

Brae High School

**Standards & Quality Report
2019-20**

and

**School Improvement Plan
2020-21**

Introduction

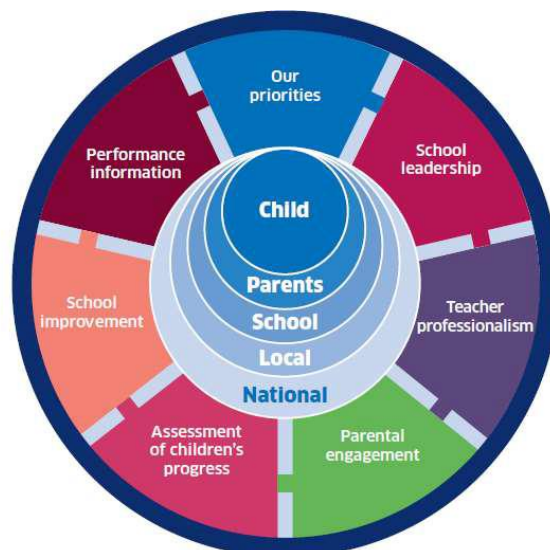
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, Getting it Right for Every Child (GIRFEC), and Developing the Young Workforce.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation – involving staff, pupils, parents/carers, and other partners – is in the pages that follow, along with our main improvement priorities for session 2020-21. This report is based on the quality indicators in *How Good is Our School?* 4th Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

- 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; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

The National Improvement Drivers are:



Context of the School

Brae High School is a non-denominational 3-18 school located in Brae, it consists of an Early Years Department, Primary Department and Secondary Department. The school is located on one campus and is spread across three buildings. The Secondary is also the catchment school for pupils from Mossbank, Lunnasting, Ollaberry, North Roe and Urafirth primary schools.

School vision, values and aims

Vision

To create a 'Learning Community' that is nurturing, supportive, ambitious and enables all children and young people to thrive.

Aims

- To work in partnership with pupils, parents, staff, and partner agencies to ensure that Brae High School is excellent.
- To ensure we work in collaboration so that every child meets their full potential.
- To have innovative and excellent learning and teaching that meets the needs of all learners.
- To ensure the school provides a flexible and progressive curriculum that enables all children and young people to develop the skills they need to succeed.
- To have respectful relationships and communication at all levels in our school community, so that everyone feels included, safe and valued.

Values

Creativity

- We are curious, creative and critical thinkers who innovate and use our initiative and have fun learning.
- We have a growth mind-set - we know that learning means facing challenges and making mistakes, then reflecting on and growing from them.
- We apply our creativity across all curricular areas.

Aspiration

- We aspire to achieve our best, and get there with resilience, integrity and focus.
- We support and help each other, and celebrate each other's success.
- We have high expectations for ourselves and others, because we know that everyone has gifts and talents.

Relationships

- We know that safe, positive, respectful relationships are vital to success.
- We treat each other fairly, with kindness, compassion and empathy, and always take responsibility for our actions.
- We know the importance of good communication and collaboration.

Equality

- We value each other, not in spite of our differences, but because of our differences - we celebrate diversity.
- We all have a responsibility to ensure that everyone feels included, valued and worthy.
- We expect to be listened to and help shape the school, and understand we have a role in ensuring that others have that opportunity too.

School Factors

- New Head Teacher
- Staff absence
- Team Improvement Visit
- Changes in Leadership team – two new Principal Teachers and one retirement
- ASN teacher shortage – posts now filled
- Covid 19
- New clerical staff

How has the school engaged pupils in decisions about improving its work?

- Pupil Council and Kids Council
- Regular “How Good is OUR School” meetings with the Head Teacher
- Pupil focus groups during Learning Visits
- Pupil workshops on Vision, Values and Aims
- Pupil Feedback on learning and teaching in departments
- Views expressed in PSE and Pupil Support Interviews
- Involvement in Team Improvement Visit
- Regular informal discussions with the leadership team
- Assemblies
- Surveys

How has the school engaged parents and carers in decisions about improving its work?

- Open meeting for all parents to discuss the schools improvement journey
- Primary open evening
- S1 open night
- Partnership working with the parent council
- Interactions at parents evenings
- Newsletter distributed to give updates with opportunity to contact school with any concerns or ideas
- Active Facebook page to inform, update, engage and celebrate success
- Parental surveys
- Feedback slips on tracking reports and full reports
- Involvement in Team Improvement Visit
- Early Years self-evaluation night with parents
- Primary survey on home learning
- ELC Virtual Meeting
- P1/2 Virtual meetings

How has the school engaged its staff in decisions about improving its work?

- Ongoing regular staff meetings
- School Improvement Working Groups
- PRD Process
- MLT Meetings
- Departmental Meeting
- Whole-school Self-Evaluation meetings
- Involvement in Team Improvement Visit
- Staff sessions on school vision, values and aims
- Regular professional dialogue

How has the school engaged community partners in decisions about improving its work?

- Meetings with Skills Development Scotland , Developing the Young Workforce, and Youth Services
- Partnership agreements with Garriock Brothers, Moorfield Hotel, Ports and Harbours.
- North Mainland Joint Support Team
- Involvement of partner agencies in our Team Improvement Visits
- Worked in partnership with Anchor Project, Social Work, and Youth Services to develop our new Family Learning and Support Worker role.
- Worked in partnership with Developing the Young workforce Co-ordinator and Skills Development Scotland to develop a careers evening, which was unfortunately cancelled due to Covid.

Standards & Quality Report 2019-2020

Progress made with the Priorities from our 2018-19 School Improvement Plan

<p>Priority 1: Closing the attainment gap between the most and least disadvantaged children and young people.</p>	<p>National Improvement Priorities: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>National Improvement Framework Drivers: school leadership teacher professionalism parental engagement assessment of children's progress performance information</p> <p>Quality Indicators (HGIOS? 4): 1.1 self-evaluation for self-improvement 1.2 Leadership of Learning 1.3 Leadership of change 1.4 Leadership and Management of staff 1.5 Management of resources to promote equity 2.4 Personalised Support 2.6 Transition 2.7 Partnerships 3.1 Ensuring Wellbeing, equality and inclusion 3.2 Raising attainment and achievement</p>		
<p>What did we want to achieve for learners?</p> <p>Pupils who meet the criteria for support will be offered an intervention to help close the attainment gap</p>	<p>How exactly did we plan to do it?</p> <p><u>Universal Support</u></p> <ol style="list-style-type: none"> Our Youth Worker and school staff will work in partnership with the Co-operative food share programme to provide a free breakfast. This will be available to all pupils. <p><u>Targeted Support</u></p> <ol style="list-style-type: none"> Primary pupils identified using Shetland's vulnerability criteria and PEF criteria will receive targeted support for literacy. Secondary pupils identified using Shetland's vulnerability criteria and PEF criteria will receive an intervention suited to their needs 	<p>Progress Made</p> <ol style="list-style-type: none"> We established an effective partnership with the co-op, where food was donated to the school. Staff volunteered to collect the goods and pupils volunteered to run the breakfast club. Our Youth Development Worker monitored the success of the breakfast club, and it ranged from 25-50 users a week. A member of staff was recruited and worked with a number of pupils across primary to target support for literacy. 3a. Unfortunately, Youth Services were not in a position to progress this piece of work. 3b. The school's Youth Development worker worked as an integral part of the Pupil Support team to identify 	<p>Next steps</p> <ol style="list-style-type: none"> Due to COVID it is not possible to prepare toast or have pancakes etc. however, through a generous donation by a member of the community we have funding to buy pre-prepared breakfast snacks, which will be available at the front door. To reduce the risk of infection the table will not be manned. We have also bought breakfast items for primary

