Leading School Improvement 2020-21

Meaningful Learning Year 3



DRAFT

School Improvement 2020-21

1. Raising Attainment

***-Learning and Teaching: Moving from Satisfactory to Good through Consistent Pedagogy- Feedback and Inspirelearning (with a continued focus on Learning Intentions and Success Criteria)***

* *My Journey (Comprehensive Learning Overview): Qualifications, Skills and Values*
* *Senior Phase: Every student achieves 5+ Qualifications*
* *5@5 Ambition Target*
* *Tracking and Addressing the Covid Gap/Absence*

1. Developing Employability

* *Developing our Golden Skills and Leadership Pathways incl. accreditation and Partnership working including family learning.*
* *Tracking Achievement from S1: Qualifications, Skills and Values*

1. Health and Wellbeing

* *A Nurturing Approach*
* Health and Wellbeing- with a focus on mental Health
* *Relentless Routines with a particular focus on closing the loop and phone calls home*

Classroom Leaders

1. **Learning and Teaching- Collaborative Professional Development**

Focus on Feedback (and maintaining focus on Learning Intentions and Success Criteria)

Maintained focus on our Positive Relationships Framework Relentless Routines

*Meet and Greet*

*First Attention to positive conduct*

*Praise Postcard minimum X1 weekly*

***School Improvement Groups 2020-21***

***Learning and Teaching***

***VIA Positive Relationships/H&W***

***Golden Skills/Employability***

***School Operational Groups 2020-21***

***House System***

***Leadership and S6 Committees***

***Extra Curricular***

***Communications/Events***

***Staff H&W***

*Praise phone call x1 weekly*

*Concern Calls Home*

*Restorative Approaches and ‘Closing the Loop’*

1. **Nurture**

NURTURE 2020-21 (SBC Improvement Priority)

1. **School Improvement Group (Collaborative Enquiry)**

**and School Operational Groups**

Working with others to have a whole school impact



Faculty Leaders – Curriculum and Pastoral

1. **Learning and Teaching Improvement: QA for consistency**
2. **Nurture**
3. **Ambition for all: Every Student achieves 5xQualifications (Risk Matrix)**
4. **Developing the Meaningful Curriculum – Progression for all**
5. **S3 Challenge and accreditation/banking**
6. **Recording and Celebrating Wider Achievement**

Senior Leadership Team – Roles and Remits

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| --- | --- |
| **24th April 2019 Staff Meeting Feedback:**  **-whole School Termly Focus on each Pedagogical Key Area**  **- establish shared understanding of best practice**  **- develop consistent high quality practice** | **Term 1: Positive Rel + Learning Intentions and Success Criteria**  **Term 2: Positive Rel + Feedback**  **Term 3: Positive Rel + Students Leading Learning** |
| Tracking the Impact of our Self Evaluation/Professional Dev | Inservice Workshop |
| Self Evaluation/Peer Support: Learning Visit Policy | Inservice Workshop |
| Restorative Practice Training | First Day Inservice training? Follow-up  Pupil Training |
| Sharing Reading/Good Practice | Inservice Workshop  Ongoing opportunity |

**3rd May 2019 Inservice Workshops**

1. Tracking Impact- Self Evaluation (Tricia Barker, Yvonne Roy)

2. Learning Visit Policy (Jenna Swan, Alan Aiken)

3. Sharing Reading/Good Practice (Sam McHenry, Chris Dolan)

4. Inservice Day Structure (Laura Thomson, Claire Poole)

**Workshop Leaders’ Feedback 15th May 2019**

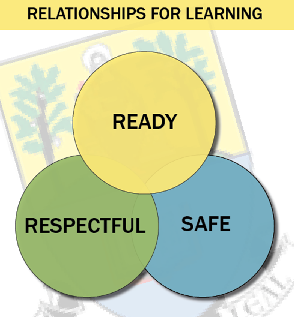
1. Learning Visit Policy re-designed
2. Self Evaluation approach + Lesson Planner designed
3. Sharing Practice Programme 2019-20
4. Inservice structure designed

**Session 2019-20 Feedback (32 staff responded May 2020)**

* **97% staff felt involved in developing the approach**
* **93% staff feel relentless routines have had positive impact in class**
* **87% staff feel relentless routines have had positive impact across school**
* **100% staff feel knowledge/understanding/confidence in key pedagogy has improved**
* **90% staff have evidence that L&T development has had positive impact on students**
* **80% staff feel we should maintain the focus on Feedback (+LI/SC)**

**Staff Meeting 19th June 2019**

1. Agree Termly Focus and Calendar
2. Agree Approach
3. Share Reading for Inservice Aug 2019

**Selkirk High School: Learning Planner**

**Success Criteria**

What are we looking for? How can we prove that we have learned today?

