



Summary: Key School Improvement Priorities

Improvement Priority Title	What exactly are we going to do?
<p>Recovery from Covid-19 School Closures and disruption to education:</p> <ol style="list-style-type: none"> 1) Health and wellbeing 2) Recovery of learning, teaching and assessment and improved attendance. 3) Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation) 	<ul style="list-style-type: none"> • Provide individualised support for pupils and staff whose health and wellbeing has been impacted by Covid-19. (3-18) • Review and revise guidance and SfL provision to include increased support targeted at mental h&wb (3-18) • Provide additional support within class and for teachers where need is identified. (3-18) • Revise curriculum to accommodate any changes introduced by SQA including the re-introduction of exams at N5/H/AH (HS) • Further develop our use of technology to support on-line learning and enhance pupils experiences. (Prim & HS) • Identify pupils whose attainment is lower than predicted and identify measures to address their gaps (3-18) • Provide ongoing support in Literacy as a supplement to the recovery curriculum. (Prim & HS) • Monitor and support those pupils where attendance or engagement is lower than expected. (3-18)

Improvement Priority Title

Recovery from Covid-19 School Closures and disruption to education.

Linked to QIs/Themes

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.7 Partnerships
- 1.5 Management of resources to promote equity

Linked to National Improvement Framework Priority (check all that apply)

- 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 (check any that apply)

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

Linked to Highland Council's 4 Key Priorities (check any that apply)

- 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? (what impact do we expect to see?)

- 1) Health and wellbeing post-Covid-19 (3-18)
- 2) Recovery of learning, teaching and assessment (including new opportunities with digital learning revealed by the Covid-19 situation/school closure) (Prim & HS)
- 3) Attainment in session 21/22(focusing on identifying new or widened gaps caused by the Covid-19 situation) (3-18)
- 4) Attendance in session 21-22 (focussing on supporting those whose attendance is below expected levels and ensuring continued attendance for all) (3-18)

Measurable targets for success (how will we know if the change has been an improvement?)

- 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. (3-18)
- 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. (Prim & HS)
- 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 learning, decline of learning habit in some children/young people, difficulty in some young people in returning to full time in school education.) (3-18)
- 4) Establish targets for attendance and monitor regularly and support where required. (3-18)

What actions will we undertake? (detail of how you aim to achieve the desired impact)

Health and Wellbeing

- Scottish Counselling service to work with identified individual pupils who require additional support. (HS)
- Nurture conversations with each pupil to establish where individual support is required (Prim/HS)
- Liaise with partner agencies to best allocate support (3-18)
- Work with pupils/parents/partners to confirm support plan & review on an ongoing basis (3-18)
- Support staff health and wellbeing through identifying ways to bring staff together in a socially distanced fashion and through providing regular check-ins with SMT link. (3-18)
- promotion of the house system and reward scheme – helping to re-build pupils sense of purpose/teamwork/wellbeing in school and recognise positive achievements (Prim/HS)
- Head Pupil Team to be given opportunities to act as role models for younger pupils. (HS)
- Senior pupils to take on monitoring roles and potentially act as H&WB peer supporters. (HS)
- P6,7 and S1 to have activities days to replace transition residential trip (Prim/ HS)
- S2 – 6 also to participate in outdoor education days (HS)
- Regular monitoring of attendance and supportive conversations where required with pupils and parents (3-18)
- PT Guidance post created to add to available support. (HS)

RECOVERY OF LEARNING, TEACHING & ASSESSMENT

- Through dialogue with staff, identify pupils who require additional support (resources/ psas/ time/ IT) Identify how this can be provided and put into place. (3-18)
- Using Recovery Phase funding, provide additional support for literacy across the ASG and a coordinated approach for children absent from school because of Covid. (3-18)
- Ensure staff are kept informed of all communications from SQA and made aware at earliest opportunity of any changes in curriculum arrangements or assessment requirements. Allow staff time, as required, to facilitate changes. (HS)
- Identify staff and pupil training which is required to support on-line learning should this become necessary. Provide an on-line learning resource to support parents in their understanding of this new way of learning. (Prim & HS)
- City trip for HS pupils to encourage attendance and engagement and to support transitions to further education (HS)

Who will lead this? (detail of responsibilities and timescales)

GS/Support staff. Immediate

Guidance staff (ongoing)

HT/DHT/Guidance and support staff (as required)

ASN PT (ongoing)

All Staff and SMT

HP/SL and all staff (ongoing)

GS and Head Pupil team (at appropriate points in the year.)

KL/AM (March 2021)

AM/Guidance/support staff.

ASN PT (ongoing)

Additional staff/ASN staff (as required)

NG/GS (as required)

NG/KM (Post Christmas)

Guidance staff/all teachers (ongoing)

All staff (volunteers)

Teaching staff

ATTAINMENT

- Identify individual pupils at risk of not achieving potential and in partnership with staff, identify ways to address gaps. Review on an ongoing basis. (3-18)
- Explore additional ways to recognise achievement – eg NPA – in partnership with YDO and DYW. (3-18)

Guidance/support staff

Expected resource needs (including costings if applicable)

additional PSA support

-1.0 fte additional PSA (cost covered by additional recovery budget)

Other costs eg for Outdoor Education to be covered from PEF

Monitoring and evaluation procedures for the School Improvement Plan

Briefly note planned procedures for assessing the success of your In-depth action plans. Comments here may refer to individual plans or may cover more than one plan in one set of comments (this is especially likely in smaller schools). If you prefer, you could copy and paste this box after each In-depth action plan.

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?

- a) Focus group feedback
- b) Attendance data
- c) Attainment data

Who will lead this monitoring and evaluation? (detail of responsibilities and timescales)

EMT/ASN teacher/Guidance staff. Timescales as per plan.