	<p>from the following options:</p> <ol style="list-style-type: none"> MCR Pathways will be offered as an intervention for pupils who meet the criteria (£2200) The School's Youth Worker will spend the first period of every day supporting pupils who have attendance issues to get to school – phone calls, texts, collecting them from home. Targeted support during school for pupils at risk of low attainment. The North Mainland Active School Coordinator will run an after school sports leadership club for pupils who would benefit from this additional input. <p>To tackle workload time allocated to this in WTA and INSET</p>	<p>and support children for whom attendance was an issue. She then worked in close collaboration with the family to ensure that the children's outcomes improved which led to a significant decrease in unauthorised absences.</p> <p>3c. We had planned to use PEF funding to recruit a teacher to support pupils at risk of low attainment. The teacher would act as a tutor to support attainment for SQA qualifications. However, due to COVID we were not able to progress this actions.</p> <p>3d. We worked with our Active Schools coordinator to identify pupils that would benefit from this input, and to consider activities, time, place, transport, with a view to getting set-up to run in term3/term4 however, due to covid it was not possible to run this.</p>	<p>pupils with the funding.</p> <ol style="list-style-type: none"> We intend to carry this work on into this year, however we are aware of the need to be tighter on how we measure and evaluate. 3a. The school would be keen to be involved in MCR Pathways when Youth Services have capacity. 3b. This was a really effective piece of partnership working. We are aware that a lot of the support the youth Development Worker was providing was to parents. As such, we identified a gap in provision and recruited a Family Learning and Support Worker. The Family Learning and Support Worker, Youth Development Worker and Pupil Support Team will work in partnership to address attendance and engagement. 3c. we may consider this again nearer exam time, however we have allocated most of this
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			funding to our Family Learning and Support Worker post. 3d. We will look at whether this is possible to run with current restrictions.
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Priority 2: Functioning as an all through school 3-18.	National Improvement Priorities: Improvements in Children and Young People's Health and Wellbeing National Improvement Framework Drivers: School Leadership Teacher Professionalism Parental Engagement School Improvement Quality Indicators (HGIOS? 4): 1.1 Self-evaluation for self-improvement 1.2 Leadership of Learning 1.3 Leadership of Change 1.4 Leadership and Management of Staff 2.5 Family Learning 2.7 Partnerships 3.2 Raising Attainment and Achievement;		
What did we want to achieve for learners? For all pupils to have a clear sense belonging in our school community. To begin providing a more joined up learning experience from 3-18. Parents have the opportunity to be active partners.	How exactly did we plan to do it? <u>Develop one school community</u> 1. Collaborate with 3-18 schools across the Northern Alliance to learn from existing good practice. Whole school events 2. Celebrating successes <ul style="list-style-type: none"> a. 3 whole school assemblies. b. Alumni Wall. c. Develop a way to celebrate all S4-6 leavers. 3. Parents as partners <ul style="list-style-type: none"> o School Improvement Plan night o S1 open night, Primary Open 	Progress made 1. The Head Teacher made contact with Education Scotland and the Northern Alliance for support on which schools to contact. We then made initial contact with Head Teachers of 3-18 schools across the Northern Alliance. A number of initial conversations and meetings had taken place, however lockdown disrupted this, and the focus has been on keeping frontline services running. 2a. last session we had a whole school assembly on the first day of the year and, at Christmas and we had one planned for term 4, which did not take place due to	Next steps 1. Revisit when schools have more time and capacity for working with each other. 2a. look into Teams and whole school assemblies over Teams until guidance changes and we can mix year groups.

	<p>afternoon.</p> <ul style="list-style-type: none"> ○ Resilience and Science documentary nights. ○ Parent Council working in close partnership with the Head Teacher. ○ Parent Council to be consulted on further Family Learning events. ○ Letter to parents to offer volunteering opportunities. <p>4. Whole school communication</p> <ul style="list-style-type: none"> • New 3-18 Website will be launched <ul style="list-style-type: none"> ○ Access to all school forms on the website ○ School calendar on the website • School Handbook • Consult Parent council on having 1 social media presence. <p>5. <u>Develop one culture and ethos</u></p> <p>Collaborate with pupils, parents and all stakeholders to define our 3-18 Vision, Values, ethos and aims</p>	<p>Covid. The whole school assemblies were very popular with pupils and staff, particularly the Christmas assembly where pupils enjoyed seeing the performances from P1-S6. It definitely helped create a sense of community and shared ethos.</p> <p>2b. We sent a letter out to the community asking for suggestions, but did not receive any responses.</p> <p>2c. two members of staff were leading this with the S6 pupils, they had initial meetings, and had arrived at a number of ideas, including a year book and assembly, which unfortunately could not go ahead due to Covid. We sent all leavers a letter from the HT to mark their leaving school and had a P7 leavers assembly.</p> <p>3. All actions went ahead as planned, although the parental volunteering was not able to be progressed due to Covid.</p> <p>4. New 3-18 website launched HT continues to work on a school handbook, this was overtaken by the need to provide a return to school Covid handbook.</p> <p>5. Held pupil workshops on Vision, values and aims. Parents were asked to contribute their views at parents open</p>	<p>2b. We have decided to have one focus person per term on the school's information screen.</p> <p>2c. continue this action on. Look at ways of celebrating all leavers while adhering to Covid restrictions.</p> <p>3. We need to continue prioritising Parents as Partners. This is even more important during lockdown when we cannot have face-to-face interaction with parents. Work in close partnership with parents to devise ways of increasing partnership working during COVID.</p> <p>4. Our new 3-18 website needs to continue developing, with more school information added to it.</p>
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		<p>evenings etc as well as questionnaires, and there were staff session on vision, values and aims too.</p> <p>We now have a vision, values and aims.</p>	<p>5. Embed our school vision, values and aims. Make them relevant to all stakeholders and modelled by all staff. Ideas to progress – creating characters and stories for primary pupils to help give a deeper understanding of the values, refresh of the logo.</p>
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Priority 3: Tracking, monitoring and reporting	<p>National Improvement Priorities: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing Improvements in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>National Improvement Framework Drivers: school leadership teacher professionalism parental engagement assessment of children's progress school improvement performance information</p> <p>Quality Indicators (HGIOS? 4): 1.3 Leadership of change 2.3 Learning, teaching and assessment 2.6 Transitions</p>		
What did we want to achieve for learners? Our 3-18 school to have a more robust form of tracking and monitoring, which will give: <ul style="list-style-type: none"> Pupils (and their parents) a more consistent picture of their progress and what they need to do to improve. Timely and targeted interventions and support for our learners All staff a better understanding of our processes for tracking, monitoring and reporting. 	How exactly did we plan to do it? <u>Health and Wellbeing</u> <ol style="list-style-type: none"> All staff to be clear how we track and monitor health and wellbeing: <ol style="list-style-type: none"> Cause for Concern>,Wellbeing Meetings leading to intervention (led by DHT)> Safeguarding Meetings leading to intervention (led by HT). This will be outlined and added to the updated Staff Handbook. Weekly Wellbeing and Safeguarding meetings to take place. Pupil Alert System to be updated weekly in secondary, and as deemed necessary in primary. This process to be introduced and embedded in primary. <u>BHS Principles for Reporting</u> <ul style="list-style-type: none"> Principles to be developed 	Progress made <ol style="list-style-type: none"> We have implemented a new Initial SHANARRI Assessment (ISA) form which staff place to record a SHANARRI concern, which can either be a wellbeing or educational concern. These are then discussed at the weekly Pupil Support Meeting. Any pupils requiring further support and discussion are discussed at the fortnightly safeguarding meetings. If the school requires multi-agency support we will refer to the North Mainland Joint Support Team. This has been outlined and added to the Staff Handbook which is being shared with staff in Term 2. Weekly Pupil support meetings, and fortnightly safeguarding meetings are now in place. The Pupils Alert System (PAS) is updated weekly and shared with staff. This is also used to track and monitor children's wellbeing. We had begun discussing the implementation of this process in the primary, but this was interrupted by COVID. This will be implemented next term. 	Next steps Continue embedding the process and supporting staff in their use of the ISA forms. Ensure that we have a system for primary by the end of term 2 2020. Support staff with their use of Progress and Achievement and moderation.

