Balfron High School Recovery Plan

2020-2021

The Balfron High Vision – Optimism & professionalism in challenging times

In the most challenging of times, it is particularly important that we provide a **caring, inclusive** and **high achieving** school environment where young people have a **safe, positive and meaningful experience**. While understanding the challenges of living with a pandemic, we have **high expectations** and remain **ambitious** for all of our young people. We understand that young people and staff will do best when equipped with the **resilience** and **mind-set** to **contribute confidently** and **compassionately** in this modern, ever changing world. We recognise that the right blend of **knowledge, skills, attributes and qualifications** will provide the foundations for our young people to succeed in life beyond school.

Curriculum for Excellence PRINCIPLES	Breadth Relevance	Coherence	Challenge and Enjoyment Personalisation and choice	Depth Progression	Curriculum for Excellence CAPACITIES	•Successful Learners •Confident Individuals	• Responsible Citizens •Effective Contributors

Balfron High School Recovery Plan 2020-21

Contents

	page
1. School Profile	3
2. Our School aims	4
3. Recovery Plan	5
4. In-service Day & whole schol meeting strategic focus 2020-21	13
5. Working Groups to drive improvement	14
6. How Good is Our School 4 Quality Indicators	15

Balfron High School Recovery Plan 2020-21

School Profile

Balfron High School Recovery Plan 2020-21

Our school aims

Our aims support the highest levels of attainment and achievement despite the current context. To that end, we:

- are optimistic and welcoming with positive, purposeful relationships
- have a relentless focus on high quality learning, teaching and assessment, looking to digital solutions to support the challenges faced
- know our young people well through our integrated pupil support structure
- provide a flexible and equitable curriculum with pathways for everyone
- offer many and varied opportunities that help young people 'find their thing'
- have zero tolerance to underperformance and will work with parents/carers and each other to identify and find solutions for pupils
- understand and provide the right interventions, at the right time, in the right way
- are solution focused and forward thinking
- use data, observations and views to understand ourselves and how we can keep improving
- are ambitious for ourselves and each other
- are proud to be Balfron

Balfron High School Recovery Plan 2020-21

Priority Number	Priority	Outcomes	Evidence/Action used to inform School and Team Plans
1	COVID-19 – safety & resilience planning	Risk Assessments up to date	✓ All staff familiar with RA & signed off by all via G form. ✓ Weekly H&S meeting to review and update operations ✓ Link for all staff to G Form reporting mechanism ✓ Updates to staff via HT and/or H&S Chair (PS) ✓ Daily/regular safety tannoys to pupils reinforce safety expectations ✓ Bespoke RAs for individuals who identify need completed with line manager & stored with SRO
		Staff confident and familiar with the safe operations Pupils confident and familiar with the safe operations of the school	✓ Regular survey with staff and pupils to review confidence ✓ H&S on every team meeting agenda ✓ Poster reminders throughout the school and in classrooms ✓ Strategies to support wellbeing implemented whole school and within teams
	Safe operations throughout the school	Classrooms are set up safely and equipped with sanitising stations	✓ Additional cleaning during school day & between break changeovers ✓ All activities adapted in line with national, council and school guidelines ✓ Desks in rows, facing forward ✓ 2m marked around teachers' work station and board ✓ Sanitising units, wipes, blue roll and disinfectant cleaner in every classroom ✓ Agreed protocols – movement round the school, face coverings, sanitise work space, put waste in pedal bin, sit down, remove mask ✓ Sanitising units at school entrance/exits & key places in corridors

