

Standards & Quality Report 2021/22

School Improvement Plan 2022/23



LOOKING INWARDS:
knowing ourselves
inside out through
effective self-evaluation



LOOKING OUTWARDS:
learning from what
happens elsewhere to
challenge our own thinking

LOOKING FORWARDS:
exploring what
the future might
hold for today's
learners and
planning how to
get there



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Introduction

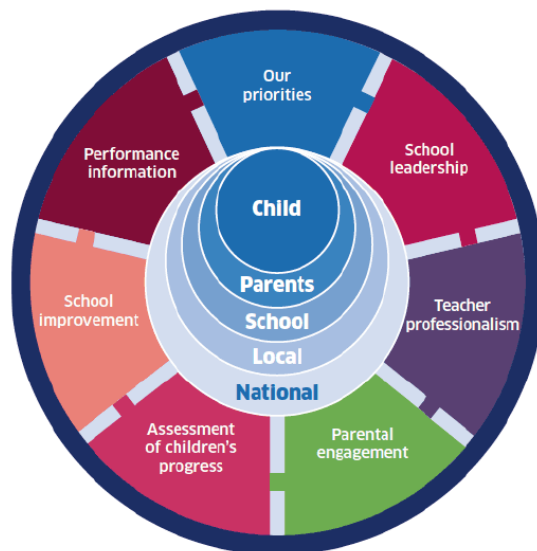
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, Getting it Right for Every Child (GIRFEC), and Developing the Young 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 2022/23. 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:



Curriculum Rationale

Our Island

Mid Yell Junior High School is an all-through school (3-16) serving the whole of Yell. The Nursery and Secondary Departments takes pupils from all over the island along with the Primary Department, which covers the central part of the island. Our associated Primary schools are Burravoe Primary School in the South of the island and Cullivoe Primary School in the North. On completion of their S4 pupils have the choice of transferring on to: Anderson High School, Lerwick or Brae High School, Brae or Shetland UHI, to complete their S5/6 of school education.

Yell is second most northerly populated island in Britain with a population of around 900 people. Yell has good employment opportunities both on the island (including Salmon Farming Industries, Care, Bakery, Cottage Industries, Textiles, Ferries, Crofting, Fishing- Shell, Salmon & White) and, because of its good transport links, to the Mainland (including Sullom Voe Terminal, Shetland Gas Plant, NHS, IT Services).

School Aim

In Mid Yell Junior High School (refreshed during 2020/21) we aim to provide a learning community that is broad, aspirational and enjoyable within a safe and inclusive environment.¹

Motto – Mid Yell Junior High School, learning at the heart of our ISLAND.

Values





- | | |
|-------------------------|---|
| I – Inclusive | <i>We welcome everyone into our school, valuing and treat everyone with respect.</i> |
| S – Supportive | <i>We work together in a team to provide positive learning experiences whilst communicating openly, fairly and honestly.</i> |
| L – Learning | <i>We engage curiously and critically in a broad education that is inspiring, varied, exciting, challenging using problem solving skills.</i> |
| A – Aspirational | <i>We understand the learning journey and work hard to achieve our full potential - high expectations: aspiration, actions and reflections.</i> |
| N – Nurturing | <i>We support, nourish and encourage every member of our learning community to be confident in safe, trusted, active spaces.</i> |
| D – Developing | <i>We use a growth mindset in the face of challenges; developing skills for work, learning, life which can secure our Island's future.</i> |



New School Badge

¹ Refreshed vision, values, motto and badge during 2020/21, launched during 2021/22 and currently being embedded.

Curriculum Map – Whole School - Vision of Learner Journeys

Curriculum for Excellence							Mid Yell Junior High School													
																				
Broad General Education																				
Nursery																				
Lower Primary																				
Top Primary																				
Junior Phase																				
Senior Phase																				
<ul style="list-style-type: none"> Successful Learners Confident Individuals Responsible Citizens Effective Contributors 																				
CfE Levels																				
Curricular Areas: Languages (inc Literacy, L2 – French, L3 - Mandarin), Mathematics (incl Numeracy), HWB, Expressive Arts, Technologies, Sciences, Social Subjects, RME)																				
Wider Achievements																				
Personalisation & Choice																				
SQA Qualification (Typical route of progression)																				
																				
Early Yrs (3-5)			P1	P2	P3	P4	P5	P6	P7	S1	S2	S3	S4	S5	S6					
Early Level			First Level			Second Level			Second/Third Level											
									Fourth Level											
												School/Community Events Pupil Reps: Pupil Council, Young Ambassadors Lifeskills – Drugs & Alcohol, SHARE, Personal Finance, Careers Ed, Seasons for Growth, Personal Wellbeing, Enterprise, Princes Trust Achieve) S1/2 Wider Achievements* - John Muir Award, Saltire Award, Elementary Food Hygiene Award, Mandarin (L3), First Aid, CPR, Fitness Suite Induction, School Garden, Sailing, Eco Projects, Camping Skills S3 YPI , Easter Quiz Organises & Hosts (Enterprise) DYW – Careers Ed, Work Experience, SDS Meetings, Careers Events Outdoor Education: Fit Fifteen, School Grounds, SIC Outdoor Education Days Sustainability Ed - Eco Committee, Voar Redd Up STEM Events Profiling – termly pupil profiles, Term 4 CV School Trips – Screenplay, S1 Transition Annual Competitions - Maths, French, Dialect, Young Writer, Yell Show			MVP Training Saltire Ambassador, Pupil Council Duke of Edinburgh Work Experience High Schools(s) and College Visits AHS Transition Day Elementary Health & Safety Award School School Dance Organises & Hosts (Enterprise)					
			Volunteering, JRSO, School Events, Pupil Council, Buddying, Community Events, Fit Fifteen, School Grounds, Primary Gathering, Primary Pupil Council, Transition Projects, STEM Events, Open Evening, School Concert, Growth Mindset, Golden Time						Wider Achievements *			Personalised Curriculum: 6 subjects (out of 14)			See below SQA					
												Vocational Pathways N4/5								
												Vocational Pathways N4/5 7 Qualifications N3/4 /N5 Units National 5 (plus Literacy & Numeracy)			Transfer to AHS, BHS or Shetland UHI					
															Bridges Project Work Placement Apprenticeship					

Pupil Consultations - strategies to engage pupils in decisions about improving our work

Our pupils are consulted regularly throughout the school year on a wide range of issues and in a variety of ways. These include:-

- Whole school Pupil Council
- Primary Pupil Council
- Bi-Annual Audits
- Participation in various clubs, groups, young ambassadors and committees
- Class discussions
- Individual meetings between pupils and staff

Parental & Carer Engagement - strategies involvement in decisions about improving our work