<ul style="list-style-type: none"> The school methods of tracking and monitoring that are not bureaucratic and do not add to workload 	<p>ensuring that they do not add to workload or bureaucracy.</p> <ul style="list-style-type: none"> All staff to contribute to BHS Principles for Reporting. This will then be used to provide more consistency in reporting. To tackle workload time allocated to this in WTA and school calendar/development training. 	<p>5. Each department in the school considered Principles for Reporting and fed back to the Middle Leadership Team. Following this the Senior Leadership Team drew up our Principles for Reporting document. This has been included in the updated staff handbook.</p>	<p>BHS Principles for Reporting have been developed in consultation with staff. To be included in Staff and School handbook.</p>
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<p>Priority 4: 3-18 Curriculum Refresh</p>	<p>National Improvement Priorities: Improvement in attainment, particularly in literacy and numeracy Improvement in children and young people's health and wellbeing Improvements in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>National Improvement Framework Drivers: school leadership teacher professionalism parental engagement assessment of children's progress school improvement performance information</p> <p>Quality Indicators (HGIOS? 4): 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership of staff 2.2 Curriculum 2.6 Transitions 2.7 Partnerships</p>
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What did we want to achieve for learners?	How exactly did we plan to do it?	Progress made	Next steps
<p>Access to a curriculum that meets the unique needs of our pupils and community, allowing them to develop the four capacities through clear progression pathways.</p>	<ol style="list-style-type: none"> 1. Clear and relevant curriculum rationale from ELC – S6 <ol style="list-style-type: none"> a. Incorporating 1140 and Play based learning into the rationale b. Involving pupils, parents and staff in creating our rationale. 2. Progression Pathways (to tackle workload we will use frameworks developed by the Northern Alliance, rather than develop our own) <ol style="list-style-type: none"> a. Highland Literacy Progression Framework b. Numeracy progression framework (Andy Thompson) c. Health and Wellbeing Pathway 3. Making Curricular links across our 3-18 school 4. Developing the Young Workforce. <ol style="list-style-type: none"> a. See SDS partnership agreement 5. Learning For Sustainability Week 3-18 Learning for Sustainability Week to take place in May. Parents and families to be involved, particularly 	<ol style="list-style-type: none"> 1. Held pupil workshops where we collated information on what pupils want in the curriculum rationale. Parents were asked to contribute their views at open evenings etc. as well as through a parental survey. Staff working group on Curriculum rationale met twice, but the work was interrupted by lockdown. 2. Staff begun looking at progression pathways. Primary staff had training from our Attainment Advisor on Progression Pathways. Further work needed to embed the use of pathways. 3. Work was underway here – however this is difficult to progress due to Covid restrictions. 4. A number of Partnership Agreements were developed including a very exciting experiential learning project between Ports and Harbours and the school. Unfortunately, this has to go on hold due to Covid restrictions. 5. We ran a virtual Learning for Sustainability Week. Which was well received by families. 	<ol style="list-style-type: none"> 1. Continue to develop our curriculum rationale. 2. Continue work to embed use of Progression Pathways for planning and tracking and monitoring. 3. Revisit when Covid restrictions allow. 4. Revisit when covid restrictions allow. 5. Revisit when Covid restrictions allow.

	in the day of action.	Information collated on this and shared on the school's website, as learning across the 4 capacities. Covid restrictions will limit the scope of a Learning for Sustainability event in school.	
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School self-evaluation and priorities for further improvement

Leadership of Change (QI 1.3)

We have worked in partnership with pupils, parents and staff to build a school Vision, Values and Aims that is aspirational and reflects our context and community. The Senior Leadership Team held pupil workshops on our school values and curriculum, parent workshops, parent surveys, discussions at Parent Council, and staff workshops too. The values provide a framework to build upon the good relationships, aspiration and inclusion that already exists in the school. The values were launched within the school at a virtual whole school assembly at the beginning of session 2020-2021. The focus will now be on working with all stakeholders to embed our values and evaluate their impact.

A number of strategies for collaborative and collegiate working were introduced to involve pupils, parents and staff in strategic planning for continuous improvement. Through whole-school self-evaluation workshops staff increased their confidence with HGIOS4 and self-evaluation. Through our Working Time Agreement, we ensured that we had protected time for self-evaluation and school improvement so that all teaching staff were able to contribute to leadership of change.

All teaching staff had a role to play in each of the school's improvement priorities as part of the School Improvement Plan working groups. Due to a number of factors, school improvement priority working groups were only active for a few months before lockdown. Despite this, we managed to complete many actions and strands on the school improvement plan.

The SLT worked collaboratively, using the self-evaluation information gathered from a range of stakeholders to formulate a scoping paper for our Team Improvement Visit, which was then shared with stakeholders. The document contained the school's strengths and areas for development and many of the themes were the same or similar to those picked up in the Team Improvement Visit

The ELC setting has been through a period of significant change, which the team have responded well to and they are clearly committed to improving and developing the learning experience for children. However, a clear shared vision and well structured plan on how to develop and improve the service will support staff in their improvement journey.

