Lochaber High School   **School Improvement Plan 2022-23**

Improvement Planning Title: Learning, Teaching & Assessment
Linked to QI/Theme: 2.3

Linked to National Improvement Framework Priority (check any that apply):	Linked to National Improvement Driver (check any 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	✓ School Leadership ✓ Teacher Professionalism ○ Parental Engagement √ Assessment of Children's Progress

Specify each *action* we are going to undertake?	*Who* is involved? What is the *timescale*?	Success Criteria (How will we *measure success* of each action?)	What *evidence* will we have to indicate success and inform our next annual SIP?)	What difference will it make for learners? (What *impact* do we expect to see?)
Continue to develop suitable resources for G-Suite including effective ways to give regular formative pupil feedback. *(Please refer to Recovery page below.)*	All teaching staff. Throughout the school year	Course materials including assessments, marking schemes/guidelines and feedback will be contained within each Google Classroom.	Evidence will be found in the following: All classes using Google Classrooms. Improved engagement/reduction in required intervention. Use of chromebooks. L&T pupil survey data.	Classroom learning will be complemented by online methods. Pupils will be able to continue to learn effectively in a blended learning model if necessary. Learners will become increasingly adept at self-assessment. Learners' engagement with homework will improve which will support the improvement of their learning.
All teachers will continue to deepen their skills in providing formative feedback based on Learning Intentions and Success Criteria.	All teaching staff. Throughout the school year.	Learners will know when they are receiving feedback and understand how to use it to improve their learning.	Observation of verbal or written feedback in classes and coursework. Learner conversations. L&T Pupil Survey data.	Learners will understand their strengths and development needs. Learners will become increasingly confident in understanding their next steps. Learners will become more independent in their learning.
All teachers will continue to develop activities which will improve pupil	All teaching staff.	All teaching staff will adopt lesson starters which prompt recall.	Evidence maybe be found in the following: Lesson starters and tasks contained within Programmes of Learning;	Learners will develop their capacity to learn.

recall such as daily, weekly, monthly review.	Throughout the school year.	A proportionate number of classroom tasks and homework tasks will prompt recall.	Increased success in internal assessments. Increased success in Prelims and final SQA exams. Participation and feedback from CPD sessions. L&T pupil survey data.	Learners will improve their ability to recall information. Learners will develop their ability to develop their thinking skills through the development of knowledge.
As a strategy to promote critical thinking skills as well as provide sound feedback to learners, teachers will continue to develop their questioning skills such as "pose, pause, pounce, bounce."	All teaching staff. Throughout the school year.	There will be a high proportion of effective questioning within lessons. Through effective questioning teachers will have a clearer understanding of pupil learning. Teachers will encourage learners to use subject specific language in their responses.	Evidence will be found in the following: Learner improvement in subject knowledge as evidenced in assessment results; Classroom observations; Effective questioning techniques built in to programmes of learning.	Learners will improve their focus within lessons. Learners will develop their thinking skills. Learners will develop their subject knowledge. Learners will improve their subject specific vocabulary. Teachers will have the ability to address gaps in learning through the quality of learner responses to questions.
Teachers will continue to provide increased opportunities within lessons and in homework for pupils to practise what is being taught.	All teaching staff. Throughout the school year	There will be frequent opportunities for learners to put into practise their knowledge and skills during lessons. Ample time will be allocated in almost all lessons for this.	Evidence will be found in the following: Learner improvement in the development of subject knowledge and skills evidenced in assessment results; Classroom observations; L&T pupil survey data.	Learners will develop their subject knowledge and related skills. Learners will develop their confidence within each subject.

Equity implications: How will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?
Such pedagogy relates to all teachers and therefore all learners.

Staff wellbeing and pastoral support implications: How will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?
This initiative has been costed within the WTA, and identified opportunities have been agreed to explore this plan.

Creativity opportunities: How can opportunities be included in this project to address the development of creativity skills in pupils?

Expected resource needs (including costings if applicable): Allocation of Pupil Equity Funding should be referenced in this box, if appropriate:
The main cost in this plan is time.