As a school community we work hard to try and engage with all our parents and carers. We attempt to do this in a wide variety of ways, offering a combination of opportunities at different times to try and ensure that all families can participate and build up stronger bonds. We arrange lots of different activities throughout the school year and use a variety of strategies to try and support these. Some of them include:-

- Parent consultation evenings
- Curriculum development evenings
- Social Functions & Fundraising events
- School days of action (Outside learning space development and school maintenance)
- Golden time, Wider Achievements and Reward Afternoon activities
- Parent Council meetings and events
- Family Learning activities (in school and at home)
- Newsletters, Emails and various online messengers (Class Dojo)
- Home/School Diaries
- Provide transport to activities
- One to one meetings when required or requested
- Open door policy
- Open evenings and afternoons
- Pupil Profiles - primary and secondary (OneNote)
- S4 Senior Phase - My Ambitions/My Progress Sheets including termly updates
- Parent Information Sheets – nursery, primary and secondary
- School Facebook page, Parent Council Facebook page
- School Show

Staff Consultation - strategies engaging in decisions about improving our work

As a school community we work hard to try and engage with all staff. We attempt to do this in a wide variety of ways, offering:

- Morning meetings
- Staff Bulletins (along with pupil bulletins) on board and emailed out to all staff
- Staff Meetings – nursery, primary, secondary, whole staff
- Regular emails
- Conversations in staffroom, between staff-staff and staff-line managers (always available)
- Working with partners (including subject development groups, moderation meetings, partner agencies)
- To do lists
- Observations including post observations discussions
- Peer-to-peer observations/meetings
- Subject Development Groups – sharing professional development including forum for moderation
- Whole School Development TLC – Formative Assessment Focus for 2022/23
- Annual Professional Development Reviews

Community Partners - strategies engaging in decisions about improving our work

Our school works within our community:

- Parent Council
- School Grounds Committee
- Parent Helpers
- North Isles Learning Partnership (NILP)
- Community Helpers (eg Old Makers)
- Partners: Cooke Aquaculture, SDS, DYW, Open Peer Educators, STEM, Community Worker, Woman's Aid, Library Service
- Leisure Centre

Factors Affecting Progress

1 Continued Covid -19 Restrictions

COVID 19 restrictions continued to impact on schooling including: very limited in person engagement with parents, carers and other agencies, developing the wider curriculum and school developments as a result of self-isolation for pupils and staff. Term 4 saw many restrictions lifted and the return to normal, as far as possible, including whole staff meetings and in person meetings with parents and other providers, whole school events and school trips return. Online parents evenings (Primaries, S2, S3, S4) continued to support parental engagement during early 2021/2022. During term 4 saw the return to in face parents' nights for S1 pupils and parents (pilot).

2 Staffing Issues


Staff recruitment has continued to be reasonably stable during this academic year although we have had a many 10 day isolation absences amongst others. With a very small pool of supply staff for various posts we have found it difficult to cover classes and support individuals without using up management team time. This then has a knock on effect on the monitoring and development work that is planned by management team members.

3 Timetabling Issues

- Shetland Island Council position paper on the Common Curriculum Structure in BGE and Senior Phase May 2018 document – “Equity for All” – continue to cause issues for secondary timetabling in particular shared staff and WTA.
- 0.3 FTE Primary Teaching post has been unfilled for many months due to difficulties to recruit to part time post – big impact on PT Curriculum time for development work and non-contact time.
- Covid-19 had implications for breath of wider achievements and lifeskills as we were unable to bring in other agencies/ local people to help deliver programmes of work or plan school trips.

Standards & Quality Report 2021/22



Priority	1	Curriculum NIF Priorities: Closing the attainment gap Improvement in children and young people's health and wellbeing HGIOS4: 2.2 Curriculum 3.1 Ensuring Wellbeing, Equality & Inclusion 3.2 Raising Attainment & Achievement	
Area for Development		To revisit and re-fresh our nursery/school curriculum to create a strategic whole school curriculum that places learners at centre of process and take account of local and national circumstances which ensures strong outcomes for all learners.	
Desired Outcomes	Implementation Process		Progress Made
<p>To develop and promote whole school curriculum aim (high aspiration for all our learners) – share and promote – with all stakeholders,</p> <p>To develop: transparent strategic whole school overview using visual planners (curriculum areas and responsibilities for all L & N)</p> <p>focus: pace and challenge</p> <p>To give ownership to learners for their journey – mapping own progression and understand next steps → aim better profiling → positive impact on attainment.</p>	<p>Strategic Overview</p> <ul style="list-style-type: none"> Self-evaluation/audit of current approaches to identify strengths and development needs – across nursery/school and within departments – using visual planners. Re-visit programmes of work to specifically targeting pace and challenge – appropriate for individual, groups and classes. <p>Responsibility for All - Trial</p> <ul style="list-style-type: none"> Literacy strategic overview planner – termly focus have been created and shared with staff (Blooms Taxonomy). Numeracy strategic overview planner – one per class per term– staff record on sheets their terms focus. <p>Meetings – moderation and planning – professional learning and collegiate working - curriculum, challenge, sharing expectations and good practice. Audit reflections on moderation activities – how useful, what is done, focused dialogue on achieving a level.</p> <ul style="list-style-type: none"> Theme moderations/observations - achievement of a level, HOTS, challenge and pace 		<p>Limited Progress <input type="checkbox"/></p> <p>Good progress <input checked="" type="checkbox"/></p> <p>Completed <input type="checkbox"/></p>
Evaluation (linked to HGIOS4 challenge questions)			Evidence
<p>100% primary staff and more than 80% secondary staff have engaged with the visual planners to identify course coverage, identifying strengths and gaps. More than half of staff have used this information to modify courses and produce resources to assess and share pupil learning journey. Few have begun to use to share learning pathways with pupils to support active reflection (profiles) and celebrate success.</p> <p>Some staff engaged with the literacy and numeracy strategic overview to focus their plans.</p> <p>All staff engaged in moderation meetings at some point during the year were engage discussions of BGE standards of pupil work and challenge evidenced – most bring evidence, all active in examining work for shared expectations and challenge. Nursery & Primary staff participated in cluster moderation and assessment activities, sharing a common standard and consistent expectations.</p>			<p>Pupil quality of work ✓ and attainment levels</p> <p>Teacher judgements ✓</p> <p>Teachers' plans ✓</p> <p>Progress of identified children ✓</p> <p>Audit – peer obs, pupil/parent questionnaires</p> <p>INSIGHT & SNSA data – Literacy & Numeracy quantitative data</p>

Priority

2

Leadership of Change

National Priority – Improving attainment

HGIOS4 – 1.3 Leadership of Change 2.2 Curriculum 2.3 T, L & A



Area for Development

To collaborate with all stakeholders to develop a shared vision of our school – rationale, vision, aims and values which take account of our local contexts (social, economic and cultural) – which will inspire and motivate high expectations in all learners.