Covid 19

Staff did a remarkable job of adapting to digital ways of working. In addition to this, a number of staff led the creation of two new services within the school, the Critical Childcare Hub, and the ASN Hub. This meant creating induction processes, rotas, fire safety plans, Covid risk assessments, and working with staff from other settings, and supporting children transition into a new environment. Primary parent Home Learning surveys provided points for improvement and consistency but overall they evidenced a high level of satisfaction with the approach the school was taking to home learning. The Leadership Team had weekly meetings to share information regarding covid and Pupil wellbeing concerns.

How do we know?

- The Head Teacher initiated pupil focus groups, collecting pupil views on quality indicators.
- Termly Learning Visits were in place, during which we gathered the views of pupils.

- Parent views were gathered on our 19-20 school improvement plan at a School Improvement Plan evening.
- The Parent Council also met regularly and worked collaboratively with the Head teacher to identify areas for development and possible ideas and solutions for moving the school forward.
- We also gathered parent views through surveys, and suggestion boards at parents evenings and open days.
- Head Teacher pupil focus groups.
- Pupil surveys, and information sessions.
- Almost all staff took part in workshops to develop priorities for our school Improvement Plan 2019-2020.
- Almost all staff engaged in collective self-evaluation in mixed groups from all three departments, which enhanced and built upon staff awareness and confidence with self-evaluation.
- Our TIV report says that parents: "...are clearer about what the school stands for and how it intends to improve."
- The Team improvement Visit report stated that following as positive developments in session 2019-2020
 - A single and manageable school improvement plan, covering ELC, primary and secondary, and corresponding improvement plan working groups with representation of teaching staff across the school.
 - A more consistent approach to self-evaluation across the school to share good practice and work collegiately.
 - The implementation of a single approach in primary and secondary to the tracking and monitoring of learners' progress, using SEEMiS Progress + Achieve module.
 - Development of a refreshed vision, values and set of aims for the school.

What are you going to do now? What are your improvement priorities in this area?

- Develop and embed our Vision, Values and Aims.
- Ensuring that the pace of change takes account of both the changes needed and the health and wellbeing of pupils, parents and staff.
- Ensure the ELC, non-teaching staff, and our partners have a greater voice in moving the school forward.
- Enabling middle leaders to be more involved in contributing to, and leading, school decision-making.
- Increase opportunities for learners to have a greater voice in the leadership and decision-making of the school.
- A shared vision and improvement plan for ELC, increased monitoring and quality assurance, and more thorough self-evaluation and recording and monitoring of improvement evidence.

Self-evaluation grade on the HGIOS?4 six-point scale: Satisfactory

Learning, teaching and assessment (QI 2.3)

How well are you doing? What's working well for your learners?

As identified during our Team Improvement Visit, we are fortunate to have “positive, purposeful and supportive relationships between children and teaching and non-teaching staff.” (Brae High School Team Improvement visit report 2020). It was also recognised that we have learners who are motivated, committed, and work well together.

Other strengths identified were:

- Learners' experiences were, mostly, appropriately challenging, enjoyable and matched to their needs in the majority of lessons observed.
- Support for children with additional support needs.
- Lesson intentions and success criteria were shared and reviewed in the majority of lessons.
- There were mostly clear explanations and instructions from teaching staff to all learners.

The Senior Leadership Team also implemented Learning Visits across the school to observe our strengths and areas for improvement. We saw very good relationships, and mostly appropriately challenging learning experiences. We identified a need to revisit some Assessment is for Learning strategies.

Most of our pupils take increasing responsibility for their learning as they progress through our 3-18 setting. Over half our learners play an active role in the school, often taking on leadership roles and leading learning. In addition to this, many of our learners are very active in the wider community.

We have good methods of recording pupils' achievements in and out of school. Staff support children to understand these achievements in terms of the soft skills they help our pupils build in motivation, confidence, commitment, dedication and determination. Most pupils enjoy a variety of learning environments and creative teaching approaches throughout their learning at Brae High School. We are confident that pupils will experience a range of varied learning activities, and curriculum content at Brae High School.

The school has used Pupil Equity Funding to supplement ICT provision to ensure that all learners can access ICT, particularly should we have another lockdown. In addition to this PEF funding was spent on targeted literacy and numeracy in primary. All primary staff felt this was beneficial, however we are aware we need to ensure more robust assessment and monitoring to measure the efficacy of interventions.

The school now has a more consistent approach to tracking and monitoring, through the use of SEEMiS Progress + Achievement across the school. This will help us to build a more robust understanding of attainment over time. In addition to this we developed our Brae High School Principles for Reporting to help ensure consistency in our approach to reporting.

A working group had begun looking at our curriculum rationale, and had consulted pupils and parents on the rationale. However, this was interrupted by Covid and would need to be completed this year.

While we feel that school is mostly good in many aspects of learning, teaching and assessment, we feel that there are significant inconsistencies across the three departments, particularly in terms of

use of assessments, and planning, tracking and monitoring.

Covid 19

Teaching staff showed a great degree of flexibility, patience and adaptability in meet the needs of all learners and increasing the digital skills to deliver home learning as effectively as possible. Teachers ensured that pupils with ASN or other barriers to learning received enhanced support; including digital 1-2-1 time, parent digital family learning. All departments worked collegiately to ensure collation of high quality evidence and accurate estimates for SQA.

How do you know? What evidence do you have of positive impact on learners?

- Senior Leadership Team observation – Observation of outdoor learning in all three departments; PEF being used to provide individual support; Learning visits; Classroom observations
- Use of SEEMiS for tracking and monitoring; Principles for Reporting completed.
- Pupil and Parent feedback.
- Parent's home learning survey.
- Analysis of pupil progress on return.
- SQA Attainment.
- Most pupils (81 %) at N5 and Higher attained on, or above estimate, prior to reverting to teacher judgement.
- All Advanced Higher pupils attained on, or above estimate, prior to reverting to teacher judgement.
- Pupils leading assemblies, MVP, Pupil Council etc.

What are you going to do now? What are your improvement priorities in this area?

- Completion of our curriculum rationale.
- A more consistent whole-school approach to providing quality feedback, which identifies next steps in learning, will support learners to understand their strengths and areas for development.
- Increased in-school moderation activities, and familiarisation with pathways and the Benchmarks, will improve assessment information and develop a more solid shared understanding of children's progress in achieving Curriculum for Excellence levels.
- Professional dialogue between senior leaders, principal teachers and teaching staff to take place regularly to discuss the progress of individual children.
- Ensure more consistency in teaching and learning across our ELC, Primary and Secondary.
- Embed tracking and monitoring, and better use of information to inform interventions.

Self-evaluation grade on the HGIOS?4 six-point scale:

Satisfactory

Ensuring wellbeing, equity and inclusion (QI 3.1)

How well are you doing? What's working well for your learners?