Lochaber High School   **School Improvement Plan 2022-23**

| **Improvement Planning Title:** Curriculum |
| **Linked to QI/Theme:** 2.2 |

Linked to National Improvement Framework Priority (check any that apply):	**Linked to National Improvement Driver (check any 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	School Leadership ✓ Teacher Professionalism ✓ Parental Engagement ✓ Assessment of Children's Progress

Specify each *action* we are going to undertake?	*Who* is involved? What is the *timescale*?	Success Criteria (How will we *measure success* of each action?)	What *evidence* will we have to indicate success and inform our next annual SIP?)	What difference will it make for learners? (What *impact* do we expect to see?)
Review curriculum architecture and build the most effective model for LHS.	SMT and all teaching staff At key stages across the school year.	Different curriculum architectures will be reviewed and there will be an analysis of each model using the principles of curriculum design. Plans for the introduction of a new model, *if appropriate*, will be drawn.	Consultation evidence from parents, learners and professionals. Different possible curriculum models. The analyses of different curriculum models. An agreed final curriculum model for the school.	Learners will feel they have influenced decision making at school.
Create a structure to recognise the skills achieved by learners across the curriculum and in extra-curricular activities which lead to SQA Awards (SCQF)	Depute (curriculum) Depute (DYW) Various curriculum teachers	S3 learners will start their Scottish Studies Level 4 or 5 as appropriate. Senior Phase learners will gain certification across a range of wider achievement certification.	There will be partnership working across various departments. There will be an increase in SQA certification for the pupils involved. There will be a range of ambassadors across a number of themes engaging in wider achievement experiences.	Learners will gain more SQA certificates which will increase life opportunities. Learners will gain life skills from wider achievement opportunities.

		Learner experience will be enriched. Learners will take more responsibility across different school activities.		
Subject topics and accompanying assessments will be aligned or arranged as appropriate across the curriculum to promote depth of learning.	Depute (curriculum) and S. Steele in consultation with all subject PTs. December 2020.	Topics will be arranged to increase depth of learning. Arrangement of topics may promote a decluttering of content. Arrangement of topics will create the context for IDL projects.	The curriculum document. Survey data of parents, learners and staff.	Learners will be able to more readily consolidate learning. Learners will have an increased depth of knowledge.
Teachers will continue to develop knowledge organisers (revision notes) to support key topics in BGE as well as the Senior Phase.	All teaching staff as appropriate across the school year.	Knowledge organisers will provide learners with key information regarding each topic. Knowledge organisers will help learners to better remember key information about each topic. Knowledge organisers will be used to help learners prepare for assessments.	Knowledge organisers. Survey data of learners and parents. Increase in assessment and SQA examination performance.	Learners will have better resources by which to remember each subject. Learners will be able to better prepare themselves for assessments.

Equity implications: How will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?
This plan has inclusion at its heart where no child is left behind.

Staff wellbeing and pastoral support implications: How will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?
This plan has been costed, and staff meetings etc have been set aside to progress this.

Creativity opportunities: How can opportunities be included in this project to address the development of creativity skills in pupils?

Expected resource needs (including costings if applicable): Allocation of Pupil Equity Funding should be referenced in this box, if appropriate:
Time, the curriculum document and the curriculum pathway documents, which will all be provided.

Lochaber High School   **School Improvement Plan 2022-23**

Improvement Planning Title: Improving Equality, Well-being and Inclusion
Linked to QI/Theme: 3.1

Linked to National Improvement Framework Priority (check any that apply):	Linked to National Improvement Driver (check any that apply):
Improvement in attainment, particularly in literacy and numeracy	√ School Leadership
Closing the attainment gap between the most and least disadvantaged children	Teacher Professionalism
✓ Improvement in children and young people's health and wellbeing	Parental Engagement
Improvement in employability skills and sustained, positive school leaver destinations for all young people	Assessment of Children's Progress