Desired Outcome

A clear and aspirational vision for our school curriculum shaped by the whole school community.

Refresh vision & values – current educational thinking and debate within whole school community.

To promote our school vision of:

- aspiration for all
- healthy lifestyle choices
- ethos nurturing school and growth mindset.

Implementation Process

- Audit current school vision & values.
- Use national information and advice re developing a shared vision.
- Provided opportunities for whole school community to comment on what makes our school unique help develop vision for the MYJHS.
- Develop a refreshed vision and value statement.
- Share our refreshed vision and values with our parents and ask for feedback
 - local (unique setting) and national circumstances,
 - develop a new logo
- Share with all stakeholders.
- Embed into school ethos.

Progress Made

- Limited Progress
- Good progress
- Completed

Evaluation (linked to HGIOS4 challenge questions)

- Curriculum priorities were identified following consultation with all stakeholders. Working group created to identify gaps in current provision (5 parents evenings, 65% of parent forum, 80% staff, 100 % pupils)
- Curriculum rational document was refreshed and re-launched in a more accessible format
- Vision and values work was carried out and new motto and vision statement developed. This was launched and shared with all stakeholders. (100% pupil input, 65% parent forum input)
- The work which has gone into this development was shared positively to ensure that it becomes a meaningful development for our whole community.
- The impact of COVID – 19 on the development of this work has to be recognised as there is a danger that the discussions, questionnaires and activities used to gather opinions will be forgotten and stakeholders will need reminded of the part they played.
- Monthly growth mindset posters have been developed and are shared and referred to within lessons.
- Our Curriculum reflects the needs of our community and the young people of Yell.

Evidence

- Feedback from stakeholders – from audit of vision/profile ✓
- Updated rational, vision and aims statements ✓
- What makes our school unique? ✓ Shared and promoted *continue*
- Curriculum includes local issues ✓ developing
- Pupils can share what makes our school and locality unique ✓
- Ethos – nurturing and a school culture of growth mindset *WIP*
- Improved outcomes for all
- 100% uptake of offers for Nurture Support Worker (JS)

Priority

3

Learning, Teaching and Assessment

National Priority – Improving attainment

HGIOS4 –2.3 T, L & A, 2.4 Personalised Support, 3.1 Wellbeing, Equality & Inclusion



Next Steps

Embed revised Good Lesson Journey


- ensure all staff are engaged 2 SMT Observations including challenging conversations
- ensure all staff engage in 2 peer observations including professional dialogue
- encourage capture of pupil voice re good lesson journey term 3 and within departments


Develop and pilot new planning and recording templates to address issues with capturing robust assessment and assessment judgements data on whole school tracker and monitoring pupil progression.

Continue to develop moderation process – to encourage professional dialogue and improve achievement across the school.

Develop the use of visual planners across the secondary department to ensure teacher agency in strategic planning and dialogue with pupils re tracking own progress.

SNSA Data – develop system to ensure more effective system for all staff to engage with data and use to impact on classroom practice.

Priority	4	PEF Funding Projects		
		NIF Priority: improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most & least disadvantaged children and young people HGIOS4 – 2.1 Safeguarding 2.2 Curriculum, 2.4 Personal Support 3.1 Inclusion 3.2 Raising Attainment & Achievement		
Area for Development		1. Development of literacy and numeracy program – Planned interventions 2. Identify support and level of need – mentor program, NHS links		
Desired Outcome		Implementation Process		Progress Made
Individuals/sm groups of children are given target support to help raise their attainment in Numeracy and Literacy		<ul style="list-style-type: none"> Children identified as needing support. Programmes of work are identified/created to support their needs. Staff identified to support their learning Assessments are used to monitor progress Parents are involved in the process 		Limited Progress <input type="checkbox"/> Good progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/>
Individuals are supported to achieve the best they can academically, socially and emotionally.		<ul style="list-style-type: none"> Identified pupils paired with a staff mentor Regular meetings are planned to discuss pupil progress/worries/successes Resources available to support meet the pupils needs in and out of school Good communication between mentor and home Mentor acts as advocate for pupil as required with other staff/agencies Links built up with NHS school nurse and other agencies 		Limited Progress <input type="checkbox"/> Good progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/>
Evaluation (linked to HGIOS ⁴ challenge questions)			Evidence	
Targeted Support in Literacy & Numeracy Staff know learners very well and tailor learning to suit individuals on many occasions. Identified pupils are offered differentiated tasks, a variety of support (including use of ICT) and alternative timetables as required. The school aims to be fully inclusive but some young people with significant additional support needs are limited in their involvement with the rest of the school. Staff work hard to ensure that communication with parents and carers is informative, supportive and honest. The high quality of our support staff makes a significant difference to our young people and their learning. Further work in some areas needs to be completed to ensure that class work and homework tasks are differentiated and accessible to all pupils. Formative assessment strategies need to be refreshed and will be addressed by re-establishing our TLC programme.			Pupil quality of work and attainment levels – literacy and numeracy – SNSA and INSIGHT data Participation in parents night and other activities Teacher judgements Teachers' plans Progress of identified children Audit – mentoring, attainment, participation pupils/parents Attendance at homework club Greater confidence – pupils will voice issues	
Mentoring Programme Our Mentoring programme continues to have a huge impact on identified pupils, offering a regular 'space' for young people to meet with a supportive adult to discuss feelings, emotions and any barriers to their learning or happiness. This success is very much down to the individual mentors and the job they have done to build relationships and provide the right conditions for open and supportive conversations. The impact of this work can be seen in the pupils support interviews and positive Wellbeing Audits which are carried out and monitored twice per year. More staff willing and able to take on a mentoring role within the school will be identified next year in order to ensure this programme is sustainable and effective. Time will be put aside for mentoring staff to meet together with pupil support to ensure that experiences are shared and support can be offered to them as well as to our pupils.				