Our new school values are Creativity, Aspiration, Relationships and Equality; this demonstrates the school community's commitment to wellbeing, equity and inclusion.

We have developed a number of strategies to support young people facing challenges and barriers to their learning. The school's Cause for Concern form was no longer fit for purpose and has been replaced by Initial SHANARRI Assessment form, which has been developed and rolled out for use across the school to allow staff to document their concerns, whether they be around attainment or the wider wellbeing needs of pupils. This then feeds into the Pupil Alert System. The Pupil Alert System is a red, amber, green system that allows the Pupil Support Team to share which level a child is sitting at without sharing any confidential information. The Pupil Alert System is discussed at the weekly Pupil Support meetings, involving the secondary Depute Head Teacher, Principal Teacher of Pupil Support, Principal Teacher of ASN and Pupil Support, and the Youth Development Worker. The Depute Head Teacher alerts teaching staff of any changes to the Pupil Alert system from these meetings. Fortnightly Safeguarding meetings are also held, this is where pupils needing more support and possible outside agency involvement are discussed, and the Head Teacher chairs this meeting. We also have a calendar for monitoring attendance and a system of interventions.

Our partnership working with Youth Services is strong and the Youth Services Development Worker is an integral part of our Pupil Support team and the GIRFEC process. The Youth Development Worker has played a key role in improving attendance, approaches to wellbeing, running the Breakfast Club, setting up our LGBTQ+ group and leading sessions on LGBTQ+ with the Head Teacher.

Our PSE programme seeks to help children consider and respond to issues of equality – S1 Inclusion unit, Senior phase learners leading Mentors in Violence Prevention. Our Wider Achievement Programme also helped pupils address wellbeing, equality and inclusion through visits to the care centre and knitting for premature babies.

Transitions from ELC to P1 are strong as are transitions between primary seven and secondary one, with good communication between children and young people, staff, parents and partners. For children and young people who require them in ELC, P7 and pupils leaving school, we have meaningful and proportionate enhanced transitions in place. Our enhanced transition are developed and implemented in close partnership with specialist services, and most importantly the child and family. This helps children to feel included, engaged and involved in the life of the school. It also helps staff to ensure that they are aware of all children's needs and can support them.

Our ASN team has been through a significant period of change, with the appointment of a new Principal Teacher, new teaching and support staff. The department maintains an absolute

commitment to inclusion. The department continues to work in close cooperation with the Quality Improvement Officer for Children and Young People with Additional Support Needs to ensure that the school estate and facilities meet the needs of learners with additional support needs and disabilities.

The Anchor project has started to work with the school and the community to support low-level interventions for children and young people that require support, however they had only started working in the school when locked down happen.

Covid

The ASN department and Pupil Support teachers phoned the families of children at stage 2 or 3 of the levels of intervention twice a week. Learning Support Workers connected digitally with children who need extra support and regular contact with support staff. Where possible and permissible staff used Teams to meet with pupils and provide direct teaching, and also a chance to connect with their peers, particularly in primary. The school also set up and ran an ASN Hub and Critical Childcare Hub.

How do you know? What evidence do you have of positive impact on learners?

- The report from the Team Improvement Visit stated that “The support and inclusion of children with additional support needs across the school, and the Pupil Alert System and tracking and monitoring of wellbeing indicators in the secondary department” was a key strength of Brae High School.
- Introduction of LGBTQ+ Support Group
- Mentors in Violence Prevention
- Timetabling by stage rather than age, to allow for more inclusive timetabling options.
- Increased staff attendance and wellbeing
- Joint Support Team
- Improved tracking and monitoring of absence and wellbeing
- SLT work to ensure that staff with protected characteristics are supported
- All EY staff involved with supporting pupils with complex needs
- We have worked in collaboration with parents, partner agencies and EY staff to access two tranches of the ELC Inclusion Fund. This has allowed us to better resource the ELC setting for inclusion.
- GIRFEC Process; Initial SHANARRI Assessments; Pupil Alert System; Pupil Support Meeting; Safeguarding Meetings; Attendance checks.
- Effective strategies for inclusion in place – Buddying, bespoke curriculum, Circle of Friends etc.
- Events to support inclusion such as, LGBT History Month.

What are you going to do now? What are your improvement priorities in this area?

- As recognised by the senior leadership team, there is a need to develop the Pupil Alert system and wellbeing meetings, which are working well in secondary, into the primary department. This will further support the school in its aspiration to become a more

cohesive 3-18 entity and build upon our approaches to inclusion.

- Structure assemblies according to the school values.
To ensure that our values become lived, and are led by the children, the Head Teacher will run an equalities group and look into the Rights Respecting School Award.
- Continue to work with QIO for Children and Young People with Additional Support Needs to ensure the most inclusive environment for all children.
- Family Learning and Support Worker to work with families who require more support.

Self-evaluation grade on the HGIOS?4 six-point scale: Good

Raising attainment and achievement (QI 3.2)

How well are you doing? What's working well for your learners?

Our literacy levels in secondary BGE are very good, with almost all pupils attaining 3rd level or above, allowing for a strong foundation leading into the Senior Phase and National Qualifications. Attainment at level 4 at the end of secondary three is 58%, which is well above the local authority average. Pupil profiles and benchmark writings in primary demonstrate improvements in literacy throughout the year.

In numeracy, attainment at level 4 at the end of secondary three is 56%, which is above the local authority figure.

Work is under way to gather more robust and reliable attainment data in the primary department to measure the attainment of learners, both in literacy and numeracy, and their attainment over time.

During our team improvement visit learners across primary and secondary who participated in focus groups engaged well and were keen to demonstrate their skills and knowledge. Encouragingly, teacher judgements around the achievement of a level are in most areas accurate.

How do you know? What evidence do you have of positive impact on learners?

- Literacy levels 3, 4, 5 were above our virtual comparator.
- Attainment of level 3 and above at the end of S3 is strong at over 91.6%, which is above the Local Authority for attainment of 3rd level or above. Encouragingly attainment at 4th level at the end of S3 is 58% which is well above the Local Authority and 1% below the National Average. (ACEL Data)
- Male pupils in secondary are performing well, with 45% attaining an A compared to national average of 25%.
- Attainment for literacy for leavers is consistently higher than our virtual comparator
- Encouragingly attainment at 4th level at the end of S3 is 56% which is above the Local Authority. (ACEL Data)
- From 2016 onwards, numeracy attainment at SCQF level 5 has improved each year in S4 but is below the virtual comparator. However, S4 pupils are performing above the Local

Authority and National average for qualifications above N5 level.

- SCQF 5 in S5 has improved each year from 2017 and is above virtual comparator in 2019.
- SCQF 6 has shown a marginal improvement in S5 and is above virtual comparator in 2019.
- The maths teachers are engaging with the Northern Alliance Mathematics work and have attended a conference build on strategies and good practice.

What are you going to do now? What are your improvement priorities in this area?

