

Summary: Key School Improvement Priorities

Improvement Priority Title	What exactly are we going to do?
<p>Recovery from Covid-19 School Closures:</p> <ol style="list-style-type: none"> 1) Health and wellbeing 2) Recovery of learning, teaching and assessment 3) Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation) 	<ol style="list-style-type: none"> 1. <i>Ensure that children and young people (and also staff) have appropriate support throughout the year.</i> 2. <i>Assess where the gaps in learning are and focus on closing those gaps.</i> 3. <i>Attainment for all is an essential focus for this year. Our school Working Time Agreement and Calendar will be focused clearly on that,</i>

Improvement Priority Title

Recovery from Covid-19 School Closures

Linked to QIs/Themes

Linked to National Improvement Framework Priority

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

Linked to National Improvement Drivers

School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☒ Assessment of Children's Progress ☒
School Improvement ☒ Performance Information ☒

Linked to Highland Council's 4 Key Priorities

Aspiration, attainment and performance ☒

Integration, inclusion and partnerships ☒

Curriculum and pedagogy ☒

Leadership and career-long professional learning ☒

What do we aim to improve for learners?

- 1) Health and wellbeing post-Covid-19
- 2) Recovery of learning, teaching and assessment (including new opportunities with digital learning revealed by the Covid-19 situation/school closure)
- 3) Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Measurable targets for success

- 1) Establish targets for improvement based on initial surveys of children/young people and staff regarding how they are feeling, using the wellbeing indicators. Base targets on what appear to be the most vulnerable aspects of the wellbeing indicators.
- 2) Establish targets for adjusting classroom practice based on discussion with staff, children/young people and families about the efficacy of online learning conducted during the Covid-19 situation.
- 3) Establish targets based on staff discussion about new or widened gaps caused by the Covid-19 situation (for example, varying degrees of engagement in remote learning, decline of learning habit in some children/young people etc)

What actions will we undertake?

- 1a. Staff to all be mindful and supportive of each other. This will be a repeated message throughout the year and support in place as required.
- 1b. Guidance to implement access to support for learners – email access to the Guidance teacher and a duty Guidance teacher accessible from classes for immediate support.
- 1c. Improvements in attendance – support for youngsters and families.
- 2a. Clarity of purpose – learning and teaching is key and must be supported.
- 2b. Assessment guidance in place.
- 2c. Regular, relevant and robust reporting to parents.
- 2d. Further develop our online support to learners.
- 3a. Attainment in literacy and numeracy is central to our Pupil Equity Fund Planning. Targeted support to deliver improve outcomes.
- 3b. We will continue to review our Curriculum Provision from our 2019 School Improvement Plan. Curriculum will remain under review throughout this year with a view to 21-22 in light of Covid.
- 3c. Early identification of any gaps will be flagged to learners and parents.
- 3d. Our Actions this year will be targeted on Attainment. Only plans that have a direct bearing on that will be carried forward.

Who will lead this?**1a. SMT / EMT 20-21****1b. Russell McFee / PTGs – in place by October 2020****1c. Derek Newlands / Rona Macpherson / Rona Mackintosh / PTGs / Alison Pacey****2a. SMT 20-21****2b. Gordon Stewart September 2020****2c. WTA Group October 2020 – subject to SQA updates.****2d. All teaching staff 20-21****3a. Derek Newlands / Rona Macpherson / Morven Grubb / Pam Carmichael / Richard Smith October – May.****3b. Gordon Stewart / Helen Hunter 20-21****3c. All staff****3d All staff****Expected resource needs**

Pupil Equity Fund will be used to support improved outcomes in literacy and numeracy in particular in S4. Also, in terms of attainment by having targeted work relating to attendance.

Monitoring and evaluation procedures for the School Improvement Plan

The actions above will be monitored and evaluated to measure impact

How will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report? How will the evidence be gathered?

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Who will lead this monitoring and evaluation?

1.
 - a. Gordon Stewart. Annual staff survey May 21.
 - b. Russell McFee to monitor the use of these systems.
 - c. Rona Macpherson will regularly check the attendance. Fortnightly check in. Derek Newlands will keep an overview on PEF with Gordon Stewart.
2.
 - a. Gordon Stewart. Annual staff survey May 21.
 - b. Faculty Heads to monitor the regularity and scope of assessments at Faculty Meetings.
 - c. Parent Council will be consulted on this.
 - d. Faculty Heads to review the practice in the department and share good practice at Extended Management Team meetings for dissemination.
3.
 - a. Derek Newlands / Gordon Stewart / Rona Macpherson / Pam Carmichael / Morven Grubb to review progress on this termly
 - b. Gordon Stewart / Helen Hunter to review and discuss regularly at SMT in light of the Covid situation.
 - c. Faculty Heads to Quality Assure Tracking and Monitoring & Report data. Ensure that the data is accurate, relevant, accessible and helpful. As per the calendar.
 - d. All staff to focus on this and challenge anything that is a distraction from this. Ongoing.

