Improvement Planning Title: Leadership of Change

Linked to QI/Theme: 1.3

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	• 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?)
Review the current school aims and amend, update or rewrite as appropriate.	SS, and all stakeholders. In-service days. Termly consultation. Additional meeting with focus groups.	All stakeholders will review the current school aims. All stakeholders will get the opportunity to make suggestions about formulating a new school vision and aims. A new vision and aims, if appropriate, will underpin all school improvement.	Stakeholder survey findings will inform decision making around the creation of a new vision and aims. Stakeholder suggestions will be widely shared, explored and distilled into an agreed vision and aims. The school vision and aims will be promoted through school publications and activities.	Students will feel greater ownership of school activities. Students will reflect the values within the vision and aims. A stakeholder approach to revising the school vision and aims will encourage further partnership working which will ultimately enhance the student experience.
Develop a common understanding of skills for work across the curriculum.	I.Mac and all staff. December 2019. Use Collegiate Time	All staff members will: Develop an agreed list of most important skills Develop an agreed definition of	List of skills with definitions. Increased staff understanding evidenced in CT	Pupils will become more knowledgeable regarding skill requirement for work readiness. Pupils will develop their self-awareness requiring skill

Incorporate agreed skills for work in all BGE programmes of learning as appropriate.	documented in the school calendar, and complete by May 2020.	identified skills Develop and share creative ways to embed skills for work in learning and teaching strategies. Skills for work will be incorporated in BGE Programmes of Learning.	sessions. Programmes of Learning.	acquisition. Pupils will develop a set of transferable skills.
Promote practitioner enquiry by creating practitioner enquiry teams within and across faculties to implement change.	All staff. Practitioner Enquiry Teams established in August 2019. Use Practitioner Time documented in the school calendar.	Practitioner Enquiry Teams will lead change across faculty teams. The BGE curriculum will be significantly developed in a number of areas as specified in the SIP such as an increase in differentiation, the implementation of skills of work, IDL, curriculum development (Advanced Higher) etc.	Practitioner Enquiry Teams will be in evidence across the curriculum. Professional capacity will be developed. BGE curriculum development across a range of themes. Advanced Higher course development.	Pupils will benefit by: increased differentiation enriched learning through IDL skills development

Equity implications: How will you ensure that pupils experiencing disadvantage will not be adversely affected by this improvement project?

Such strategies relate to the idea of empowering young people through developing a shared vision, as well as ensuring equity for all in terms of skills development, accessing the curriculum and experiencing an enriched curriculum.

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.

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?)
Update Advanced Higher courses in line with the new SQA arrangements as appropriate.	All staff where relevant. June, August, September 2019.	Programmes of Learning will be in line with SQA arrangements. Staff will be confident and knowledgeable about course requirements. Course resources, including assessments, will be adjusted in line with course demands.	Programmes of Learning. Moderation evidence. SQA Verification evidence.	Learners will be informed of new course arrangements. Learners will develop confidence in their learning within the new arrangements. SQA performance will improve.
Plan and build a whole school monitoring and tracking system to track progression across the BGE.	SS and all staff. Across the school year using Staff Meetings and In-service sessions.	All staff will be involved in decision making about the content of the M & T system. All staff will inform the frequency of data entry and breadth of assessment data. Data will inform at which level	Assessments will be planned from S1 to S3 across the curriculum. The Monitoring & Tracking system will inform learning progression across all subjects S1-S3.	Learners will be regularly informed of progression in their learning. Learners will be better informed of their progression across all subjects.