- SLT to work with MLT to identify how we can raise tariff points.
- The wider leadership team to receive training on tariff points and data interrogation from insight, to understand our figures better and to make better-informed decisions.
- Improve our skills in interrogation of data, including SNSA, so that we understand our gap and can plan effective interventions to tackle the attainment gap.
- Continue to implement a single, tracking and monitoring system, with regular tracking meetings to discuss individual and groups of learners' progress, next-steps, and interventions.
- Engagement with the National Benchmarks, and the moderation cycle, more generally, will ensure teaching staff become more confident in their judgements and develop a shared understanding of the achievement of a level.
- There is work to be done to achieve consistency in approaches to tracking and monitoring.
- As well as the commitment to developing the curriculum offered to learners in the Broad General Education and Senior Phase, including children with Additional Support Needs, and the importance placed on wider achievement, the school needs to consider, strategically, approaches and strategies to raise the attainment of the most able learners in secondary four to six.

Self-evaluation grade on the HGIOS?4 six-point scale: Satisfactory

School Improvement Plan 2020-21

Factors Influencing the Improvement Plan

School factors

- Covid 19 Recovery
- Completion of 19-20 targets.

Local factors

- Difficulty accessing support services
- Closure of 2 large local employers

Local authority factors

- Shetland Islands Council NIF Plan
- Schools and Quality Improvement Service Plan
- SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting
- SIC Strategy for Parental Involvement
- SIC Covid Guidance

National factors

- National Improvement Framework
- “Learning Together”: Scotland’s national action plan for parental involvement etc. 2018-2021
- National Covid guidance

Improvement Priorities for 2020-21

Priority 1: Closing the attainment gap between the most and least disadvantaged children and young people

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

National Improvement Framework Drivers: school leadership teacher professionalism parental engagement assessment of children's progress performance information

Quality Indicators (HGIOS? 4): 1.1 self-evaluation for self-improvement 1.2 Leadership of Learning 1.3 Leadership of change 1.4 Leadership and Management of staff 1.5 Management of resources to promote equity 2.4 Personalised Support 2.6 Transition 2.7 Partnerships 3.1 Ensuring Wellbeing, equality and inclusion 3.2 Raising attainment and achievement

What do we want to achieve for learners?	How exactly are we going to do it?	Personnel	Time Scale	Resources	Monitoring and evidence
Measurable improvements in attainment for identified pupils.	<p><u>Universal Support</u></p> <p>1a) Our Youth Development Worker and school staff will re-establish our partnership with the Co-op food share programme when Covid measures allow. In the meantime, the school will use a charitable donation to ensure that no pupil from P1-S6 has to start the day on an empty stomach.</p>	YDW, Safeguarding Team.	In place by term 1	Breakfast foods.	<ul style="list-style-type: none"> A Teams page will be created for staff to share progress on this priority and each action. The working group will meet throughout the year the year to monitor progress and plan.

	<p><u>Targeted Support</u></p> <p>1b) Our new Family Learning and Support Worker will work in close collaboration with children and families to support them to overcome any issues, which may be affecting their attendance, engagement and attainment.</p> <p>The Family Learning and Support Worker and the Principal Teacher of Pupil Support will take part in a project with ADES, Education Scotland and our Attainment Advisor to draw up an Improvement Plan.</p> <p>Referral process to be developed. Ensure process is not bureaucratic.</p>	<p><i>HT, Family Learning & Support Worker, Safeguarding Team, Anchor Project, HT Mossbank Primary School, Attainment Advisor.</i></p>		<p>PEF Funding, ICT Provision for new staff member and the families they work with.</p>	<ul style="list-style-type: none"> • An update will be given at MLT Meetings. • The SIP will be discussed and an update provided at each Parent Council meeting. • An update will be included in the school Newsletter. • The Pupil Council will also be updated by the SLT. <p>1b – Measurements will be identified as part of the improvement methodology plan devised in collaboration with Education Scotland and ADES.</p> <p>1c – a range of Assessments will be used to inform what interventions are necessary and progress measured using the same type of assessment. This will then be collated to measure impact across all children supported.</p>
	<p>1c) Primary Pupils identified using Shetland's Vulnerability criteria and PEF Criteria will receive targeted support for literacy and numeracy.</p> <p>PEF Funding will be used to employ a LSW to assess the attainment gap, and work with colleagues and pupils to close the gap.</p> <p>A specific plan for this piece of work will be drawn up by the HT, DHT (Primary), LSW PEF and primary staff.</p> <p>The Senior leadership Team will look at the possibility of rolling this out to secondary.</p>	<p><i>HT, DHT Primary (Lead), LSW PEF,</i></p>	<p>End of term 4</p>	<p>PEF Funding, ICT Provision, Access to resources and Assessments, Highland Literacy Resource. Time to meet and plan. Spreadsheet to monitor impact.</p>	
	<p>1D) Develop the use of tracking data to plan and monitor effective interventions.</p>	<p><i>SLT</i></p>	<p>Term 3</p>	<p>Time</p>	

Priority 2: Working as a cohesive 3-18 school

National Improvement Priorities: Improvements in Children and Young People's Health and Wellbeing Improvement in attainment, particularly in literacy and numeracy
 Closing the attainment gap between the most and least Improvements in employability skills and sustained, positive school-leaver destinations for all young people

National Improvement Framework Drivers: School Leadership Teacher Professionalism Parental Engagement School Improvement
 Assessment of children's progress performance information

Quality Indicators (HGIOS4): 1.1 Self-evaluation for self-improvement 1.2 Leadership of Learning 1.3 Leadership of Change 1.4 Leadership and Management of Staff
 2.2 Curriculum 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 3.2 Raising Attainment and Achievement;

What do we want to achieve for learners?	How exactly are we going to do it?	Personnel	Time Scale	Resources	Monitoring and evidence
<p>Through clear values which are understood and modelled by all, pupils will feel an increased sense of belonging and agency in their school and learning.</p> <p>For all stakeholders to be committed to our collective values</p> <p>Parents have the opportunity to be active partners.</p> <p>To begin providing a more joined up learning experience from 3-18.</p>	<u>2a - Embedding our values</u> <ul style="list-style-type: none"> Assemblies structured according to values. 	SLT.	End of term 2	Time in SLT Meetings	<ul style="list-style-type: none"> A Teams page will be created for staff to share progress on this priority and each action. The working group will meet throughout the year the year to monitor progress and plan. An update will be given at MLT Meetings. The SIP will be discussed and an update provided at each Parent Council meeting. An update will be included in the school Newsletter. The Pupil Council will also be updated by the SLT.
	Creativity <ul style="list-style-type: none"> To help ELC and lower primary pupils connect with and understand our values we will create characters to personify each of our values. Primary pupils to be consulted on what the characters should be. Secondary and upper primary pupils to create short stories to personify each value. To consult pupils on our new logo. This will then be co-designed with SIC Communications 	Primary staff. English department SIC Communications Pupils Consulted SIC Communications	End of term 4 End of Term 4	<i>Time in class</i> <i>Money to create images of each character and to produce books for the short stories.</i> <i>Funding to re-brand signs etc.</i>	
	Aspiration	Staff to carry over	End of	Time allocated to	