Success criteria need to be manageable and as explicit as possible.

Are success criteria appropriately challenging?

Feedback (formal or informal) must link back to success criteria.

**Learning Intention**

Does LI make learning relevant to all?

Focus is on LEARNING NOT DOING

**Prior Knowledge**

How do I check their current knowledge?

Which students are on the Risk Matrix- how can I support them? How will I work with ANAs to support students?

**Learning Activity**

All pupils must learn in every lesson, every day!

**Feedback**

*How does Feedback support learning and learners?*

**Plenary**

What did they learn today- are they aware of this?

What’s the ‘end and send’ strategy?

**Practise and Metacognition**

How do students apply feedback and make improvements stick?

**Check Understanding**

How will you check all students?

Do you have an inclusive questioning strategy?

**Selkirk High School: Learning Planner**

**Success Criteria**

What are we looking for? How can we prove that we have learned today?

Success criteria need to be manageable and as explicit as possible.

Are success criteria appropriately challenging?

Feedback (formal or informal) must link back to success criteria.

* *Simple Language with use of command words eg ‘I can describe, evaluate, calculate, etc*
* *Referred to clearly in Feedback*

**Learning Intention**

Does LI make learning relevant to all?

Focus is on LEARNING NOT DOING

Keep it Simple- Use of Know, be able to, understand

* *Flexibility around how/when Lis are introduced is encouraged!*
* *Skills focus where appropriate*
* *Refer to throughout and at end of lesson*

**Prior Knowledge**

How do I check their current knowledge?

Which students are on the Risk Matrix- how can I support them? How will I work with ANAs to support students?

*We have to establish what pupils know and where the gaps are- Examples:*

* *Learning Logs, and Organisers: mind maps, essay plans, checklists, tables, venns, diagrams.*
* *Quiz*
* *Start with an end of topic test?*

**Learning Activity**

All pupils must learn in every lesson, every day!

* *Appropriate Pace and Challenge and support is experienced by all*
* *Questioning is used to make all students think hard*
* *Discussion is used to develop thinking and check understanding*
* *Pupils take leading roles in discussion and supporting each other to learn*
* *Resources are high quality and clear and relate explicitly to the learning intentions*
* *Modelling and scaffolding supports learning*

**Plenary**

What did they learn today- are they aware of this?

What’s the ‘end and send’ strategy?

*A final check of understanding – which refers back to Learning Intention and success criteria- can be motivational for students who recognise their own progress.*

*-Exit pass, mini-whiteboards*

*-Summary statements, quick quizzes.*

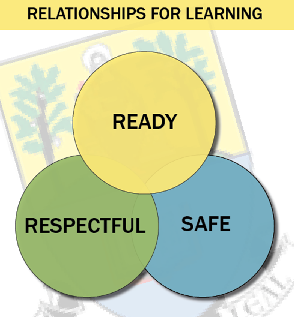
*- Q and A; quick response questioning strategy.*

**Practise**

How do students apply feedback and make improvements stick?

*Students need to practise to make their learning permanent*

* *Daily quizzes, pupil-led recaps; retrieval homework*
* *Regular ‘chunked’ practise*
* *Students move from Guided to Supported to Independent practice*

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**Feedback and Metacognition**

*How does Feedback support learning and learners?*

*Feedback is explicitly focused on shared success criteria*

*Feedback is pupil friendly and pupils understand what they need to do to improve*

*Feedback strategies are used throughout the lesson*

*Pupils have time and opportunity to apply feedback*

*Pupils feedback informs teaching*

*Immediacy of feedback is a feature of my teaching*

*Metacognition: when students understand themselves as learners and plan their learning accordingly eg*

* *Highlight corrections, revision planners and graphic organisers and Learning Logs.*

**Check Understanding**

How will you check all students?

