**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy | | | | | |
| **Focused Priority:** To improve consistency of learning, teaching, and assessment to ensure a high-quality learning experience for all our young people | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.3 – Learning, Teaching & assessment  3.2 – Raising attainment & achievement  2.2 -  Curriculum | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| We will develop a shared understanding of what great learning & teaching looks like, resulting in an improved learning experience for all learners.  We will continue to embed our new Managing Relationships Policy, to achieve consistency of practice across the school community. There will be a particular focus on rewards and recognition.  We will continue to improve the use of digital technologies across the school to improve the digital literacy skills of both staff and learners.  We will upskill our staff in terms of ICT skills related to assessment arrangements which will ensure our young people are appropriately supported during assessments across the school  To develop S1 literacy skills and raise attainment in literacy. Additionally, offer targeted support to S1 learners with first level literacy. The target will be to have **60%** of young people working within Level 3 by the end of S1.  We will improve tracking/ moderation of Numeracy across the Mathematics Department to improve attainment and provide better detailed information to improve feedback and next steps for learners. | * In consultation with all staff, develop a lesson evaluation toolkit. * Provide a quality PL programme focussed on improving learning, teaching and assessment. * Start a reading group to encourage teachers to engage with professional reading around learning, teaching and assessment. * Create a staff resource library in staffroom to encourage teachers to engage with professional reading and reflect on their practice * Newsletter and Twitter page with focus on L & T. L & T Team on GLOW * Revisit and review the policy regularly throughout the session. * Have a monthly focus, where all staff are encouraged to focus on one area of the policy eg. Meet and Greet, Mobile Phones etc. * Run PL workshops on Pivotal practice. * Have a positive focus on uniform by recognising learners who are wearing full school uniform * Introduce termly whole school praise postcards by using stars on SEEMiS. * Tracking praise across school and make use of this for S2 Learning Awards etc. * Develop a new digital skills course as part of S3 Enrichment * Train a group of learners to become Digital Leaders * Encourage each faculty to have a Digital Ambassador to lead on digital technologies within their faculty * Offer PL to staff to continue to improve digital skills * Work towards achieving the Digital Schools award * Improve digital skills of new S1 learners through S1 Business Education courses * Review S1 curriculum across school to include improved use of digital technologies   The aim will be to upskill staff in being able to identify when a learner may benefit from an arrangement and know which arrangement would be best. We want to be able to give learners practice in using ICT based arrangements to relieve the pressure on staff being used as readers/scribes.   * Turn one English period into an explicit timetabled literacy period for S1 learners. Learners will be told that when their timetabled literacy period is and work for separate jotters and resources. This will take place weekly. * All S1 Eng classes would follow the proposed literacy course and KHS staff would be updated termly on the focus eg talking, listening etc and encouraged to discuss how this aspect of literacy is used in their subject * Regular attainment reviews throughout the session to highlight areas of strength and development for given classes. * In depth review of SNSA results to plan to “fill” knowledge gaps * Begin to highlight possible links to other faculties for next session as part of a wider responsibility across the curriculum. | S Hamilton will have an overview with the following staff leading sub groups:  Evaluation Toolkit led by K Hume  Strengthening Our Practice led by P Morris/Y Nessel  Professional Reading Group led by P Morris  Staff Resource Library led by L Hay  L Malcolm (Twitter) Y Nessel (Newsletter)  Michael Sanderson (GLOW)  S Hamilton will lead the managing relationships working group.  All staff will have a responsibility to work with the new policy  O Spink will coordinate the whole school praise and link it in with House Points  A Samfat will lead the digital technology working group.  PTCs/Teachers  G Broadway/ SJ Berwick  E Thorburn to lead initiative and work alongside English teachers to develop curriculum  RC – BGE  AG – NQ  All Staff | | Focus groups of learners will be questioned about their learning experiences at the start of the session and then again at the end of the session.  We will also send out feedback forms to staff after Inset days/Collegiate sessions/PL.  We will also use our classroom learning visits as a self-evaluation tool throughout the session.  Staff opinions in Dec/May  Attainment data will be also used as a measure of success  Staff questionnaire at start and end of session.  Pupil learning council will be consulted throughout session and will be given the opportunity to suggest further improvements.  Monitor the uniform spreadsheet to see if there is an improvement.  