	<ul style="list-style-type: none"> Find a way to celebrate all leavers 	from last year	term 4	any celebration Funding for any resources.	<ul style="list-style-type: none"> Towards the end of the session the SLT will hold focus groups with pupils to measure the impact of the school values. Parental feedback on ways the effectiveness of our new methods of partnership working.
	<p>Relationships</p> <ul style="list-style-type: none"> Continue to look into a house system As we can no longer have parents in the building, we will need to find new ways of increasing partnership working. We will liaise with the parent council to find solutions. The SLT will hold regular virtual SLT drop in sessions for parents with a particular focus. School Handbook to be published and shared with parents. 	<p>Staff to carry over from last year.</p> <p>SLT</p> <p>Parent Council</p>	<p>End of term 4</p> <p>Term 2</p> <p>End of term 2</p>	<p>None at present</p> <p>Time</p> <p>ICT</p> <p>Agenda item at Parent Council</p>	
	<p>Equality</p> <ul style="list-style-type: none"> Look at how to increase pupil voice by having an equality group that considers the Rights Respecting School Award. Senior pupil and staff will be offered the opportunity to join SLT meetings. Pupil Council to continue running while adhering to COVID restrictions concerning mixing of groups. Pupil Council to be allocated funding to spend in line with the school values. HT Continue having pupils Focus groups to collate pupil views on the school's strengths and areas for improvement . 	<p>Head Teacher</p> <p>DHTs</p>	End of term 4	Funding for RRSA	

<p>Our 3-18 school to have a more robust form of tracking and monitoring, which will give:</p> <ul style="list-style-type: none"> • Pupils (and their parents) a more consistent picture of their progress and what they need to do to improve. • Timely and targeted interventions and support for our learners • All staff a better understanding of our processes for tracking, monitoring and reporting. 	<p><u>2b - Tracking and monitoring and Moderation</u></p> <ul style="list-style-type: none"> • To continue embed the use of SEEMiS Progress + Achievement for recording tracking data. • Embedding the use of the new Initial SHANARRI Assessment form for recording all learning and wellbeing concerns. • Introduction of Pupil Support and Safeguarding meetings in primary. • Begin the process of looking at internal moderation. We will use the Moderation Hub to help with this. 	<p>All staff</p> <p>All Staff</p> <p>HT, DHT Primary, PT ASN, Primary Staff.</p> <p>SLT</p>	<p>Term 1</p> <p>Term 1</p> <p>By the end of Term 2</p> <p>By the end of term 4</p>	<p>Time Continued support from SLT</p> <p>Time Development of guidance and process.</p> <p>Training sessions allocated to Moderation Hub.</p>	<ul style="list-style-type: none"> • All staff to follow Tracking and monitoring calendar. • DHTs to quality assure tracking and monitoring. • Minutes of the Primary Pupil Support/Safeguarding Meetings. • Primary Pupil Alert System in place.
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<ul style="list-style-type: none"> The school to have methods of tracking and monitoring that are not bureaucratic and do not add to workload. 	<p>2c – 3-18 Curriculum</p> <ul style="list-style-type: none"> Complete the piece of work done creating a clear and relevant curriculum rationale from ELC – S6 <ul style="list-style-type: none"> Incorporating ELC and Play based learning into the rationale. Ensure that the rationale reflects the views gathered last session from parents, pupils, and teachers. Continue looking at Progression Pathways <p>(to tackle workload we will use frameworks developed by the Northern Alliance, rather than develop our own)</p> <ul style="list-style-type: none"> Highland Literacy Progression Framework Numeracy progression framework (Andy Thompson) Health and Wellbeing Pathway 	<p>HT and Staff involved last session.</p> <p>Staff involved last session</p>	<p>By the end of term 3</p>	<p>Time</p> <p>Copies of frameworks to staff.</p>	<ul style="list-style-type: none"> Curriculum rationale in place by the end of the academic session. Staff using progression pathways to inform planning and tracking.
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Priority 3: Responding to Covid

National Improvement Priorities: Improvements in Children and Young People’s Health and Wellbeing Improvement in attainment, particularly in literacy and numeracy
 Closing the attainment gap between the most and least disadvantaged

National Improvement Framework Drivers: School Leadership Teacher Professionalism Parental Engagement School Improvement
 Assessment of children's progress performance information

Quality Indicators (HGIOS4): 1.1 Self-evaluation for self-improvement 1.2 Leadership of Learning 1.3 Leadership of Change 1.4 Leadership and Management of
 Staff 2.2 Curriculum 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 3.2 Raising Attainment and Achievement;

What do we want to achieve for learners?	How exactly are we going to do it?	Personnel	Time Scale	Resources	Monitoring and evidence
<p>To ensure that learners continue to thrive and achieve their best .</p>	<p><u>Digital Literacy</u></p> <p>Continue to support pupils, parents and staff in their use of Glow.</p> <p>Pupils</p> <ul style="list-style-type: none"> Where appropriate time in class dedicated to children becoming more proficient in their use of Glow and Teams. Ensure pupils who need them have their own devices. Funded devices from Funding applied for through SIC and funding supported by the Delting Community Council. The school has also applied for funding for additional devices and connectivity. <p>Parents</p> <ul style="list-style-type: none"> Consult parents to see what particular 	<p>All staff</p>	<p>By the end of term 2 As above</p> <p>By end of term 1</p> <p>By the end of term 2</p>	<p>ICT and Funding from various sources.</p> <p>Time</p>	<ul style="list-style-type: none"> A Teams page will be created for staff to share progress on this priority and each action. The working group will meet throughout the year to monitor progress and plan. An update will be given at MLT Meetings. The SIP will be discussed and an update provided at each Parent Council meeting. An update will be included

	<p>support, if any, they require to navigate Glow.</p> <p>Staff</p> <ul style="list-style-type: none"> • Training sessions on using Teams 	Digital Lead – Tracy Langley		Training time allocated	<p>in the school Newsletter.</p> <ul style="list-style-type: none"> • The Pupil Council will also be updated by the SLT. • • <i>Assessments and tracking information will demonstrated improvements in attainment.</i> • <i>Discussion at SLT Meetings.</i> • <i>Discussion at MLT Meetings.</i> • <i>Discussion at Departmental Meetings. .</i>
	<p><u>Adapting Learning and teaching</u></p> <ul style="list-style-type: none"> • Use assessments such as SNSA, as well as tracking information to identify where attainment and progress has been impacted by lockdown. Where gaps are identified interventions will be put in place to close the gap. • Blended and home learning plans in place. They will be reviewed and revisited when necessary. • Time to adapt and digitise courses/materials as detailed in the Working Time Agreement. • Time allocated within departments to keeping abreast of SQA changes and to adapt learning and teaching to take account of changes to SQA courses, assessment and moderation. • New school SQA Assessment Calendar to ensure coordination and good planning of assessments. 	SLT, Teaching staff	Term 2/3	ICT, Time, Information from the SQA.	
		Teaching staff	Throughout the year.		
		Teaching Staff Teaching Staff	When information comes through from the SQA		
		Teaching staff, Depute Head Teacher (secondary)			