Priority	5	Developing a Whole School Play Pedagogy National Priority – Improving attainment, Improving Health & Wellbeing, Closing the gap HGIOS4 –2.3 T, L & A, 2.4 Personalised Support, 3.1 Wellbeing, Equality and Inclusion	
Area for Development		To embed a clear play pedagogy across our ELC, Primary and BGE stages	
Desired Outcome		Implementation Process	Progress Made
Staff work together to research, investigate and develop a suitable play pedagogy		<ul style="list-style-type: none"> Working Group formed to lead project – ELC, Primary & MT Staff participation in local and national events and groups Create new play pedagogy draft statement Share play pedagogy statement with all stakeholders Run pupil workshops and discussions about play – focus on equipment to be sourced, risks and benefits, team work and routines/housekeeping Loose Parts Resources sourced for in the playground Play house construction completed Play Polycrub construction completed & resources found for inside Staff employed to support and observe play Pupil Lead Play opportunities to be offered in the classrooms Play reviewed regularly by staff and discussed at staff meetings Secondary opportunities identified for open play experiences, utilising activity days or wider achievement times Family Play events planned and delivered using all the available areas. 	Limited Progress <input type="checkbox"/> Good progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/>
Nursery and primary pupils receive daily opportunities to participate in high quality, open ended play experiences both in and out of class.			
Secondary 1- 3 pupils will get termly opportunities to be involved in open ended, challenging play experiences			
Observations of the learning taking place through play to be recorded and used for assessment purposes to identify learning needs and next steps			
The importance of play experiences will be shared with families in a variety of formats, encouraging more opportunities at home and in the community.			
Evaluation (linked to HGIOS ⁴ challenge questions)		Evidence	
<p>All primary staff have been involved in the Shetland Play Pedagogy Network. This has provided an opportunity to engage in professional dialogue with colleagues in similar settings to our own. There has also been a vast amount of professional learning offered through this group to help deepen our understanding of play; the importance of it and how to implement it effectively within our settings. Being involved in this network has helped break down some barriers around the development of play and supported staff in having open and honest discussions in how to move this forward. These conversations can still be challenging at times with staff having different ideas as to how play might look in their setting.</p> <p>Our play pedagogy statement was developed and shared with our stakeholders. Our Play Tunnel and Play House have been completed and resources have been added to enhance these spaces, as well as our outdoor environment. Play at break times has noticeably improved, with fewer pupils losing golden time. Children are engaged with open-ended resources and are much more imaginative in their play.</p> <p>Our Play Practitioner has done a fantastic job in developing our middle classroom as a dedicated space for play-based learning. She meets regularly with SMT and teaching staff to evaluate the provision and plan for next steps in learning. Photos, videos and dialogue are recorded regularly and kept as evidence. It was agreed that this could be taken further and the use of a floor book will be developed for next session, as well as the use of social media to better share the learning and experiences children have with parents.</p> <p>We took part in the Global Play Day which was very successful. Pupils from our Nursery and Primary departments were allowed free-flow access to all classrooms and our outdoor space to engage in a variety of play activities. There was a notable difference in how well the children engaged in their play compared with the last time we took part where many of our older pupils were a little lost and couldn't settle to a task.</p> <p>Family play events have not taken place due to continued restrictions with COVID. Pupils will also have the opportunity next session to evaluate their learning through the play sessions within our end of term evaluations – adding further value to the importance of play as part of our curriculum.</p>		<ul style="list-style-type: none"> Staff observations written and verbal Photo and video evidence Pupil quality of work and attainment levels – literacy and numeracy – SNSA and INSIGHT data Interviews with pupils Pupil Survey Parent Survey 	

Other Ongoing School Developments

Task	Progress Made
<p>Home Learning/ Use of online tools/Transition Programmes</p> <p>HG1OELC 1.4 Leadership of staff , 2.3 L, T & assessment, 2.6 Transitions, 3.1 Well Being, equality & Inclusion</p> <ul style="list-style-type: none"> • Staff prepared packs of home learning activities • Staff established GLOW teams for sharing learning online • Support offered to make sure every family could connect online or receive learning packs • Regular phone contact made with families • Transition programmes online in lockdown, variety of activities, usual programme ran after lockdown • Weekly staff meetings online, regular email and what's app communication to support staff 	<p style="text-align: center;">Limited Progress <input type="checkbox"/> Good progress <input checked="" type="checkbox"/> Completed <input type="checkbox"/></p> <ul style="list-style-type: none"> • Good pupil engagement during lockdown period • Variety of tasks provided using a variety of methods • Cluster wide transition arrangements in place • Regular communication between staff • Regular communication with families • Audit carried out with pupils, parents and staff • Huge frustration throughout this year regarding uncertainty of face to face learning • Some pupils really struggled with participating in online learning
<p>Nursery Developments</p> <p>HG1OELC 1.3 Leadership of change, 2.2 Curriculum, 3.1 Ensuring well-being, equality and inclusion, 3.2 Securing children's progress</p> <ul style="list-style-type: none"> • To develop the use of observations to improve learning and identify any areas that require further support. • To develop the use of 'Emerging Literacy' strategies, activities and assessment tools within the setting. • To develop our Personal Plans and bring them in line with new local authority guidance. 	<p style="text-align: center;">Limited Progress <input type="checkbox"/> Good progress <input type="checkbox"/> Completed <input checked="" type="checkbox"/></p> <ul style="list-style-type: none"> • New focussed child system in place which makes links with information from families and identifies next steps – twice per year for every child. • Emerging literacy activities always available in the setting, well resourced and easy to access. • Personal plans have been updated to reflect current good practice – parents contribute to these twice per year. These plans are available in the setting.
<p>Outdoor Area</p> <ul style="list-style-type: none"> • Establish ownership of hill area behind leisure centre • Plan area development • Source materials for development • Secure funding for materials and resources • Organise day of action to carry out works 	<p style="text-align: center;">Limited Progress <input checked="" type="checkbox"/> Good progress <input type="checkbox"/> Completed <input type="checkbox"/></p> <ul style="list-style-type: none"> • Area of land identified still has not been allocated to us from the SRT despite many months of discussion • Restrictions on visitors to the school have meant limited engagement from parents and the local community • Trees have been sourced and planted alongside the poly tunnels • £500 of funding was sourced from Tesco 'bags for help' scheme

<https://beta.gov.scot/publications/2018-national-improvement-framework-improvement-plan/>