		a pupil is working. Assessment data will be shared regularly with parents with reduced bureaucracy. The Monitoring and Tracking system will allow data capture to inform reports to the authority and the Scottish Government whilst reducing bureaucracy. All staff will inform the school's policy on Monitoring and Tracking within the BGE.	There will be greater accuracy of where pupils are in their learning within levels. The Monitoring and Tracking system will be bureaucratically light. The Monitoring & Tracking system will allow Curriculum Teachers and Guidance Teachers to have more informed conversations with individual pupils. There will be a reduction in overall bureaucracy around report writing.	Parents will be better informed of their child's progression across a three year period.
Based on agreed outcomes and the principles of curriculum design, develop and implement inter-disciplinary learning within and/or across faculties.	All staff within Practitioner Enquiry groups across the school year using CT sessions documented within the school calendar.	IDL projects will be created to enrich the learning experience of learners in all departments/ faculties. IDL projects will enrich the experience of learners. IDL will create unfamiliar contexts for Level 4 learning to	Pupil attainment will rise. Pupil Surveys will demonstrate increased learner confidence.	Learners will develop more confidence in their learning. Learners will have more enjoyment in their learning. Learners will have increased challenge.

		be applied.		
Incorporate Learning for Sustainability and/or Outdoor Learning, as appropriate, in all BGE programmes of learning.	All staff within Practitioner Enquiry groups across the school year using CT sessions documented within the school calendar.	Pupils will become more knowledgeable regarding sustainability issues. The local geography will be exploited more to enhance learning.	Programmes of learning. Pupil Surveys.	Learners will be better informed about sustainability issues and become more environmentally aware. Learners will have more enjoyment in their learning.

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. In terms of Monitoring and Tracking this will actively support the work of Guidance Teachers.

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:

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):
 	
• 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 Driver (check any that apply):
	
	  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?)
Literacy and Numeracy support will be provided to targeted groups of learners.	K Silvester ASN teachers PSAs All staff, as appropriate. Individual literacy and numeracy targets set by August 2019.	Learners will receive individualised targets based upon their prior learning. Learners will follow specific literacy/numeracy programmes of learning. Baseline assessments and subsequent assessments will measure the value added impact of the interventions.	Baseline and re-assessment data. Teacher judgement. Reviewing targets with staff members. Student Focus Group information.	Learners will improve in a targeted area that is a barrier to their learning. Learners are able to improve their attainment with an emphasis on literacy and numeracy. Learners' emotional well-being will improve. Increased engagement in lessons due to some barriers to learning being removed.
Individual support relating to health & well-being will be delivered to targeted group of students.	K Silvester ASN teachers	Learners positively engage with support in school and outwith school, if appropriate. Increased engagement from home with school and other agencies, as appropriate.	Attendance and late coming statistics Teacher judgement. Class Observations. Exclusions/incident reports/CCFs	Learners have a more positive mind-set towards school and learning. Learners are more engaged in education. Learners are able to

	PSAs All staff, as appropriate. 2019-2020. Support reviewed monthly.		data.	maintain and improve overall attainment.
Restructure ASN provision to protect delivery of support for those pupils who are in most need.	Katy Silvester Jacqui MacLeod SMT ASN teachers PSAs	There will be SFL provision to all Level 3 and 4 learners.	Level 3 and 4 pupils will have timetables in place which reflect their individual needs – academic, social, emotional and/or physical. Level 3 and 4 pupils will receive adequate support to ensure they can engage with their timetable. Level 3 and 4 pupils will have adequate support to ensure progression	Level 3 and 4 pupils will feel academically, socially, emotionally and physically supported within their timetable Level 3 and 4 pupils will engage in a timetable which builds on an education and life skills relevant to them
Further develop differentiation strategies across the curriculum to meet the needs of the least and most able.	All staff within Practitioner Enquiry groups across the school year using CT sessions documented within the school calendar.	BGE Programmes of Learning will include differentiated work. Differentiation will inform learning and teaching strategies. Learners will have	Programmes of Learning. Learning and Teaching as evidenced in observations. Pupil surveys.	Learners will become more confident. Learners will maintain and improve their learning. Learners will have greater access to the curriculum.

		appropriately differentiated work available to them in class		

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 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 practitioner enquiry teams to develop differentiation.

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.