		School day times adapted to allow split breaks/lunches	✓ S1-3 separate from S4-6 (back to back with form and period 5) ✓ Additional tables inside and out for pupils with safe distance ✓ 2m markers for queues in atrium ✓ Use of theatre and atrium for breaks; each table with track & trace QR code ✓ Gazebos to provide shelter
		All staff understand and implement protocols relating to suspected COVID-19 cases	✓ Flowchart of operation in every classroom ✓ Practice & Learning discussed and reviewed at weekly H&S meeting
		Face Coverings worn by all unless exempt	✓ List of pupil exemptions in staff shared area and Google Drive ✓ Contingency masks available in each area and from senior team at start of the day ✓ SLT check FCs worn entry to school, atrium, corridors and at buses
2	NIF Key Priority 1: **(a)** Improvement in attainment, particularly in literacy and numeracy	Targeted interventions to improve literacy and numeracy gap from lockdown	✓ Teachers identify pupils who need additional support – advise SfL team ✓ Targeted time (0.3 additional staffing) to support Senior Phase pupils at risk
		Communication with parents to support attainment of young people	✓ Use of parent cloud to facilitate on-line parents' meetings **when** infrastructure has been upgraded ✓ E-attainment alerts to replace paper letters – discussion required
		Regular low stakes and summative assessments to support meaningful tracking	✓ Whole school and departmental overview of assessments ✓ Suggest a minimum 3 key assessment points in senior phase

			✓ Robust and regular input of data (assessments, homework, practical, investigations) across the school
		Update and use of Magic Dashboard to track provide overview of pupil profile	✓ SfL regularly update SI information ✓ Dashboard includes data on tracking, attainment, wellbeing ✓ All staff use dashboard to support planning
		Senior Phase tacking and monitoring provides accurate and factual data to reflect learner progress	✓ Tracking approach updated in consultation with PTs ✓ Additional tracking periods where parents' meetings cannot be run virtually
		Moderation focus on SQA assessment	✓ February in-service day protected for virtual solution in departments and with partner schools ✓ Expertise of Balfron SQA markers utilised in organising the day.
	(b) Learning, teaching and assessment	Digital hardware to support all young people to access learning on-line	✓ All pupils issued and utilise Chromebook to access G-Suite, Glow & Google Classroom (by October 2020) ✓ All staff have a personal laptop to support digital learning and teaching strategies (by October 2020) ✓ Staff supported by Digital Lead (0.5 enhancement) to develop digital skill set.
		School infrastructure developed to support option of live streaming for learning and meetings.	✓ EB/PS link with Adam Culich (IT Lead) to establish need and solution
		Whole school approach to support blended learning that can be accessed by young people at school or home	✓ In preparation for partial or full lockdown, structure to support blended learning devised and agreed by staff

			✓ Working group established and led by A Sheerin with members from each team. ✓ Strategy discussion paper devised and shared with all staff ✓ CLPL for all staff on 30 September on approaches to blended learning ✓ Challenges and possible solutions identified and shared ✓ Working group supported to research, pilot and feedback strategies ✓ Identify and share the most effective digital instructional methods ✓ Share research in digital approaches particularly linked to COVID-19 ✓ Group to review strategies to get reluctant learners involved
		All pupils have a high quality learning experience	✓ Teachers focus on what is to be learned (BGE benchmarks & SQA Assessment) rather than the activity ✓ All pupils involved in questioning activities digitally or face to face ✓ Implement the use of asynchronous discussion boards through Google Classroom where learners can access tasks, ask follow-up questions and discuss learning
		Digital lead (D Scott) provides support and staff digital training	✓ Needs analysis complete & link with /support working group ✓ Software and hardware resources piloted (visualisers, Mote, etc) ✓ Use of a range of screencastify – 'how to…' ✓ Bespoke training for teams and individuals ✓ In-service day digital pedagogy focus (February 2021)

