



School Improvement Plan

2023-24

Earlston High School

INTRODUCTION - School Improvement Planning 2023/24

This document outlines our identified priorities for Session 2023/24, which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2022/23. For more information on our performance, see our School Improvement Report 2022/23.

Self-Evaluation Summary

Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation' -HGIOS 4? HGIOELC?

Strengths 2022-23

- Development of targeted interventions for all year groups
- Improved offering of curricular programmes and links with partners to deliver
- Improved metacognition: pupils understanding of what they have learned and what their next steps should be
- Improved communication within school and with parents

Areas for Improvement 2023-24

	Short Term	Medium Term	Long Term
Learning, teaching and assessment assessment (incl. pedagogy, pathways and digital)	<ul style="list-style-type: none">• EELF- develop whole school approach 'Plan for THINKING' (questioning and checking for understanding)• EELF- focus on cognitive load theory and the learning process	<ul style="list-style-type: none">• Share our new L&T approaches with parents.• All staff engaging with the new approaches to L&T.• Launch of interactive platform to improve interaction with parents.	<ul style="list-style-type: none">• Embedding #SBCway approaches• Outdoor learning

	<ul style="list-style-type: none"> • Establish the PT Pedagogy role. • Review and further embed the Learning Profile style of reporting. • All staff engage with incremental coaching as part of their Pedagogical Plan. • Introduce new learning platform to all staff. • Engagement with Cluster approach to #SBCway priorities (Lit, Num, HWB) 		
Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)	<ul style="list-style-type: none"> • Continue with CLPL re nurture approaches • Continue with CLPL for all staff to be trauma informed • Staff understanding of Neuro-diversity and targeted support for learners • Peer led support for wellbeing • Engage with Cluster approach to #SBCWay Health & Wellbeing 	<p>Extensive programme of interventions – involvement of partners</p> <p>Wider curricular pathways to encourage inclusion</p> <p>Cluster wide peer led support using high school ambassadors</p>	<p>Family learning spaces</p> <p>Embed the #SBCWay for wellbeing</p>

Local authority priority: The #SBCway – a consistent BGE curriculum

QI		NIF Priority	SBC Framework	Intended outcome:		
2.2, 2.3, 3.2			LTA	To engage with, self-evaluate against and prepare to fully implement the #SBCWay in every school across the local authority. Engage and align!		
Process					Progress Tracker	
			St. lead and key people	Timescale (Date)	Measures of Success	Review Date
1	The #SBCWay What we are going to do? 4 phases of engagement and alignment across Session 2023/24. ALL schools must engage with all 4 phases although the level of engagement can differ. This must be agreed at Cluster level. Phases: <ol style="list-style-type: none"> 1. Oracy 2. Reading 3. Writing 4. Numeracy Each phase will require schools to: <ul style="list-style-type: none"> • engage in evaluation of the new materials • compare with existing pathways, assessments and programmes/structures • identify what are the key priorities for change at Cluster/School levels • Trial/experiment with an aspect of the new resource (if time) • Reflect on learning, feedback etc for the phase and share with central lead team. 		QIO Cluster Leads All HTs All School staff (at appropriate levels depending on role)	Whole Authority via Teams> 2hrs per In-set days: 14 th Aug October February May = 8hrs Agreed by Clusters for each sprint: Minimum 2.5 hours (for bold activities) = 10hrs WTA (min)	To complete 4 Alignment Sprints, each answering the reflective questions: How do current practices align with new approach? How do current practices differ from new approach? What support is required to be ready to adopt new approach? Each sprint to comprise of: <ul style="list-style-type: none"> • 1 x cluster HT engagement day • Minimum 2.5hrs school level engagement Additional 'all-schools' engagement at each In-set day Alignment Sprint 1: Oracy (Aug – Oct) Alignment Sprint 2: Reading (Oct – Dec) Alignment Sprint 3: Writing (Jan – Feb) Alignment Sprint 4: Numeracy (Mar – April)	Sprint 1 = Oct 23 Sprint 2 = Dec 23 Sprint 3 = Feb 24 Sprint 4 = Apr 24

	<p>Why we need to do it?</p> <ul style="list-style-type: none"> • To achieve equity and equality of educational offer and experience no matter the learning setting a child/young person attends. • To support our staff to be able to know what to teach and how it can be effectively taught across Literacy, Numeracy and Health and Wellbeing in the BGE. • To achieve consistency across the local authority in terms of what and how children and young people learn. 				
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Priority 1: Learning, teaching and assessment (incl. pedagogy, pathways and digital)