Do you have an inclusive questioning strategy?

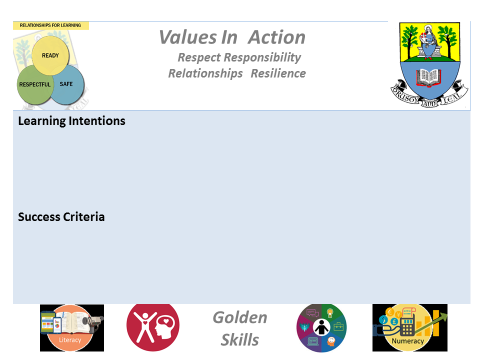
*Learning is really accelerated when teachers check learning within lessons and make changes accordingly.*

*Daily, weekly, monthly reviews*

*Active assessment strategies are used eg*

* *Mini whiteboards, quizzes*
* *Questioning strategy to include all learners (are pupils listening to each other?)*
* *1:1 with students*
* *Self and Peer Assessment explicitly linked to SC*

**Meaningful Learning: SHS Learning Intentions Dashboard**

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| --- | --- | --- |
| **2017-18 SENIOR PHASE CHOICES** | **2018-20 SENIOR PHASE CHOICES** | **2020-21 SENIOR PHASE CHOICES** |
| Admin and IT  Art and Design  Art and Design: Expressive Activity with Scottish Context(N3)  Biology (+AH)  Business Management  Chemistry (+AH)  Design and Manufacture  Drama  English (+AH)  Environmental Science (N4)  French(+AH)  Geography  German  Graphic Communication  Health and Food Technology  Hospitality (N4,5)  History  Human Biology  Mathematics(+AH)  Modern Studies  Music(+AH)  Performing Music on One Instrument or Voice (H, AH)  PE  Physics(+AH)  Practical Woodworking (N4,5)  RME (H)  Science (N3)  Spanish (+AH) | Art and Design  **Building a Meaningful Curriculum at SHS: Qualifications, Skills and Values**  Art and Design: Expressive Activity with Scottish Context(N3)  Biology (+AH)  Business Management (N5/H)  Chemistry (+AH)  Design and Manufacture  Drama  English (+AH)  Environmental Science (N4)  Geography  Graphic Communication  Health and Food Technology (H)  Hospitality (N4,5)  History (+  Human Biology (+AH)  Mathematics(+AH)  Modern Studies  Music(+AH)  Performing Music on One Instrument or Voice (H, AH)  PE  Physics  Practical Woodworking (N4,5)RME (H)  Science (N3)  Spanish (+AH)  **Photography (H)**  **Personal Finance (SCQF 4)**  **Employability (SCQF 4/5)**  **Personal Achievement Award**  **S6 Leadership Award**  **Youth Achievement Award**  **2019-2020 Leadership and Language N4**  **2019-2020 Travel and Tourism**  **Work Placement Award** | Art and Design (+AH)  Art and Design: Expressive Activity with Scottish Context(N3)  Biology (+AH)  Business Management N5/H)  Chemistry (+AH)  Design and Manufacture  Drama (+AH)  English (+AH)  Environmental Science (N4)  Geography  Graphic Communication  Health and Food Technology (H)  Hospitality (N4,5)  History (+AH)  Human Biology (+AH)  Mathematics(+AH)  Modern Studies  Music(+AH)  Performing Music on One Instrument or Voice (H, AH)  PE  Physics  Practical Woodworking (N4,5)  Science (N3)  Spanish (+AH)  Photography (**N5 NPA** and H)  Personal Finance **and PC Passport (SCQF 4)**  Employability (SCQF 4/5)  Personal Achievement Award (SCQF 3/4)  Personal Development Award (SCQF 3/4)  S6 Leadership Award (SCQF 5/6)  Youth Achievement Award  Leadership and Language N4  **Health Sector N4/5**  **Environmental Science N5**  **Rural Skills (N4)**  **Horse Care (N4)**  **Readiness for Work; Saltire Awards etc**  **Application of Maths N5**  **Cyber Security NPA Level 4/5**  **John Muir Award**  **Work Placement Award (S4)**  **Dynamic Youth Awards** |