			✓ Create and share overview of digital strategies
3	NIF Key Priority 2: Closing the attainment gap between the most and least disadvantaged children: (a) Effective use of PEF	Continued targeted intervention for pupils identified through PEF/Equity coaching	✓ Awareness raising of the increased number of pupils disadvantaged. As at September 2020, 25% rise in number of pupils with FME ✓ Individual coaching for all identified pupils ✓ Increased levels of engagement ✓ Increase awareness of supports and entitlements for pupils and parents ✓ Target use of opportunity fund to support particiation
		Review and improve support to targeted protected groups (FME, SIMD, Care Experienced, ASD, Young Carers, LGBT)	Pupils identified and groups supported. Led by: ✓ FME/SIMD – F Fisher ✓ Care Experienced – J MacKay/ F Gibson ✓ ASD – L McAllister ✓ Young Carers – J Gannon ✓ LGBT – S Levine Calendar of events and input through form and virtual assemblies.
	(b) Curriculum	Adapt S3 curriculum to ensure time lost in lock down does not impact NQs. Move (from 11) to 8 subjects in S3 (June 2020)	✓ Review with PTs in Dec 2020 ✓ Pupils to study max 7 courses in S4 (2021-22) ✓ Consider alternative model of 8 in S3 (linked to curricular areas)
		Update of SQA course and assessment expectations	✓ All teachers in all teams to familiarise, discuss and plan *when* guidelines shared ✓ PTs to network with colleagues to discuss approaches
		Safe practices applied to work experience	✓ Virtual solutions where appropriate

			✓ Risk assessed an approved in person solutions ✓ Pupils complete and achieve SQA award
		Continued implementation of career education standard	✓ Lesson inserts to be utilised in all curricular areas
		Implementation of Balfron Skills Framework	✓ Relaunch of Balfron Skills framework ✓ Identify resource needed and issue ✓ Activity to support discussion and approach for team meetings ✓ Observed lessons, staff & pupil feedback will highlight extent of use
		Digital/Virtual solutions to skills for work	✓ Safe, digital platforms will support the delivery of: • College/University applications • Micro Tyco • Future pathways • YPI ✓ Pupils can access YouTube channel at any time after events. Events to suit timings of the year group
		Maintain and increase partnerships to enhance learning (curriculum delivery), provide support for events and increase network for work experience opportunities.	M Skinner to lead on partnerships: ✓ Contact existing and new partners relative to delivery of Micro Tyco, Future Pathways and YPI ✓ Formalise link with Cala Homes (N Cameron) ✓ Opportunities to contribute to events and curriculum delivery though S McElhinney and H Fisher (Cala)
		Increase outdoor learning opportunities on and out with campus	✓ Outdoor Picnic tables being used for learning when weather permits

			✓ Increased use of polytunnel ✓ Increased use of sensory garden ✓ Safe delivery of S1 Team Building activities at Auchengillan ✓ Safe delivery of AH geography fieldwork in partnership with Ardroy ✓ Link with BAG to ensure completion of last session bronze and silver DofE awards through Google classroom approach
3	National Improvement Framework Key Priority 3: **Support and improve the wellbeing of young people and staff**	Alternative and safe activities to support ethos Promote positive mental health & wellbeing Access to school Counselling service	✓ Establish staff & pupil groups (HPs & Pupil Council) to promote wellbeing ✓ Continue safe alternative inter-house activities through Form ✓ Implement wellbeing Wednesday (hot chocolate) ✓ Wellbeing strategies to support staff (J Heslin) ✓ H & S committee to review and support ✓ Whole school approach and awareness of the key strategies that promote positive mental health (PT PS) ✓ Focus of strategies to help those affected by lockdown (PTs PS through PSE) ✓ COVID recovery Pupil Group (J Anderson) ✓ School counsellor (K Figlionini) in place running Time to Talk ✓ 1-1 referrals through House meetings ✓ QR codes available to pupils through social media and posters, Google Classroom posts

