



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

Linked to National Improvement Framework Priority:
 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 <i>action</i> we are going to undertake?	<i>Who is involved? What is the timescale?</i>	<i>Success Criteria (How will we measure success of each action?)</i>	<i>What evidence will we have to indicate success and inform our next annual SIP?</i>	<i>What difference will it make for learners? (What impact do we expect to see?)</i>
Choose appropriate research, and agree on a specific strategy to use within the practitioner enquiry.	All teaching staff. June 2024 April 2025	A range of accessible education research will be made available to all staff and staff will engage in professional reading. Each faculty/teams will choose one strategy to embed within each intentional teacher practice.	<ul style="list-style-type: none"> ● Research paper or book as the basis for intentional practice. ● The specific strategy will be documented. ● Monitoring and tracking data ● Report data ● Decrease in referral data. 	<ul style="list-style-type: none"> ● Improvement in learning. ● Deeper understanding of aspects of learning. ● An improved learning experience.
Engage in 2-4 weeks of intentional practice.	All faculty staff. September 2024 May 2025	Teachers will increase their skill level. Teachers will be able to discern how pupils are responding through improved understanding. Teachers will discern an improved experience for our learners.	<ul style="list-style-type: none"> ● Check-in time at DMs. ● Verbal or written feedback in classes and coursework. ● Learner conversations. ● L&T Pupil Survey data. ● Monitoring and tracking data. ● Report data. ● Decrease in referral data. 	<ul style="list-style-type: none"> ● Improvement in learning. ● Deeper understanding of aspects of learning. ● An improved learning experience.

<p>The review aspect of the intentional practice will take place under sharing good practice as a staple agenda item.</p>	<p>All teaching staff. September/ October 2024 May 2025</p>	<p>Professional dialogue regularly takes place exploring intentional practice of choice. There will be increased engagement in sharing good practice.</p>	<ul style="list-style-type: none"> ● Check-in time at DMs. ● Verbal or written feedback in classes and coursework. ● Learner conversations. ● L&T Pupil Survey data. ● Documented professional reflection within CPD profile. ● Monitoring and tracking data. ● Report data. ● Decrease in referral data. 	<ul style="list-style-type: none"> ● Improvement in learning. ● Deeper understanding of aspects of learning. ● An improved learning experience.
<p>Peer observations will take place across the department/school and staff will engage in critical and constructive feedback.</p>	<p>All teaching staff. September 2024 May 2025</p>	<p>Planned observation and feedback has been undertaken twice per year. Teachers engage in professional reflection based on observation feedback.</p>	<ul style="list-style-type: none"> ● Increased success in internal assessments. ● Increased success in Prelims and final SQA exams. ● Participation and feedback from CPD sessions. ● L&T pupil survey data. ● CPD Profile. 	<ul style="list-style-type: none"> ● Improvement in learning. ● Deeper understanding of aspects of learning. ● An improved learning experience.
<p>In response to pupil surveys and HMIE feedback, all lessons will have a clear structure including learning intention (s), reference to success criteria and a summary.</p>	<p>All teaching staff.</p>	<p>Lessons will contain:</p> <ul style="list-style-type: none"> ● clear learning intentions ● success criteria ● summary of learning at the end of the lesson 	<ul style="list-style-type: none"> ● Observations ● L&T Pupil Survey data ● Sharing good practice minuted at DMs 	<ul style="list-style-type: none"> ● Improvement in learning. ● Deeper understanding of aspects of learning. ● An improved learning experience.

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

Such an exploration of 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.

