in almost all or most lessons (from 77% in May 2024).</li> </ul> <p>SBC/HMIE data:</p> <ul style="list-style-type: none"> <li>• 85% of pupils will say they are happy with the quality of learning and teaching at PHS some or all of the time (up from 81% in March 2024).</li> <li>• 90% of pupils say they are encouraged by staff to do the best they can some or all of the time (from 87% in March 2024).</li> <li>• 93% of pupils will say that their work in school is hard enough some or all of the time (from 90% in March 2024).</li> <li>• 85% of pupils think staff help them understand how they are progressing in their school work some or all of the time (up from 80% in March 2024).</li> <li>• 80% of parents agree or strongly agree that their child finds their learning activities hard enough (from 75% in March 2024)</li> <li>• 55% of parents are satisfied with the quality of teaching in the school (from 53% in March 2024)</li> </ul>
<p><b>What?</b>  <b>How?</b>  <b>When? Who?</b></p>	<p><b>What?</b>  Staff planning of BGE topics to achieve the Es &amp; Os, benchmarks and levels of their subject, to better meet learners needs and adhere more closely to the Education Scotland Moderation Cycle.</p> <p><b>How?</b>  Staff complete a BGE topic planning sheet for each topic taught in their department/faculty in S1-3. These are organic documents that will be reviewed and updated over time to reflect improvements made following moderation and reflection.</p> <p><b>When?</b>  Staff have been working on the BGE planning sheets since February 2024. The topics for the August - December term take priority (to be completed by the time lessons are being taught in that term). Subsequent terms will have similar timescales. Curriculum alterations, if required, are to follow the same timescale.</p>

	<p><b>Who?</b> All teaching staff</p>
<b>Parent input</b>	<p>Parental responses to SBC Review, HMIE questionnaire and LTA focus group responses will help indicate impact of BGE planning sheets on the learner experience from the parental perspective. This will be used to inform next steps.</p>
<b>Pupil input</b>	<p>Pupil responses to SBC Review, HMIE questionnaire, PHS LTA questionnaire and LTA focus group responses will help indicate impact of BGE planning sheets on the learner experience. This will be used to inform next steps.</p>
<b>Next Steps 2025-26</b>	<p>Respond to moderation notes to refine planning sheets and associated curriculum content.</p> <p>Review effectiveness of planning through Learning Visit programme, PT observation programme, whole-school Learning and Teaching reflection questionnaire (staff and pupil responses), SBC Review feedback, HMIE feedback and parental, pupil and staff feedback. This will be used to further refine the content and use of the planning sheets.</p> <p>Continued periodic quality assurance of the planning sheets by SLT, PTCs and PT LTA.</p>