		Improve environment and nurturing approaches across the team	✓ Continued use of nurture space (A11) for targeted pupils at break and lunchtime ✓ COVID protocol friendly alternatives for targeted young people ✓ SfL Ambassadors to be appointed
4	National Improvement Framework Key Priority 4: **Improvement in employability skills and sustained, positive destinations for all young people**	Implement Balfron skills framework across courses Plan for opportunities to provide skills curriculum in BGE courses DYW Group to further embed Career Education Standard and Work Placements Standard *(lesson inserts, career management skills)*	✓ All staff aware of and using skills framework. Observations show links and relevance to learning ✓ Feedback from staff following whole staff meeting ✓ N Cameron to Liaise with Cala, Aggrekko and other key partners to identify safe partnership approaches to developing skills (reference Balfron Skills Framework) ✓ Review and share practice in teams on lessons embedded. Review staff confidence in delivering career education standard.
5	School Improvement Key Priority 5: **Self evaluation for self improvement**	**Weekly review of practices to keep school safe** Build learner Participation activities (HGIOS) into all aspects of practice Build impact measures into school improvement Intelligent use of data – target groups	✓ H&S weekly meeting ✓ Link for staff to report ✓ Regular check-in with staff & half-termly survey ✓ Raise awareness of HGIOurS at team level. Use pupil council feedback gathered to prioritise themes for improvement ✓ All data scrutinised, patterns identified and targets set ✓ Review of SQA approaches and data to plan for possible removal of exam diet.

In-service Days Improvement Focus

In-service Date	Strategic Focus
August 10 & 11	Safe running of the school Priorities for the year SQA results
February	Team and inter-school Moderation – SQA focus Equity Update
February	Supporting ASN and Differentiation Mental Health & Wellbeing
May 1	Balfron Skills Framework

Staff Meetings

Date	Strategic Focus
September 30	Blended learning CLPL in teams
February 15	Working Groups
March 25	Working Groups
May 11	Tri-learning launch (digital focus)
June 9	Tri-learning feedback groups

Balfron High School Recovery Plan 2020-21

Working Groups to Support, Influence and Drive Improvement

Role of working groups to drive improvement as per the SIP:

- **Look Inwards** – Review our provision
- **Look outwards** – Conduct research, identify good practice
- **Look forward** – provide CPL, knowledge and skills for staff. Plan and drive improvement and impact for Balfron High pupils

Improvement in Attainment	Closing the gap between most and least disadvantaged	Improvement in young people's health & wellbeing	Improvement in Employability skills and positive destinations	Self-Evaluation for Improvement
Literacy (SB) 3.2	*** Learning, Teaching & Assessment** (AS, EB) 2.3	**Health & Wellbeing** (NM) 3.1	***DYW & Skills** (NC) 2.7, 3.3	**Health & Safety** (weekly) PS, EB, JM, RP, MC, RS, JS, MS.
Improvement in Attainment	Closing the gap between most and least disadvantaged	Improvement in young people's health & wellbeing	Improvement in Employability skills and positive destinations	
Numeracy (DG) 3.2	***Equity** (FF) **1.3, 1.5, 2.1, 2.4**	***Positive Behaviour Policy** (CA/ CM) 2.1 (annual review)	***STEM (MY)** 2.3	
Improvement in Attainment	Closing the gap between most and least disadvantaged	Improvement in young people's health & wellbeing		**School Fund**
*** Digital literacy (DS) 2.3, 3.3**		**LBGT+ Inclusion (SL)** 2.1		AS

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What is our capacity for improvement?

Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	**How good is the quality of the care and education we offer?**	**How good are we at ensuring the best possible outcomes for all our learners?**
1.1 Self-evaluation for self-improvement	**2.1** Safeguarding and child protection	**3.1** Improving wellbeing, equality and inclusion
1.2 Leadership of learning	**2.2** Curriculum	**3.2** Raising attainment and achievement
1.3 Leadership of change	**2.3** Learning, teaching and assessment	**3.3** Increasing creativity and employability
1.4 Leadership and management of staff	**2.4** Personalised support	
1.5 Management of resources to promote equity	**2.5** Family learning	
	2.6 Transitions	
	2.7 Partnerships	