School Self Evaluation and Priorities for Further Improvement

Quality Indicator	Leadership of Change	QI 1.3	Self-Evaluation HGIOS ⁴ Grade	5
<p>How well are we doing? What is working well for our learners?</p>	<p>Developing a shared vision, values and aims relevant to the school and its community. The school began to promote our refreshed vision, values and aims through use of newsletter, posters, embedded into our Good Lesson Journey, new school uniform and during Open Night. Promotion is at an early phase and will continue to be embedded across the school and within the community.</p> <p>SMT create conditions where staff mostly feel empowered to reflect on and continuously develop their curriculum, learning, teaching and assessment of learning and encouraged to engage in professional development.</p> <p>Plans, planning and moderation meetings, peer and SMT observation (and discussions), subject development planning and Junior Phase Conversations, challenge our teachers to take ownership of their department and personal development.</p> <p>Moderation meetings (new approach for 2022) – in secondary – are developing not only a greater pool of evidence of progression but better dialogue within the secondary department improving our shared understanding of our pupils and highlighting need for challenge in expectations in all classrooms.</p> <p>Staff participate in a wide variety of CPD activities from developing Play Pedagogy and Emerging Literacy to STEM workshops and Climate Challenge events. Staff can then cascade their learning across the school to support colleagues and whole school activities.</p> <p>All staff are encouraged to use teacher agency - be reflective practitioners, to interrogate data from a wide variety of sources including: formative and summative data, SNSA data, SQA and INSIGHT and whole school pupil progress tracker, to plan, implement, change and make judgements to make a positive impact on learners. SMT place importance on sharing all data in transparent and clear documents made available to all – INSIGHT booklet, SQA Data, Whole School Trackers. All staff are engaged in the process including dialogue at various time points – Senior Phase, Junior Phase Conversations, Obs, PRDS..</p>			
<p>How do you know? What evidence of positive impact on learners</p>	<p>Tracking and monitoring system, SQA, INSIGHT, SNSA data – shows most pupils are making good progress. All pupils are challenged to achieve 7 National qualifications (wide) and the highest level appropriate for the individual. Presentations are based My Ambition/My Progress and include opportunities for risky presentations, Literacy & Numeracy Unit qualifications and some pupils complete Skills for Work courses.</p> <p>Tracking of pupils post-MYJHS shows 100% positive sustained destinations and most achieving next stage qualifications.</p> <p>Moderation of pupil work and assessment provides a pool of evidence of current attainment across the school.</p> <p>Merits/Demerit – record successes and pupils achievements as well as the times they fail to meet expectations.</p> <p>Pupil profiles in secondary and primary termly evaluations – record learning journey of pupil progress across the curriculum.</p> <p>Ethos – nurturing across school, pupil council discussions, pupils' wheels of wellbeing, pupil voice surveys.</p> <p>PRDS, Peer and SMT observations – highlights any inconsistencies.</p>			
<p>What are we going to do now? What are your improvements priorities in this area?</p>	<ol style="list-style-type: none"> 1. Continue to embed and promote the vision, values and aims into the life and work of school and within the community. 2. Continue to develop moderation process to ensure shared high expectations across the whole school. 3. Improve whole school tracking systems to ensure the data is robust, interrogated, acted and reflected on. 4. Schedule more frequent touchbase dialogue re progress on achieving development plans. 5. Work with staff more effectively to: ensure refreshed Good Lesson Journey is classroom practice. 6. Staff meetings will be held on a greater variety of days to ensure all staff can participate in at least one meeting per term. 7. All staff are part of one working group. 			

Quality Indicator	Learning, Teaching & Assessment	QI 2.3	Self-Evaluation HGIOS ⁴ Grade	4
<p>How well are we doing? What is working well for our learners?</p>	<p>Learning and engagement - Our learning environment aims to be positive, nurturing yet and challenging which leads to good quality learning outcomes. Learners achievements in and out of school are recorded and celebrated within the school (profiles, wall displays and at assemblies) and are used to support pupils develop understanding of the skills for life, learning and work. Pupils play active leadership roles within the school: pupil council, young ambassadors, whole school events, running school clubs, taking part in wider achievements opportunities – learning to make decisions and contribute to life of school and community. Most pupils are eager to learn, engaged, resilient, motivated and work well in class. Our learners are successful, can be confident and responsible.</p> <p>Quality of teaching - The shared vision for our curriculum is to be challenging but nurturing. Staff are required to develop plans and schemes of work offering a variety of learner experiences, activities, pace and challenge. Classroom observations and school walks indicate is a wide range of learning and teaching opportunities across the school. However SMT observations continue to demonstrate inconsistent application of the good lesson journey – sharing LI &SC, challenge, expectations, feedback and questioning should be more effective in some areas.</p> <p>Effective use of assessment - Assessment methods vary across the school – approaches used are matched to learning and needs of learner. Assessment is embedded into plans. High quality assessments have been developed and used in nursery and primary to assess strands of learning and how well these can be applied in different situations. Most teachers engage well with analysing the SNSA, SQA and INSIGHT data – data is captured and shared in booklets to aide transparency, share practice, encourage reflections and are used to support department development plans and progress during the year. In Nursery and Primary, cluster moderation and the use of high quality assessment tasks has continued to develop over the last year.</p> <p>Planning, tracking and monitoring – All departments complete a planning template which is designed to be proportionate and manageable, identifies vision for term, linked to parent information sheets and pupil profiles. All staff are responsible for planning and evidencing the strategic overview of their curriculum plans for their subject area. Responsibility for All – assessed literacy and numeracy outcomes are identified within subject plans. Moderation in secondary department has developed this year. Latest model which appears to support more effective discussions on attainment based on broad body of evidence – all departments populate the folder of evidence on which individual teachers lead discussions - sharing practice and developing a holistic understanding of our pupils' attainment and identifies development needs.</p> <p>Reporting to parents – Throughout the year parents are informed of pupil progress – profiles, report & parents night – as well as less formal, opportunities to share learning eg open evening, gardening events, play sessions which have started to return to our school community.</p>			
<p>How do you know? What evidence of positive impact on learners</p>	<p>Dialogue – discussions with staff, pupils and QIO, pupil council, PRDs Pupil Voice Survey – most departments completed a pupil voice survey during Term 3. Pupil work, reflections and assessment (in jotters, profiles, SNSA data, INSIGHT) Most staff took part in moderation meetings –assessment and judgements discussed and actions shared – internal and at SDGs. Most staff had at least one SMT Observation and have undertaken Peer Observations and dialogue. High attendance figures (3 families required attendance concern letters) 5% pupils. SQA Attainment – 100% pupils achieved 7 National qualifications (N3-N5) plus appropriate literacy and numeracy units. No of 7 A-C – 83%; No of 6 A-C -92%; No of 7 A-D 100%</p> <p>Whole school tracking and monitoring systems updated by teachers, Term 4 Profiles, reports, prelim results, High engagement in whole school events and trips eg Christmas Party, John Muir, Jubilee, open evening My Ambition/My Progress sheets have been updated and shared with pupils and parents at end of each term – on track or not.</p>			
<p>What are we going to do now? What are your improvements priorities in this area?</p>	<ul style="list-style-type: none"> • More opportunities are needed for pupils to engage in leading learning and evaluating their learning journey, to be assessed, and reflect on high quality feedback – be given independence and ownership for their journey and feel challenged by it. • Strengthen peer observations - consistent use – revised good lesson journey – through developing better links using TLC materials. • Nursery and Primary will continue to gather data from the progression frameworks each term to track progress and identify support needs. • Secondary department will trial for 2022/23 new planning and tracking approach with the aim of ensuring robust data is shared on our whole school tracker – focus on recording planned learning assessment of level and barriers to learning. • 100% of secondary department will take part in new system of planning, tracking and monitoring system with the aim of improving robustness of figures and information in whole school tracker. SMT will engage staff in discussions at various points. 			

