The Waid Academy



School Improvement Plan

Session 2021 - 2022

**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority: Assessment of learners’ progress and attainment** | | | | | |
| **Focused Priority:**  Review our vision, values and aims to support us to develop our curriculum rationale which meets the needs of our community and ensures progression pathways support all learners to maximise attainment. (This is year 1 of a 3-year priority) | | | | | |
| **HGIOS4 Quality Indicators** | | |  | | |
| 1.1,1.3, 2.2, 2.3, 3.2, | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All stakeholders will have a clear understanding of our shared vision and values and will understand how these are reflected in our curriculum rationale. | A series of workshops planned for staff, learners, parents, community partners and local employers to capture their thinking on what we want to achieve for our learners and what is important to us (our values).  Learners and Parent Council members will be involved in every stage of the planning process  Use online engagement approaches to maximise levels of engagement  Use feedback from Stakeholders to develop our revised Curriculum Rationale reflecting our local context.  Leadership team focus on creating professional learning opportunities for PTCs to support their leadership of curriculum developments at faculty level. | DHT/ Curriculum/PC/Senior student leader with responsibility for Learner Voice/PTCs  HT/SLT/PTCs | | Analysis of feedback from engagement process from all stakeholders  PTCs evaluation of professional growth  Feedback on agreed vision and values from all stakeholders  Analysis of Curriculum Rationale against CFE curricular principles and entitlements will indicate that our new rationale reflects our unique context and delivers our community’s expectations while embedding the national entitlements. | October to December 2021  (Covid mitigations dependent)  August 2021- April 2022 |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:**  Assessment of **Learners’** progress and attainment | | | | | |
| **Focused Priority:**  Improve learner and teacher use of feedback through developing our approaches to learning conversations to improve attainment in the senior phase | | | | | |
| **HGIOS4 Quality Indicators** | | |  | | |
| 2.3,3.2 | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| In S4-S6, learning conversations underpinned by quality feedback will be used by learners to improve their progress. | Evaluate Faculty Delivery plans which will set out the specific actions at faculty level which will progress this priority and support PTCs to ensure the quality and appropriateness of planned actions.  Regular quality improvement meetings to support quality implementation of this approach  Develop a coherent whole school professional learning approach to support pedagogy in relation to effectively closing the feedback loop.  Focus QI strategies including class room observations/learner voice and sampling of work to identify the effectiveness of implementation and plan additional support where required. | SLT/PTCs/Faculty Teams | | Analysis of Faculty Delivery plans and regular progress updates  Teacher evaluation of professional progress in their use of feedback and evidence of learners using feedback to close the loop.  Classroom observation  Learner voice  Samples of work, feedback and improvement. | September 21, December 21, February 22, April 22  February 22  September 21- March 22 |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:**  Improvement in Attainment | | | | | |
| **Focused Priority:**  Develop our S2 curriculum to ensure our curriculum provides appropriately differentiated challenge for S2 learners. | | | | | |
| **HGIOS4 Quality Indicators** | | |  | | |
| 1.1,1.3, 2.2, 2.3, 3.2, | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| In S2 our lessons and assessments will be planned to support learners to engage in learning which is appropriately challenging. Course outlines will demonstrate clearly planned and appropriately challenging progressions in learning for the highest attaining 20%, middle 60% and those **furthest** from achievement.  An opportunity for learner structured engagement  with elements of core skills will be embedded in course structure | All faculties will focus on this priority through Faculty delivery plans. Each faculty to identify specific outcomes to be achieved this session.  A structured whole school approach to professional learning to support this priority will be planned across the session.  Coherent, structured approach to QA Lesson observations. Learner voice and QA will be used to develop a shared understanding of current practice and identify specific areas for improvement.  Skills achievement framework for BGE will be launched with S2 learners for wider achievement and subject specific opportunities for school based skills accreditation created and implemented for S2. | ALL staff will have responsibilities agreed through Faculty delivery plans  Leadership Team (SLT and PTCs) will work collaboratively to lead the professional learning programme utilising expertise form across the school.  Leadership Team will create QA processes this session focussed on this priority  DHT Curriculum | | Audit of current course for S2 linked to developing understanding of curriculum rationale (priority 1)  S3 Learners voice gathered re S2 experience at subject level.  Peer to peerobservations/PTC observations  Samples of work  Analysis of tracking data  Analysis of Skills awards issued  Learner voice to establish impact of skills framework  Participation rates analysed and non-participation targeted. | September 2021  September 2021  Calendar for professional learning mapped to collaborative learning time identified in WTA.- throughout session August to June 2022  Courses reviewed and developed throughout session September-June 2022  By December 2021 |
| **Ongoing Evaluation** | | | | | |
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