	<u>Transitions</u> <ul style="list-style-type: none"> Cluster priority to look at how we sustain our transition programme with current restrictions in place. Work collaboratively to produce another North Mainland Transition video. 	HT, Cluster HTs Youth Services		Time to consult	<ul style="list-style-type: none"> Discussion at Cluster HT Meetings
	<u>Partnership working with parents</u> <ul style="list-style-type: none"> Consider how, if at all, parents evenings can be held. If they cannot go ahead, we will devise an alternative reporting method. virtual open evenings – <ul style="list-style-type: none"> P1/2 Information Evening Early Years Information Evening Consider an S1 Information Evening Virtual drop-in sessions with the SLT. 	MLT in consultation with staff. SLT and department staff.	Term 2 Term 1 Term 1 Term 2 Term 2	Time ICT	

- Discussion at SLT Meetings.*
- Discussion at MLT Meetings.*
- Discussion at Departmental Meetings. .*

	<u>Health and Wellbeing of all stakeholders</u> <ul style="list-style-type: none"> • Pupils <ul style="list-style-type: none"> ○ Sign up to SHINE to help us identify and address the key Health and Wellbeing needs of our Pupils. ○ Synergy programme led by ASN department • Staff <ul style="list-style-type: none"> ○ Staff health and wellbeing sessions. Time allocated in the Working Time Agreement to staff wellbeing. ○ Survey to all staff to see what they would like to use the allocated wellbeing time for. ○ Synergy programme led by ASN department • Parents <ul style="list-style-type: none"> ○ Consider running a Synergy session for parents. ○ Family Learning and Support Worker. 	HT and Pupil Support Team ASN/Pupil Support Team MLT ASN Educational Psychology	<p>Begin term 2</p> <p>Terms 2-4 Begin Term 2</p>	<p>Access to SHINE Programme</p> <p>Time for training</p> <p>Time allocated in WTA</p> <p>Time for training</p>	<ul style="list-style-type: none"> • <i>Discussion at SLT Meetings.</i> • <i>Discussion at MLT Meetings.</i> • <i>Discussion at Departmental Meetings .</i> • <i>Discussion at operational meetings.</i> • <i>Discussion at WTA Committee meetings.</i>
	<u>Workload</u> <ul style="list-style-type: none"> • Due to the unpredictability caused by Covid the WTA will be reviewed termly to ensure that it meets the ever changing 	SLT and WTA Committee.	Termly	Time	

	<p>needs of the school, and that it takes account of any workload issues caused by further changes to Covid guidance or the changes to SQA courses.</p> <ul style="list-style-type: none"> • Additional time allocated to Covid in the WTA to support staff in keeping up to date with risk assessments etc. • Additional time allocated to digitisation of resources. • Time allocated to staff health and wellbeing in the WTA to support staff to strike a good work/life balance. 				
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Brae High School

Working Time Agreement 2020-21

Hours Per Week	35		Secondary	35	Primary
Teaching	22.5	Max 27 periods teaching for full time	27 x 50 minute periods = 22.5 hours	22.5	22.5 teaching hours
Personal Preparation and Correction	7.5			7.5	
Collegiate Time	5			5	
Annual Collegiate Time	195	5 hours x 39 weeks		195	5 hours x 39 weeks
Tracking, Monitoring & Reporting	53	40 minutes x 80 pupils		37.5	1. 5 hours x 25 pupils
Parents Evenings	17.5	3.5 hours x 5 meetings		6	6 hours
Operational meetings	6	8x45 operational meetings	Discussion of any operational issues – particularly with regard to Covid		
SQA Internal Assessment/forward planning/ moderation	12			35	30 hours allocated to forward planning. 5 hours allocated to moderation
Staff Development and Review	3.5			3.5	
Self-Evaluation	2	2 x 1 hours	2 x collegiate whole-school self-evaluation meetings	2	2 x collegiate whole-school self-evaluation meetings
ASN & Pupil support Liaison/consultation/planning and meetings	4.5	4.5 hours	2.5 hours allocated to liaise with ASN. 2 hours allocated to professional learning with the ASN dept. focussed on inclusion/equalities/ASN	26.5	24.5 hours allocated to liaise and plan with ASN teachers, and to attend children's meetings. 2 hours allocated to professional learning focussed on inclusion/equalities/ASN
Total	98.5			110.5	
Remaining Time	96.5			84.5	
Departmental Meetings	20	1x20 hour dept.		20	1x20 Fortnightly departmental meetings

		meetings			
Subject Development Groups	8	2 hours x 4 meetings			
School Development/ Meetings	12	15 x 1 hour	9 x Middle Leadership Team meetings/9 hours whole school initiatives. 3 school Development/Training Meetings	2	2 x development meetings
School improvement working groups	11	2 x 1 hour meetings	2 x 1 hours allocated to the collegiate development of school improvement priorities. 9 hours allocated to progressing school improvement priorities.	15	2 x 1 hours allocated to the collegiate development of school improvement priorities. 9 hours allocated to progressing school improvement priorities
Departmental Improvement	7.5		Allocated to departmental improvement.	11.5	Allocated to departmental improvement
Flexible Time (10%)	11		It is recommended that at least 10% of remaining time be assigned to flexibility, and the use of such time should be decided by the teacher. Any such time unused would be assumed to be assigned for additional preparation and correction."	15	Allocated to initiatives/activities that cannot be anticipated + 4 hours for familiarisation with stages
Additional Covid time	4		Additional time allocated for Covid for: Information sharing, Reading guidance/risk assessments etc, adapting learning and teaching.	6	Additional Time Allocated for : information sharing, reading guidance/risk assessments etc, adapting learning and teaching
Digitisation of resources	9		Time allocated to digitisation of resources to ensure that we are in a strong position should lockdown occur again	9	Time allocated to digitisation of resources to ensure that we are in a strong position should lock down be implemented
Union time	4		4 hours allocated to union		
Health and Wellbeing	10	10 throughout the year	Due to staff being unable to connect and socialise as they normally would, 10 hours have been allocated for staff to focus on their health and wellbeing (further detail in SIP) during these unusual times.	10	10 hours throughout the year Due to staff being unable to connect and socialise as they normally would, 10 hours have been allocated for staff to focus on their health and wellbeing (further detail in SIP) during these unusual times.

Total	195			195	
Cover arrangements – based on contact periods fewer than max - 27 periods for full time, pro rata for part time.					
Additional information – <ul style="list-style-type: none"> All meetings will either take place in small socially distanced teams or virtually on MS Teams The reinstatement of a 10 minute operational meeting will be reviewed on a termly basis and any decision to reinstate it will be in line with government guidelines. Hours highlighted in red are additional/new hours from last year, specifically focused on recovery and renewal due to Covid					