Quality Indicator	Ensuring wellbeing, equity & inclusion	QI 3.1	Self-Evaluation HGIOS ⁴ Grade	5
<p>How well are we doing? What is working well for our learners?</p>	<p>Well being Our school continues to promote an ethos where pupils feel safe, cared for and respected. During the most recent wellbeing online survey of our secondary pupils, on average our pupils scored themselves as 8.83/10 for feeling SAFE, 8.69/10 for feeling NURTURED, and 8.26/10 for feeling INCLUDED. We have established links with the Youth Services, School Counselling Service, Mind Your Head and CAHMS to ensure pupils can access these agencies when required. Our Pupil Mentor Programme continues to support individual pupils on a weekly basis who require some low level support in school. Our monthly Growth Mindset focus continues to encourage pupils to approach problems with a solution focussed mindset. The school's new vision, values and motto helps to promote a positive, supportive ethos where everyone feels valued, included and respected. PEF funding has been used to support pupils on a personal level, including trips to buy new clothing and equipment to ensure they feel included and accepted by their peers to be fully involved in school and community life.</p> <p>Fulfilment of Statutory Duties With support from the Schools service and NHS Shetland we actively strive to ensure we comply with all statutory duties. We use resources (including staff) creatively to make sure that we meet these duties despite reductions in staffing and budget. We try to ensure that our pupils, parents and the community are well aware of the statutory duties and expectations they should have in relation to education within our island and beyond. Young people's rights will be a focus for our school next year as we ensure that they and our community have a better understanding of these and put them in to practice.</p> <p>Inclusion and equality One of the main features of our school is that every pupil is treated as an individual, celebrating how different we all are but sharing a common aim. Over the past few years our school has been challenged to ensure that young people with diverse changes in their sexuality are supported effectively. This has been a great learning journey for us all but something which has been achieved, in the most part, with sensitivity, respect and understanding. Our pupils have learned to be accepting of other people, value their contributions and have empathy for those dealing with injustice or discrimination. Through the use of our PEF funding we have worked hard to best support all our pupils, identify the support required for individuals and put that in place to help them attain and achieve. We have worked closely with our Youth Worker, local employers and other agencies to ensure that these young people have the same opportunities as their peers both in and out of school.</p>			
<p>How do you know? What evidence of positive impact on learners</p>	<ul style="list-style-type: none"> • SHANNARI evaluation figures and comments • Feedback from staff, parent, visitors • Attendance figures • Key documents: Concern logs, Merits and demerits, Pupil profiles, Staff meeting minutes, Attainment data analysis • Mentor meetings • Pupil engagement within lessons and general demeanour around school. 			
<p>What are we going to do now? What are your improvements priorities in this area?</p>	<ul style="list-style-type: none"> • Ensure pupils have opportunities to learn and reflect on discrimination and inequality • Investigate and promote UNCRC within our school community • Promote our new school values through classroom lessons, assemblies and throughout the school day. 			

Quality Indicator	Raising attainment and achievement	QI 3.2	Self-Evaluation HGIOS ⁴ Grade	4
<p>How well are we doing? What is working well for our learners?</p>	<p>Attainment in literacy and numeracy Our school's ambition continues for all learners to exit our school with literacy and numeracy qualifications that reflect their abilities. All pupils achieved either N4/5 Literacy & Numeracy Units. N5 English: 92% achieved A/B; 58% achieved grade A. N5 Maths/Apps: 100% achieved grades A-C; 67% achieved grade A. SNSA data shows most current learners are making good progress and some pupils need more support/intervention. This data has been shared with all staff and has led to some ASN planning interventions.</p> <p>Attainment over time Across the curriculum there is a range of attainment levels which are being monitored – some maintaining consistently high standards, many improving standards and a few variable performances. Robust tracking systems - progression frameworks are used to monitor progress in primary departments and are used to identify interventions required and as a tool to share prior achievement data at transition points. Secondary whole school pupil tracker (informed by teacher 2021/22) is used to monitor pupil progression, SMT oversee and manage issues and interventions.</p> <p>Staff are gaining more confidence in making assessment judgements within CfE levels and SQA attainment. Engagement in process of moderation is developing staff' confidence in critically engaging with benchmarks to make assessment judgements, improvements and make changes to their practice.</p> <p>Overall quality of learner achievements Overall, most learners are successful, and they confidently contribute to the life of the school, wider community and as global citizens (e-Twinning). All are encouraged, appreciated and challenged to get involved in a variety of active learning experiences, inside and outside school, increasing responsibilities and empowerment. Participation in our pupil council, the John Muir, YPI and Duke of Edinburgh Awards, broadens the experiences and achievement for our pupils.</p> <p>Equity for all learners We promote high aspiration for success and achievement for all. The removal of levels from profiles appears to have improved pupils engagement with profiling – supporting all to feel successful. However, this has led to gaps in whole school progress tracking system (remedied by teacher input). Appropriate interventions are adapted to support our learners achieve their best – from mentors, homework club, and targeted ASN involvement to differentiation, classroom assistant support, laptops and iPads. Specific technologies are used to support pupils with reading and writing such as mp3/voice transcription and dictate packages. Some pupils have adapted timetables and timeout rooms. One to one mentoring support is offered to identified pupils and has proven very successful in supporting their engagement and attendance in school. All our learners consistently move into varied and appropriate sustained positive destinations on leaving our school.</p>			
<p>How do you know? What evidence of positive impact on learners</p>	<p>Formative and summative assessments, SNSA data, SQA data and INSIGHT data, moderation meetings, feedback – staff and pupils, profiling, reporting and whole school tracking and monitoring systems, evaluation and improvement actions. Improved engagement with profiles – for many more about learning than levels – less reticence.</p> <p>Plans, progression frameworks and profiles collect data on developing capacities, wider achievements – career aspirations, global citizens and sustainability and community involvement. Subject development meetings (professional dialogue) supported staff to engage robust moderation of standards – better assessment judgements and impact on planning.</p> <p>Subject development group dialogue and sharing practice. Cross marking and internal verification support shared standard within the school and across the Authority.</p>			
<p>What we going to do now? What are your improvements priorities in this area?</p>	<ul style="list-style-type: none"> • Continue to review and develop robust assessments for benchmarks, track progress, and identify feedback that challenges pupils to improve. • Continue to engage pupils during their learning to understand and capture their progress in the profiles. • Pilot a secondary planning and assessment template – aim - improve whole school pupil progress tracker by creating a systems which supports capturing robust assessment judgements which identifies issues for interventions. 			