Specify each *action* we are going to undertake?	*Who* is involved? What is the *timescale*?	Success Criteria (How will we *measure success* of each action?)	What *evidence* will we have to indicate success and inform our next annual SIP?)	What difference will it make for learners? (What *impact* do we expect to see?)
All staff will ensure all learners are familiar with SHANARI indicators: (safe, healthy, achieving, nurtured, active, respected, responsible and included) by continuing to refer learners to the LHS HWB logo on their chromebooks and accompanying information displayed in all classroom and department noticeboards.	All teaching and support staff as appropriate across the school year.	Learners will know and understand the SHANARI indicators. Learners can use SHANARI indicators to reflect on their own well-being.	SHANARI posters and relevant information clearly visible in each classroom and department. Learner survey data.	Learners will know the SHANARI indicators and know how to use them to reflect and make judgements regarding their well-being. Learners will take action to improve their health. Learners will know where to access advice and support regarding their well-being. Learners' well-being will improve.
All teaching and support staff will continue to promote and engage with termly whole school health and well-being events.	Y. Clark, the Health & Well-being, and Diversity Leadership Groups.	Learners will demonstrate awareness of local health & well-being issues. Learners will encounter enriched experiences in their learning relating to health & well-being.	Learner survey data. The school calendar. Video and photographic evidence. Celebrating achievement publications such as Lochaber High Success.	Learners will take action to improve their health. Learners will have an increased awareness of HWB issues. Learners will know where to access advice and support regarding their well-being. Learners will become more confident in discussing and exploring health & well-being issues.

		Learners will have a deeper knowledge and understanding of health & well-being issues.		Learners will be more aware of the needs of different people in our community.
All staff will seek opportunities to share and promote the school's vision, values and aims as part of classroom teaching and learning.	SMT and all teaching and support staff as appropriate across the school year.	Learners will demonstrate awareness of the school's vision, values and aims. Learners will demonstrate an understanding that our visions, values and aims underpin our behaviour as professionals and as learners.	VVA is promoted through the school's media platforms. Learner survey data. Parent, staff and external agency survey data.	Learners will have a more positive mind-set towards school and learning. Learners will feel a greater sense of belonging with school.

Equity implications: How will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project? This plan has protecting the most disadvantaged and vulnerable at its heart.
Staff wellbeing and pastoral support implications: How will you ensure that this improvement project does not impact negatively on staff wellbeing and workload? This plan has been costed within the WTA and time has been set aside for the planned activities within the school calendar.
Creativity opportunities: How can opportunities be included in this project to address the development of creativity skills in pupils?
Expected resource needs (including costings if applicable): Allocation of Pupil Equity Funding should be referenced in this box, if appropriate: The most significant resource is time, which has been costed within the WTA.

Improvement Planning Title: Recovery

Linked to National Improvement Framework Priority (check any that apply):	Linked to National Improvement Driver (check any that apply):
√ Improvement in attainment, particularly in literacy and numeracy	School Leadership
Closing the attainment gap between the most and least disadvantaged children	Teacher Professionalism
√ Improvement in children and young people's health and wellbeing	√ Parental Engagement
Improvement in employability skills and sustained, positive school leaver destinations for all young people	√ Assessment of Children's Progress

Specify each *action* we are going to undertake?	*Who* is involved? What is the *timescale*?	Success Criteria (How will we *measure success* of each action?)	What *evidence* will we have to indicate success and inform our next annual SIP?)	What difference will it make for learners? (What *impact* do we expect to see?)
Restructure our Pupil Support (Guidance) to provide dedicated pastoral support to all pupils at all stages.	Pupil Support (Guidance) Team, and E. Gow June and August 2022 Key Stages across the school year	We will see an improvement of the following: ● timekeeping and attendance ● compliance with wearing school uniform ● improvement in learner attitude to school and education ● better informed subject choices ● attainment and achievement of almost all learners at all stages ● increase in parental engagement ● increase in direct support at key transitions stages	Timekeeping and attendance data School uniform being worn by all learners Learner survey findings Reduction in number of learners wishing to change subject choices Attainment and achievement data	Each learner will see weekly, their Pupil Support (Guidance) teacher and receive high quality pastoral support. Learners will feel a sense of belonging to the school and wider community, and identify the wearing of uniform with a sense of belonging. Learners will increase their time at school, take responsibility for their own attendance and punctuality. Learners will have a relevant curriculum which they will enjoy and inform sustained career choices. Learners will be more aware of their strengths and development needs, and take appropriate actions to find success. Parents are better informed about pastoral issues and key transitions' matters.

