Leading School Improvement 2022-23

Meaningful Learning Year 5

'every SHS teacher is a

teacher of qualifications, skills and values'

School Improvement 2022-23

1. Learning, Teaching and Assessment

-Raise **Attainment** for all through continued progress from 'Satisfactory' to 'Very Good' by developing high quality consistency in key pedagogical areas – Feedback, Questioning and Metacognition; all teachers develop high quality L&T Impact Story (pages template)

-Maintain positive attainment trends- Particular Focus: PEF Group and S4 Leavers; 5@5 and 5@6

-Continue to develop the curriculum to meet the needs of all learners

-BGE Moderation

2. Inclusion

-***Improve Health and Wellbeing*** outcomes re H&W Indicators through…

- *Continue to embed Positive Relationships Guidelines in line with Nurture principles*
- Supporting mental Health and neurodiversity- whole school and targeted
- Wider Achievement- Tracking and Intervention
- *Meet Attendance Targets*

3. Leadership of Change

- *Students'* Achievement Journey S1/2/3/4 (led by Skills in Action S1/2; PSE S3/4)
- *Teacher Impact Stories*
- *Faculty Impact Stories (supported by Faculty Support weeks)*
- *SIG Impact Story*
- *Whole School Impact Story*

Classroom Leaders-

1. Learning and Teaching- Collaborative Professional Development

-Moving towards 'Very Good' by working together on L&T Impact Stories: Feedback, Questioning and Metacognition (and maintaining focus on Learning Intentions and Success Criteria)- all staff participate in whole school Professional Learning Programme

-Maintained focus on our Positive Relationships Guidelines: Relentless Routines

Meet and Greet

First Attention to positive conduct

Praise Postcard minimum X1 weekly

Praise phone call x1 weekly

Concern Calls Home

Restorative Approaches and 'Closing the Loop'

2. Inclusion- Nurture

NURTURE 2020-22 (SBC Improvement Priority) and Neurodiversity

-Creating a 'Safe Learning Environment'

-Understanding 'Behaviour as communication'

3. Leadership of Change- Impact Stories

-Contributing to Student Achievement Journeys/L&T Impact Stories/Faculty Impact Stories

-SIGs: Working with others to have a whole school impact

School Improvement Groups

LEARNING AND TEACHING VB

DYW/GOLDEN SKILLS/ACHIEVEMENT JOURNEYS VB

HOUSE SYSTEM/EXTRA CURRICULAR/VIA/EXODUS JB

POSITIVE RELATIONSHIPS LT

STAFF H&W LT

SCEL
Scottish College for
Educational Leadership

Faculty Leaders – Curriculum and Pastoral

1. **Leadership of Change/Self Evaluation: Developing whole school leadership and a consistent approach to Faculty Impact Stories**
2. **Learning and Teaching Improvement: QA calendar for consistency**
3. **Embedding Nurture principles**
4. **Supporting the SHS Achievement Journey: Qualifications, Skills and Values**
5. **Ambition for all: Every Student achieves 5xQualifications (Risk Matrix)**
6. **Developing the Meaningful Curriculum – Progression for all**
7. **BGE Challenge and accreditation**

Senior Leadership Team – Roles and Remits

HT
Jamie Bryson

- Self Evaluation and Improvement
- Student Leadership
- Learning and Teaching
- Ethos, Rationale and Curriculum Design
- Extra Curricular, Trips + Risk Assessment
- School Budget
- Staffing and Remits
- Health and Safety
- Selkirk High School Parent Partnership
- Selkirk Cluster and Community Partnerships
- Faculty Link: Literacy/English & Modern Languages; Social Subjects; PT Strategic Leads

DHT
Laura Thomson

- Head of BGE
- Positive Relationships and Inclusion
- Child Protection
- Learner Journey and Transitions
- Tracking and Reporting BGE
- Parents' Evenings
- Homelearning
- Faculty Link: Pupil Support (Pastoral & Learning Support); Health & Wellbeing

DHT
Vicki Blair

- Head of Senior Phase
- Learning and Teaching
- Professional Development
- DYW and Golden Skills Progression 3-18
- SQA Co=Ordinator
- Tracking and Reporting Senior Phase
- Timetable
- PT Curriculum: Support and Challenge
- Faculty Link: Technologies and Enterprise; Science; Numeracy/Mathematics; Expressive Arts

Selkirk High School

Values In Action

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

Our co-authored L&T approach

3rd May 2019 Inservice Workshops
1. Tracking Impact- Self Evaluation
2. Learning Visit Policy
3. Sharing Reading/Good Practice
4. Inservice Day Structure

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

Staff Meeting 19th June 2019
1. Agree Termly Focus and Calendar
2. Agree Approach
3. Share Reading for Inservice Aug 2019