School Improvement Plan

2022/23



Factors Influencing the Improvement Plan

School Factors

- MYJHS Vision & Values
- Assessment (adapted SQA Arrangements, Standardised Assessment and Benchmarks, Tracking and Monitoring)
- Career Education (Developing Young Workforce, changes in work experience systems)
- Outdoor Learning
- Family Learning
- Equity & Excellence - Pupil Equity Fund Projects - funding allocated for 3 years
- Curriculum Offer (refreshed 2021/22)

Local Authority Factors

- Schools and Quality Improvement Service Plan
- DYW
- Use of ICT in education
- Local inequalities and the attainment gap
- 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 2018

National Factors

- COVID-19 - lost learning
- National Improvement Framework
- Curriculum for Excellence
- Getting it Right for Every Child (GIRFEC)
- Education (Scotland) Act 2016
- How Good is Our School (4th Edition)
- SQA Modifications for 2022/23 (continued from 2021/22)
- Headteachers' Charter (Empowerment)
- "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021

School Improvement Plan 2022/23

Priority	1	Raising Attainment in Writing National Priority – Improving attainment HGIOS4 – 1.3 Leadership of Change 2.2 Curriculum 2.3 T, L & A, & 3.2 Raising Attainment & Achievement				
Desired Outcome		Almost all pupils in Mid Yell Junior High will raise their attainment in writing and meet the appropriate level for their stage of development.				
Actions	Implementation Process	By Whom	Timescale	Resources	Monitoring	
Audit current practice, resources used and expectations.	<ul style="list-style-type: none"> Moderate the standard of writing across our schools Share resources and systems currently being used/ followed – Inc progression framework/ assessments Establish a baseline of attainment using SNSA/ alternative assessment tools Staff discussions 	Nursery Staff – AMS, KB, JS Primary staff – KH, AS, CL, AG, MC, CT, ML Secondary staff – DA, LN	Aug – Oct 2022	<ul style="list-style-type: none"> In-Service Day 2 – meeting Online meeting x 2 Examples of children's writing SNSA results 	<ul style="list-style-type: none"> Minutes to meetings Staff Audit 	
Investigate national developments and good practice in developing writing	<ul style="list-style-type: none"> Discuss with Kylie Watson Share details of Dundee & Shetland writing projects Investigate resources/scheme being used in Unst Look at various resources/schemes Trial some resources/schemes/approaches 	KH, CL, MC, ML – other identified staff as required	Aug – Dec 2022	<ul style="list-style-type: none"> Meeting with Kylie details of National projects Resources used in BJHS & other schools Time to review materials/schemes 	<ul style="list-style-type: none"> Presentation to other staff details of trial of materials 	
Participate in Writing Project as a cluster as per the model identified by Kylie Watson	<ul style="list-style-type: none"> Establish Aims/Goals of project Plan activities and monitoring arrangements Complete tasks as identified Assess attainment over project Evaluate impact of project Share project findings with stakeholders 	Nursery Staff – AMS, KB, JS Primary staff – KH, AS, CL, AG, MC, CT, ML Secondary staff – DA, LN	Jan - March 202s	<ul style="list-style-type: none"> Project outline Planning meetings Classroom time Resources Evaluation Meeting Project report 	<ul style="list-style-type: none"> Minutes to meetings Pupils writing Project findings report pupil & staff audits 	
Refresh Writing curriculum – shared resources/tools/expectations/as sessments and moderation activities	<ul style="list-style-type: none"> Develop new writing curriculum offer following project Requisition resources/materials as identified Share developments in writing curriculum widely Share expectations of writing with all staff & parents Audit impact of writing curriculum changes. 	KH, CL, MC, ML – other identified staff as required	Oct 2022 – Jun 2023	<ul style="list-style-type: none"> Project report Completed Audits Whole staff meeting - 	<ul style="list-style-type: none"> Writing policy statement Minutes to meetings Parent letters 	
Evaluation (linked to HGIOS ⁴ challenge questions)			Evidence			
<ul style="list-style-type: none"> Strategic planning for continuous improvement; Implementing improvement and change Development of the curriculum Learning and engagement; Quality of teaching; Effective use of assessment Attainment in literacy and numeracy; Attainment over time ; Overall quality of learners' achievement 			<ul style="list-style-type: none"> Minutes to meetings Aims/Goals of project Pupil attainment Audit of writing practices/changes Final policy statement 			

Priority	2	Embedding UNCRC in the work of our school National Priority – Placing the human rights and needs of every child and young person at the centre of education HGIOS4 – 3.1 Ensuring wellbeing, equity and inclusion				
Desired Outcome		Almost all members of our school community are aware of and embody the principles of the United Nations Children's Rights Charter.				
Actions	Implementation Process	By Whom	Timescale	Resources	Monitoring	
Establish an effective working group consisting of pupils, staff, parents, partner agencies and community members.	<ul style="list-style-type: none"> • Discuss UNCRC with the various groups • Identify working group members • Establish meeting schedule • Decide on aims/ purpose of the group • Create Action plan to direct the work 	FH UNCRC Working Group	Aug – Oct 2022	<ul style="list-style-type: none"> - In-Service Day 2 – meeting - Online meeting x 2 - Exs of children's writing - SNSA results 	<ul style="list-style-type: none"> - Minutes to meetings - Staff Audit 	
Participate in the Rights Respecting School Award Programme – achieve a silver award level	<ul style="list-style-type: none"> • Audit current school performance regarding UNCRC • Review and follow Rights respecting school programme • Submit evidence to meet silver level requirements 	FH SN UNCRC Working Group	Oct – Dec 2022	<ul style="list-style-type: none"> -Meeting with Kylie -details of National projects -Resources used in BJHS & other schools -Time to review materials/schemes 	<ul style="list-style-type: none"> Presentation to other staff -details of trial of materials 	
Promote UNCRC within our school/local community	<ul style="list-style-type: none"> • Lessons designed and delivered by working group to all classes/year groups • Community events x 2 • Promote at Parents evenings and Open evenings 	FH UNCRC Working Group	Aug 2022 – March 2022	<ul style="list-style-type: none"> -Project outline -Planning meetings -Classroom time -Resources -Evaluation Meeting - Project report 	<ul style="list-style-type: none"> -Minutes to meetings -Pupils writing -Project findings report -pupil & staff audits 	
UNCRC Policy Statement	<ul style="list-style-type: none"> • Develop whole school policy statement and share with all stakeholders • Review other school policies to encompass a rights based approach 	FH UNCRC Working Group ML	Oct – Dec 2022	<ul style="list-style-type: none"> -Project report -Completed Audits -Whole staff meeting - 	<ul style="list-style-type: none"> -Writing policy statement -Minutes to meetings -Parent letters 	
Evaluation (linked to HGIOS ⁴ challenge questions)				Evidence		
<ul style="list-style-type: none"> - Wellbeing - Fulfilment of statutory duties - Inclusion and equality 				<ul style="list-style-type: none"> - Minutes to meetings - Audit of current practice - Action plan - Successful accreditation - Attendance at events - Policy statement - Interviews/audits with pupils, parents and staff 		