Working with Pupil Support, the CSW will have a specific focus on early intervention with attendance, late coming and certification.	Pupil Support (Guidance) Team, E. Gow and D. Reid On-going across the school year as well as at key stages of the school year.	Overall school attendance will increase to 93%. There will be a marked decline in late coming and punctuality to class. There will be a marked decline in the number of Senior Phase learners requiring urgent interventions to secure certification. Almost all learners will attain a minimum competence of five certificate subjects. There will be an increase in parental engagement in supporting learners with punctuality, attendance and certification.	Attendance and late coming data. Pupil Support (Guidance) and CSW will track progression in the senior phase and adopt interventions for pupils who are underperforming in three or more subjects. Parent Survey data SQA Performance	Learners will understand the importance and relevance of punctuality in terms of what it means for learning and how it relates to the world of work. Learners will benefit from additional interventions from Pupil Support (Guidance) and CSW as learners progress through the school year. Interventions will improve the quality and quantity of achievement in the certification process.
All staff will have a consistent approach to teaching extended writing including technical accuracy within writing.	All teaching staff All support staff as appropriate On-going across the school year	All teaching staff will use subject-specific knowledge organisers for each relevant genre of writing. All teaching staff will model subject specific genres of writing. All teaching staff will use writing frames to scaffold writing. A common correction code will be used across the BGE. Where subjects contain extended writing, there will be the same	Classroom Observations Quality of writing evidenced in jotters and course work across the curriculum. Learner survey data Staff survey data SIP Activity content	Learners will increase their literacy appropriate to age and stage. Learners will be able to apply such skills across the curriculum as appropriate. Learners will understand the significance of such life long skills.

| | | approaches to teaching across the curriculum.

The quality of extended writing will improve so that almost all learners are writing accurately at the appropriate age and stage. | | |
|---|---|---|---|---|
| All staff will have a consistent approach to teaching key aspects of numeracy across the BGE curriculum. | All teaching staff

All support staff as appropriate

On-going across the school year | There will be the same approaches to teaching all key aspects of numeracy across the curriculum as appropriate.

Almost all learners will be numerate at the appropriate age and stage. | Classroom Observations

Classroom Observations

The quality of numeracy evidenced in jotters and course work across the curriculum.

Learner survey data

Staff survey data

SIP Activity content | Learners will increase their numeracy appropriate to age and stage.
Learners will be able to apply such skills across the curriculum as appropriate.

Learners will understand the significance of such life long skills. |
| Across all digital resources, all teaching staff will apply the same consistent approach and standards in literacy and numeracy appropriate to age and stage. | All teaching staff

All support staff as appropriate

On-going across the school year | Almost all learners can use the conventions of extended writing, appropriate to age and stage, across the full range of digital resources.

Almost all learners adopt the same approaches to numeracy, appropriate to age and stage, across the full range of digital resources. | Quality of writing and numeracy as appropriate in all aspects of learning across the full range of digital resources.

Learner survey data

Staff survey data

SQA Performance | Learners will increase their literacy and numeracy, appropriate to age and stage, across the full range of digital resources. |

Equity implications: How will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?
This plan has protecting the most disadvantaged and vulnerable at its heart.
Staff wellbeing and pastoral support implications: How will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?

This plan has been costed within the WTA and time will be set aside for planned activities within the school calendar.

Creativity opportunities: How can opportunities be included in this project to address the development of creativity skills in pupils?

Expected resource needs (including costings if applicable): Allocation of Pupil Equity Funding should be referenced in this box, if appropriate:
The pupil equity fund is supporting the employment of our CSW.