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)**

The Journey continues

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...irk High School

1

MEANINGFUL LEARNING

OUR DEVELOPING CURRICULUM

Values In Action

Curriculum Offer 2018-19

Art and Design (+AH)
Art and Design: Expressive Activity with Scottish Context(N3)
Biology (+AH)
Business Management NS/H)
Chemistry (+AH)
Design and Manufacture
Drama (+AH)
English (+AH)
Environmental Science (N4)
French(+AH)
Geography (+AH)
Graphic Communication (+AH)
Health and Food Technology (H)
Hospitality (N4,5)
History (+AH)
Human Biology (+AH)
Mathematics(+AH)
Modern Studies (+AH)
Music(+AH)
Performing Music on One Instrument or Voice (H, AH)
PE
Physics(+AH)
Practical Woodworking (N4,5)
RME (H)
Science (N3)
Skills for Life
Spanish (+AH)

What's New 2020-22

SENIOR PHASE

National 5 Application of Maths
Higher Application of Maths
NPA Cyber Security Level 4/5
NPA Digital Media Level 4/5
NPA Digital Enterprise Level 4/5
National 5 Environmental Science
NPA Photography Level 5
NPA Rural Skills – Horticulture Level 5
Rural Skills and Horse Care N4
Skills for Work Level 4/5 Health Sector
Young Enterprise – equivalent to level
Dynamic Youth Awards
Creative Thinking Level 5
Leadership Level 5/6
DofE
John Muir Award
BGE Achievement Journey
S1/2 Golden Skills
Volunteering

2

Attainment Snapshot 2015

31
37
13
20
39
17
21

2017-18 2018-19 2019-20 2020

5@5 S4 5@6 S5 1+@7

5

RELATIONSHIPS FOR LEARNING

READY
RESPECTFUL
SAFE

Selkirk families all stud... potential enhance...

Our schoo... looking inr... areas of en... renewed in... Skills is expl... confidence i... Above all, st... transcends all...

...re continually ...s on Golden ...to develop ...em solving and positivity. ...put their values into action and this ethos ...at Selkirk High School.

95%
APPLE TEACHERS
...and new staff are getting there quickly!

90%
PUPILS
say the iPad improved their learning experience after just **one** month

1:1 iPads for students and teachers

iMac Suite

Apple TV in classrooms

Training

Apple Professional Learning (APLS on staff)

Part of regional Inspire Learning programme

...art of our ...an Impact ...le Teachers ...are leading School self-development ...vities, snapshot ...gagement has ...rent feedback is ...es regularly from ...R. More and more ...ng in an increased Security and Digital

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2021

Achievement Journey

Name

VIA

Values In Action

How do you put your values into action?

Actively respecting and supporting others?
Have you shown resilience and or responsibility?
Caring about our environment?
Representing the School or Club?
Volunteering?

"What Next"

Here you can put some notes about your future ideas and next steps in Qualifications, Skills and Values.

Ideas for my Future:
Next Steps
Qualifications:
Skills:
Values:

"WHAT OTHERS SAY"

Here you can note any feedback you have received- "quote" or put pics/audio/video links from....

Family
Friends
Teachers
Others

Achievement Journey

Name

Successes -note some of your highlights below

Praise Postcards
Teams
Extra Curricular
Community

Qualifications Skills Values

Here you can add some detail about you achievements in your subjects, skills and values in action.

My Subjects and Qualifications- can you add any evidence of your progress eg pics of work or video or teacher feedback?

My Golden Skills- You put your Golden Skills into action all the time- can you give examples of your successes in class, extra curricular activity and/or in the community? Have you been involved in 'real world' activities eg volunteering, work experience, YPI etc? Remember to add pics/video/audio

QUALIFICATIONS ALL YOUR SUBJECTS

SKILLS TEAMWORK COMMUNICATION PROBLEM SOLVING CREATIVITY POSITIVITY

VALUES RESPECT RESPONSIBILITY RELATIONSHIPS RESILIENCE

Selkirk High School

...School Website: http://selkirkhighschool.org.uk
- Twitter @SelkirkHS
- Facebook @SelkirkHighSchool

Selkirk High School

Values In Action

Selkirk High School: Learning Planner

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 Intention

Does LI make learning relevant to all?
Focus is on LEARNING NOT DOING

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 Activity

All pupils must learn in every lesson, every day!

Check Understanding

How will you check all students?
Do you have an inclusive questioning strategy?

Feedback

How does Feedback support learning and learners?

Practise and Metacognition

How do students apply feedback and make improvements stick?

Plenary

What did they learn today- are they aware of this?
What's the 'end and send' strategy?

Selkirk High School

Values In Action

Selkirk High School: Learning Planner

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 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*

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*

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*

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*

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.*

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*

Plenary

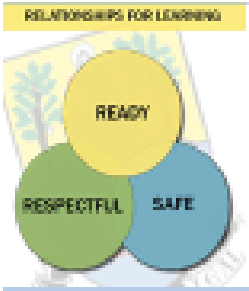
What did they learn today- are they aware of this?
What's the 'end and send' strategy?

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.

RELATIONSHIPS FOR LEARNING

Meaningful Learning: SHS Learning Intentions Dashboard



Values In Action

Respect Responsibility
Relationships Resilience

Learning Intentions

Success Criteria

Golden Skills