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):

- ✓ 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 <i>action</i> we are going to undertake?	<i>Who is involved?</i> <i>What is the timescale?</i>	<i>Success Criteria (How will we measure success of each action?)</i>	<i>What evidence will we have to indicate success and inform our next annual SIP?</i>	<i>What difference will it make for learners? (What impact do we expect to see?)</i>
Develop S3/S4 course outlines and assessments to accommodate national courses running across two school years.	All teaching staff. At key stages across the school year.	S3/S4 Programmes of learning containing integrated assessment will be written.	S3/S4 Programmes of Learning. Assessment instruments. Monitoring and tracking data. Reports. S3 Exam data.	Increased depth of learning. Increased breadth of learning. Improved literacy and numeracy. More appropriately paced course work.
Develop robust summative assessments within all S1/S2 courses.	All teaching staff. At key stages across the school year.	S1/S2 Programmes of Learning will be appropriately challenging. Assessment instruments will be in evidence. There will be proportionate numbers of formative and summative assessment within programmes of learning.	S1/S2 Programmes of Learning. Assessment instruments. Monitoring and tracking data. Reports.	Learners will be more informed about their progress in learning across S1/S2. Learners will develop practice in responding to summative assessments. Learners will be better prepared for the next stage of learning.

Develop curriculum resources to meet the needs of all learners within S3/S4.	All teaching staff. At key stages across the school year.	There will be an increased breadth of resources. There will be an enriched curricular experience. There will be an increased opportunity for IDL.	There will be partnership working across various departments. There will be an increase in SQA certification for pupils. There will be an increase in NPAs as appropriate.	The pace of learning should be adjusted to accommodate all learners. Learners will have opportunities to deepen their learning. Pupils will experience differentiated learning.
Identify and develop, where relevant, one relevant NPA, NPA unit, NC or Skills for Work course to be used in S5/6 as appropriate.	Depute (curriculum) and S. Steele in consultation with all subject PTs. Teaching staff within or across departments.	A range of NPAs are developed across the curriculum.	Pupils will gain increased number of qualifications. Stand alone NPAs are in evidence.	Learners will gain a broader curricular experience. Learners will gain a more enriched curricular experienced. Learners will gain more certification.
Update S3 Exams to be in line with the demands of national courses.	All teaching staff. At key stages across the school year.	S3 Exams will of a sufficiently challenging standard for pupils. S3 Exams will be approximately one hour in length.	S3 exams across the full range of subjects.	Learners will get the opportunity to revise course work in preparation for their S3 Exams. Learners will have to be able to retain and retrieve knowledge. Learners will gain an insight into their progress and what they require to do to gain further success.
Develop course work to enrich the curricular offer to pupils of Glencoe House.	Individual teaching staff June and at key stages across the school year.	Highly differentiated course work will be developed across a range of subjects.	Differentiated resources will be created. Glencoe House pupils will be integrated within the mainstream curriculum.	Learners will encounter a broader range of experiences. Learners experiences will be enriched. Learners will have an increased sense of inclusion.

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:



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

Linked to National Improvement Framework Priority (check any that apply):
 Improvement in attainment, particularly in literacy and numeracy
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Linked to National Improvement Driver (check any that apply):
 School Leadership
 Teacher Professionalism
 Parental Engagement
 Assessment of Children’s Progress

Specify each <i>action</i> we are going to undertake?	<i>Who</i> is involved? What is the <i>timescale</i> ?	Success Criteria (How will we <i>measure success</i> of each action?)	What <i>evidence</i> will we have to indicate success and inform our next annual SIP?)	What difference will it make for learners? (What <i>impact</i> do we expect to see?)
Maintain two Pupils Voice Groups, S1-S3 and S4-S6 supported by S6 Ambassadors as the main vehicle for change. (Steering Group)	J. Fairbairn 2 X S6 Ambassadors 2 X Pupil Voice Groups	Two fully populated Pupil Voice groups will be created and active. Two S6 Ambassadors will be appointed.	Pupil Voice membership. Two S6 Ambassadors. Minutes of Meetings. Survey findings regarding Pupil Voice and feedback to Tutor Support classes.	<ul style="list-style-type: none"> ● Learners will develop a sense of ownership regarding school improvement. ● Learners will develop their understanding of leadership. ● Learners will develop an understanding of democratic values. ● Learners will understand their voice is listened to.
The Pupil Voice will devise a strategy to promote the most relevant articles.	August 2024 onward	The most relevant articles of the UNCRC will be identified. A promotional strategy will be created which will impact on the school and its partners.	Promotional strategy. Wall displays and promotional evidence. Increased awareness of relevant articles of UNCRC as evidenced through pupil, staff and parent survey findings. Promotional video(s).	<ul style="list-style-type: none"> ● Learners will engage in creative thinking. ● Learners will have an enriched experience at school. ● Learners will develop their understanding of rights and responsibilities. ● Learners will improve their political literacy and become better informed citizens.