Priority	3	Learning, Teaching and Assessment				
		National Priority – Improving attainment HGIOS4 –2.3 T, L & A, 3.2 Raising Attainment, 1.3 Leadership of Change				
Area for Development		To revisit and refresh assessment – planning, tracking and monitoring				
Desired Outcome	Implementation Process		By Whom	Timescale	Resources	Monitoring
Assessment is place at heart of planning of teaching and learning.	(Next steps from SIP 2021/22 – embed changes develop whole school approach to planning and capturing data)		ST MC Work Group Staff Pupils Pupil Council Parents	Aug '22 June '23	E&Os Benchmarks CFE information Revised Planning Documents (including Assessment Judgements Records) Visual Planners SQA Arrangem'ts Whole School Tracker Current practice Investigate current best practice – national advice from Ed Scot	New format Termly Plans Collect Assessment Records (term end) Junior Phase Conversations Review Complete Profiles – termly – compare to plans Moderation of Assessments & Assessment Judgements Minutes of Meeting Whole school tracker – dialogue, interventions record/impact
Assessments are designed to match learner needs and capture data which supports understanding where learner are in their learning and inform next steps.	Departments will complete (pilot): <ul style="list-style-type: none"> Revised termly planning documents Terming assessment recording sheets Visual Planners throughout this session (strategic overview) 					
Assessment judgements are based on assessment evidence, capture termly, readily available and used to inform tracking and monitoring system.	Termly staff meetings will review Tracking and Monitoring System to discuss inventions and effectiveness, including stretch goals and differentiation (sharing practice)					
Tracking and monitoring system captures robust data.	Working group will investigate <ul style="list-style-type: none"> Profiles & plans – how effective they in supporting pupil ownerships of learning journey, progression and decision making investigate current best practice 					
Tracking data is transparent, well understood, is used to support teachers in matching learning needs.	SMT will schedule departmental Junior Phase Conversation.					
Assessments support learning and teaching and will be used to support high quality feedback giving pupils a robust understanding of their learning and progression.	All staff will take part in moderation of BGE assessments and assessment judgements. Department will review success of pilot.					
Learning environment is appropriately challenging leading to high quality learning outcomes.						
Evaluation (linked to HGIOS ⁴ challenge questions)			Evidence			
<ul style="list-style-type: none"> How well do we apply the principles of planning, assessment, recording and reporting as an integral feature of learning and teaching? (2.3) How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of pupils learning? Is a body of evidence gathered robust? (2.3) How well do we record, analyse and use asses use assessment information to identify development needs of individual learners and groups? (2.3) How well do we use evidence from tracking meeting, professional dialogue and assessment to measure progress over time? (3.2) How well is assessment evidence used to inform teacher judgement? (3.2) How effective are our approaches to planning for continuous improvement – do we ensure a continued focus on improvement in outcomes for learners? (1.3) 			<ul style="list-style-type: none"> New termly plans with attainment records will be piloted. Visual planners will record strategic progression of BGE curriculum Assessment will be valid – match planned outcomes Assessment judgement – can be moderated Most pupil profiles comments will relate to planned learning Most pupils will be able to share their learning achievements and next steps, supported by evidence 95% sec departments will pilot new planning forms 95% sec dept plans will be collected and data analysed 95% sec department will have plans, including tracking coverage, and assessment judgements transparent and readily sharable Whole school tracking will be monitored for robustness of data – meeting use to share, identify issues and support actions for classrooms Junior Phase Conversations will supported by depart records Reports will informed by robust assessment and judgements. 			

Other Ongoing School Developments

Task	Responsibilities	SLT Point of Contact
<p>Eco-schools Accreditation</p> <ul style="list-style-type: none"> - Establish ECO schools committee – involve pupils from each area of the school, staff and parents - Formulate action plan and submit - Work towards earning our 1st green flag 	ECO School Committee	Michelle Coutts
<p>Re-introduction of Mandarin and Chinese Culture lessons (L3)</p> <ul style="list-style-type: none"> - New Confucius teacher appointed - Resources located, sorted and refreshed - Timetable finalised (transport issues overcome) - Upper Primary, S1 & S2 classes to get weekly Mandarin input in terms 2,3 & 4 - S3 & S4 pupils offered opportunities to engage in mandarin learning in terms 2 ,3 and 4 - Community/adult learning opportunities in terms 3 & 4 	Xinyi Hu, CISS Lewie Peterson	Mark Lawson
<p>Reading-schools Scheme</p> <ul style="list-style-type: none"> - Establish pupil based Reading Mentors Committee - Put in place reading buddies programme - System of book reviews and recommendations in place - Participate in Book Week and other national events - Regularly celebrate reading across the school community - Participate in the Reading School Award scheme 	Tammie Fraser Reading School Committee	Mark Lawson

[Education: improvement framework and plan - 2021 - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/publications/2021/04/20210401_education_improvement_framework_and_plan_2021-23.pdf)

Mid Yell Junior High School

Working Time Agreement 2022/23

Mid Yell Junior High School	
1.0 FTE Contractual Obligation	
1.0 FTE Working Week	hours
Class Contact (max)	22.5
Preparation and Correction	7.5
WTA Collegiate Agreed Hours	5
Proposed Working Time Agreement 2022/23	
Full Staff Meetings	25
Morning Meetings (5 mins)	
Full Staff Meetings (1 per term)	
School Events	10
Christmas Event, Open Night, S4 Leavers, Parent Engagement Activities	
Whole School Developments	25
SIP Priorities - Working Groups, Staff Led CPD	
Department Developments	42
Nursery/Primary/Secondary Meetings	
Course Developments, Planning, IDL, Pupil Support, Moderation, Working Groups	
Assessment Activities	25
BGE/SQA - Planning, Moderation, Recording, Reflection	
Internal & External Verification	
Pupil Progress Reporting	25
Tracking Progress Records, Preparing Report, Progress Evening	
Additional Supervised Pupil Activity	15
Lunch/afterschool clubs, Mentor, Transition Projects/School Trips/International Links	
Professional Development	5
PRD - Self Evaluation & Meeting	
Observations (Reflection, Peer & Dialogue)	
Flexibility	23
TOTAL	195
CPD (per annum)	35 hours

* Peripatetic teachers should use flexibility element to **attend** Parents' nights.