Analyse the number of learners who are receiving praise postcards each term  Attainment data will also be used as a measure of success  Wakelet Student Ambassadors  Focus groups throughout to assess how it is going  Have an online meeting to train parents led by pupils  Observations/ assessments and the number achieving an NPA in PC Passport and Touch Typing by end of S2  Classroom visits/observations  Record the number of assessment arrangement referrals and issue feedback to staff re. correct identification of support need.  Use of surveys during key points during the session (August, December and May) which will ask students about their experience of the course and confidence in literacy as a result of taking part.  Assessing S1 reading/writing in Sept and then again in May/June.  Staff evaluations  SNSA Data  Dept Meetings – curriculum pathway discussions | Lesson evaluation toolkit developed in consultation with all staff during Aug Inset day. Launched with all staff at Inset 12th November.  PL programme shared with all staff Aug Inset  Reading group will be ongoing throughout session  Staff resource library will be available to access from Aug 2021 and will be added to and improved throughout session  Policy will be re-launched in Aug 2021.  Aug/Sept – Non-uniform tops/Face coverings  Sept/Oct – Non-uniform tops/Face coverings  Nov/Dec – Mobile phones  Jan/Feb – Praise  Feb/Mar – Uniform  Apr/May – Mobile Phones  May/Jun – Praise  Whole school praise entries  Term 1 – By Fri 24th September  Term 2 – By Fri 3rd Dec  Term 3 - By Fri 18th Mar  Term 4 – By Fri 17th June  Managing relationships proforma in QI files to be completed Sept/March.  Start in Aug  Identify a digital Ambassador by end of August – ongoing  Dates TBC  Inset 16th Feb will have a Digital Technologies focus  Reviewed at faculty meetings wk beg. 7th Feb  Workshop with all teaching staff at Aug Inset 2021 and monitored throughout session.  Term 1 August to October: Reading skills  Term 2 October to December: Writing skills  Term 3 Jan to April: Talking and Listening  Term 4: April and May further reading skills  6-8 weekly  Nov 2022  6-8 weekly |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:**  Improvement in children and young people’s health and wellbeing | | | | | |
| **Focused Priority:** To work with our pupils, parents/carers, and community partners to identify and bring about improvement in our young people’s health and wellbeing | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 3.1 – Ensuring wellbeing, equality, and inclusion  3.2 - Raising attainment & achievement  2.5 - Family Learning | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| We will be even more alert and sensitive to young people’s mental health needs. We want to make sure that our young people are aware of the support available and how to access support.  Mental Health Ambassadors to achieve a Youth Achievement award as well as a Mental health First Aider Award.  We will deepen and strengthen our understanding of children’s rights and The Promise. (Including multicultural awareness and racial equity issues ). This will ensure young people, especially those living in care, are aware of and have access to the support they need to thrive.  We will support our more vulnerable young people and those with additional support needs to reconnect with in school learning. The aim will be to increase engagement and hence raise attainment.  We will use our outdoor education recovery fund to engage with Scout Adventures Scotland who will deliver outdoor and adventure days to our S1/2. This project will help to engage pupils with outdoor learning and will also support their mental health and wellbeing. | We will appoint more mental health ambassadors from a variety of year groups. The ambassadors will take part in a 12 week training programme with Community Education, resulting in them being able to educate and support their peers on mental wellbeing. The plan is to create a wellbeing hub in KHS which will be manned by the ambassadors, offering peer support.  Re-design the KHS Mental Health Toolkit which is currently in the form of a Padlet. We plan to change this to GLOW blogs, so that it can be part of our new school website.  Set up an S1 ‘Pupil Action Group’ to encourage pupil voice on matters such as wellbeing, community, and young people’s involvement in school  The Social Subjects department will continue to develop and teach The Children’s Rights course in S1 and the Citizenship course in S2 (focussing on the Millennium Development Goals 1 & 2 “No Poverty” and “No Hunger” and also 13 “Climate Change”).  We need to work on sustaining our Gold Rights Respecting Schools Award. The focus for the steering group will be Article 24 “Health & Health Services” with a particular focus on mental health.  We are working towards being a Vision School in 22-23 by improving the learning about and from the Holocaust across the school.  The Equalities and LGBT+ groups want to eliminate prejudicial language being used in our school. They will develop a document for staff to use with examples of language/misconceptions we hear, their origins, and advice on how to respond to them.  To organise and hold a “KHS Pride”.  We will work with various partners eg. YMCA to support learners in school and at outreach session, Clued Up, In Sync, CLD programmes etc.  We will be offering ‘Bridging the Gap’ after school sessions.  We will develop an Outdoor Education Programme.  We will offer Nurture/Well-being sessions.  