QI		NIF Priority	SBC Framework	Intended outcome: Improve teaching and learning across our school Improve the academic outcome for learners Improve the consistency of learner experience		
1.2, 2.2, 2.3, 3.2		1, 2, 4	Learning, Teaching & Assessment			
Process					Progress Tracker	
			Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Review Date
1	What we are going to do. Improve in class pedagogy, with a particular focus on: <ul style="list-style-type: none"> • Appoint a PT Pedagogy • Pedagogy focus for August Inset. -Planning for THINKING a whole school focus that ensure that thinking is planned for within lessons. • The main principles focus on using questioning to check for understanding and increase pupil accountability. • Each faculty chooses a questioning focus in their FIP and will evaluate this throughout the session. 		DHT LT&A PT Pedagogy	October 2023	<ul style="list-style-type: none"> • Increase in staff choosing questioning as a Pedagogical Plan theme. • Staff voice following launch at inset • Staff self evaluation • Increase in take up of Professional learning, which is key to the success. • Pupil voice will reflect the focus. • Three walk through cycles will evidence questioning is being used to increase accountability and involve <i>all</i> learners. • Walkthroughs will evidence consistency of learner experience 	Oct/Jan/ May

	<p>Why we need to do it.</p> <ul style="list-style-type: none"> Independent working has been identified as an issue. ELT identified this as a need following the May PT engagement week. Pupil voice suggested checking for understanding needed to be more consistent. 				
2	<p>What we are going to do.</p> <p>Improve in class and out of class learning.</p> <ul style="list-style-type: none"> All staff given the Cognitive Load Theory presentation. New LJ/SC template Faculties are reviewing presentations. Assemblies will focus on how we learn Share cognitive load theory with parents (Parent Council and Parents' evening presentation.) 	DHT PT Pedagogy		<p>We are looking for increased understanding of learning to help <i>all</i> learners.</p> <ul style="list-style-type: none"> Walkthroughs and Pupil Voice will evidence that all lessons start with a LI & SC slide, which has been minimised with consideration of cognitive load. Sharing this information with pupils via the assembly programme focus on Plan for THINKING. Parent voice Staff voice Sampling of learning profiles will evidence greater understanding of learning 	Oct/Jan/ May
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> To provide an understanding of how we learn is a key component in learners becoming more independent and accountable for their learning. Feedback from PT Engagement Week asked for this to be shared with all staff. 				
3	<p>What we are going to do.</p> <p>Review our curricular offering for S3/4 – make S3 in particular more purposeful and relevant to pupil pathways.</p>			<p><i>How will we know that the actions will be successful? How can they be evidenced?</i></p> <ul style="list-style-type: none"> New courses/pathways to DHT from PTCs by Sept 30th 	June 24

				<ul style="list-style-type: none"> Approval checked with SQA coordinator Oct 31st New course sheet & support materials for promoting new and current courses November Return of course choice forms March Parent engagement and Parent Voice Pupil engagement and Pupil Voice Pupil Support Team evaluation Sampling of course choice returns 	
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> To add more depth at S3 subject levels To increase achievement and attainment at S3 level To ensure our S3 offering is more purposeful for learners to enhance engagement Moving from 10 subjects to 7 ensures improved transition into S4 with courses <p>To allow for pupils to select 7 subjects at level 4/5 instead of 6</p>				

Priority 2: Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)

QI		NIF Priority	SBC Framework	Intended outcome: Improve mental health and wellbeing Improve attainment outcome for learners Improve positive destination		
3.2, 2.4		2, 3	Inclusion			
Process					Progress Tracker	
			Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Date Reviewed
1	What we are going to do.					
	<ul style="list-style-type: none">Create spaces for pupils who need quiet time		JW	Oct 2023	<ul style="list-style-type: none">Quiet spaces used	October 2023
	<ul style="list-style-type: none">Continue to develop qualification structures and opportunities for pupils		HT/JW/LL/ KW	Oct 2023	<ul style="list-style-type: none">Improved number of qualifications	August 2024
	<ul style="list-style-type: none">Work on priorities raised from Glasgow Wellbeing Survey		Pastoral	Sept 2023	<ul style="list-style-type: none">Improved outcome measures in surveyData from Bullying & EqualitiesData from Quarriers	June 2024
	<ul style="list-style-type: none">Improve our attendance interventions		Pastoral	May 2023	<ul style="list-style-type: none">Improved attendance measures	Monthly
	<ul style="list-style-type: none">Improve wider staff understanding of trauma and neurodiversity involved practice		Pastoral & all staff	Feb 2024		May 2024

	Why we need to do it.				
	<ul style="list-style-type: none"> • Increased levels of anxiety in students • Higher levels of ASD diagnosis and need • Continued need to improve curriculum and opportunities for a diversifying student body 				

Ongoing Improvements 2023-24

Process		Progress Tracker		
Improvement		Strategic lead	Measures of Success	Expected completion date
1	#SBCWay – Numeracy, Literacy	Cluster HTs PTC Maths PT English	Engagement Completion of sprints	April 2024
2	Pedagogy with particular focus on Planning for Thinking; Questioning and Show you Know	DHT LT&A PT Pedagogy	Walkthroughs Pupil Voice Tracking attainment data	May 2023
3	Curricular offering for S3	DHT Curriculum	New courses New choice of course process	January 2024
4	Nurture, Inclusion & Wellbeing Interventions and widening offer of qualifications	DHT Pupil Support	Attendance data Use of spaces Wellbeing survey	May 2024