We will form S1 Literacy/Numeracy groups of learners who are still working at first level and offer them extra support.  We will form S3 Literacy/Numeracy groups for any pupils who have suffered badly from lack of engagement during home learning last session.  We will ensure non-attenders have access to digital technology at home.  Both year groups have missed out on important transition events due to COVID restrictions and this project will enable them to experience new activities, challenge themselves, interact with others, solve problems together and achieve individually and as a team. | C Kendrick/ E Fotheringham/L Hay and the Mental Health working group  L Hay/P Murray  M Duckett/L Hay  J Young/Social Subjects Faculty  J Young/A Diamond/Rights Respecting Schools Steering Group  M Osborne  P Murray/S Mahr  P Murray & LGBT+ Group  G Broadway/A Farquharson plus Guidance and SL staff  Led by J Preece  Led by J Preece  PSOs  SL Teachers  SL Teachers  S Squires  R Greenhorn/S Young/M Duckett | | If successful, the mental health ambassadors will achieve a youth achievement award as well as a mental health first aider award.  There will also be evaluative discussions and questionnaires throughout the training programme.  We will monitor the number of people accessing the KHS Mental Health Toolkit through GLOW blogs. We will also issue a survey to learners/staff/parents/carers to see if they are aware of the KHS mental health toolkit and if they have accessed it, how useful did they find it.  Regular opportunities throughout the session for S1 pupils to voice their opinions and to be heard.  Feedback from focus groups of learners  Survey sent out to learners via year group Teams and to staff to assess levels of understanding of rights.  Feedback from learners/staff  Progress towards meeting the criteria for the award  Monitor the number of incidents reported  Engagement/Attendance data  Attainment data  Motivation Scales  SLD pupil survey  Generic pupil survey completed in SE  Feedback from learners who have participated in the adventure days. | Ambassadors will be appointed before August 2021 as the training will start in August 2021.  The wellbeing hub to be up and running by Jan 2022???  New format of the Toolkit to be ready by Oct 2021.  The Toolkit shared with staff at collegiate 3 in February and shared with all learners at year group assemblies, during Feb (Presented by Guidance/L Hay)  Group set up by Fri 10th September and will work throughout session 2021-22  Focus groups to be held in March 2022  The Promise will be the focus of the Collegiate 1st Feb  UNCRC/Equalities will be focus at collegiate 4 16th March  Holocaust Assemblies in Jan 2022  IDL work on Holocaust in Jan 2022  Document to be available by February 2022  February 2022???  Ongoing throughout session 21-22  Groups to be identified by end of October 2021  S1 Adam Smith – 1st/2nd Sep  S1 Carlyle – 13th/16th Sep  S1 Oswald – 15th/16th Sep  S2 Adam Smith – 20th/21st Sep  S2 Carlyle – 22nd/27th Sep  S2 Oswald – 28th/29th Sep |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:**  Improvement in employability skills and sustained, positive school-leaver destinations for all young people | | | | | |
| **Focused Priority**: To improve attainment and destinations outcomes in the Senior Phase, promoting successful learning and equity | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.3 – Learning, Teaching & assessment  3.2 – Raising attainment & achievement  2.2 -  Curriculum | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| We will improve our attainment tracking to ensure quicker interventions, resulting in improved attainment in 2022 exams. We aim to improve the number of Nat 5 awards achieved by S4 learners, especially for learners in SIMD 1 (>2%) & SIMD 2 (>2.5%).  Our young people will take more responsibility for their own learning and progress and due to this attainment will increase.  From our updated Curriculum Rationale, all young people will experience coherent learning pathways which will support positive destination for all young people. | Develop a SP whole school tracker to be used at Attainment Liaison Meetings to identify where interventions are required.  Develop a study skills programme for S4 including a mentoring programme which will expand the learner conversation model.  We will also run session(s) for parents/carers on how they can help their young person study at home  Update Curriculum Rationale  Extend/Diversify accreditation eg. NPAs, Rural Skills, work experience etc.  Improve course choice process and raise expectations of staff and learners re. Learners gaining accreditation. | S Hamilton/A Jones  A Grubb/R Cunningham/L Hay/A Farquharson  S Whyte  D Allan/J Davidson/J Preece/H Thompson/R Paterson (DYW Coordinator)  J Crawford/I Gannon | | Compare previous year’s attainment data as well as comparing Prelim data with final exam data.  Pupil/Parental feedback  SQA attainment data  Compare positive destinations data with previous years | ALM 1 – Wk Beg 27th Sept  ALM 2 -Wk Beg 29th Nov  ALM3 – Wk Beg 28th Feb  Discussed at faculty meetings Wk Beg 13th Sept  S4 Study Skills programme will run once per week throughout session  Curriculum rationale to be updated by June 2022  Positive Destinations meetings to be held throughout session.  Links to be made with SRUC Elmwood College early in session. |
| **Ongoing Evaluation** | | | | | |
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