<p>In light of the UNCRC, the Pupil Voice should review the school's Vision, Values and Aims and any amendments will be referred to stakeholders for further consultation.</p>	<p>October 2024</p>	<p>The VVA will be reviewed. Potential amendments will be identified and consulted upon. The VVA will be promoted as being in line with UNCRC.</p>	<p>Increased awareness of the school's VVA as evidenced through pupil, staff and parent survey findings. Increased awareness of the school's VVA as evidenced in promotional material.</p>	<p>Learners will develop their understanding of the school's VVA and how they relate to the UNCRC.</p>
<p>In light of the UNCRC, the Pupil Voice should review and update the school's Promoting, Positive Behaviour Policy and any amendments will be referred to stakeholders for further consultation.</p>	<p>October-December 2024</p>	<p>The PPB Policy will be reviewed. Potential amendments will be identified and consulted upon. The PPB will be promoted as being in line with UNCRC.</p>	<p>Increased awareness of the school's PPB policy as evidenced through pupil, staff and parent survey findings. Increased awareness of the school's PPB policy as evidenced in promotional material. A change of attitude as evidenced in pupil, staff and parent survey findings.</p>	<ul style="list-style-type: none"> ● Relationships between staff and learners will improve through an increased understanding of rights and responsibilities. ● Relationships between learners will improve. ● Learners will understand how different aspects of behaviour relate to specific articles of the UNCRC.
<p>Topics across the curriculum which relate to relevant articles of the UNCRC will be highlighted and promoted within lessons.</p>	<p>All teaching staff and S. Stewart. August 2024-May2025</p>	<p>Relevant topics will be identified across the curriculum map. Pupils will become increasingly aware of topics as they relate to UNCRC.</p>	<p>Updated curriculum map. UNCRC topics highlighted and promoted across the school and in the community.</p>	<ul style="list-style-type: none"> ● Learners, staff and parents will develop their understanding of the integration of specific articles of the UNCRC with the school's curriculum.
<p>The Pupil Voice will evaluate the action plan towards the Silver Award.</p>	<p>August 2024-May 2025</p>	<p>The Silver Award action plan will be RAG rated in preparation for application for Silver Award. From this further school priorities are identified.</p>	<p>List of improvement priorities. Sharing of strengths and areas for development.</p>	<ul style="list-style-type: none"> ● Learners will develop a deeper understanding of rights and responsibilities as they apply to all people. ● Learners will become increasingly aware of how to drive change.

				<ul style="list-style-type: none">• Learners will learn to overcome barriers and resistance to change.
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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: Increasing creativity and employability
Linked to QI/Theme: 3.3

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Specify each <i>action</i> we are going to undertake?	Who is involved? What is the <i>timescale</i> ?	Success Criteria (How will we <i>measure success</i> of each action?)	What <i>evidence</i> will we have to indicate success and inform our next annual SIP?)	What difference will it make for learners? (What <i>impact</i> do we expect to see?)
Teachers will adopt a common skills framework to help nurture pupil awareness of relevant skills development in relation to employment within various industries.	All teaching staff. Across the School Year.	LHS’s Skills Framework	LHS’s Skills Framework Pupil, parent and staff survey findings.	<ul style="list-style-type: none"> ● Learners will improve their knowledge about their skill development and opportunities within industry. ● Learners will be more work ready and be prepared to explore a broader range of career options. ● Learners will be better informed about Labour Market Information.

<p>Where relevant, teachers will embed specific skills within programmes of learning, and indicate how they relate to different industries.</p>	<p>All teaching staff. Across the School Year.</p>	<p>Programmes of Learning across the curriculum will include reference to local, national and international industry. Programmes of Learning will include references to skills development.</p>	<p>Programmes of Learning. Resources within Programmes of Learning.</p>	<ul style="list-style-type: none"> ● Learners will improve their knowledge about their skill development and opportunities within industry. ● Learners will be more work ready and be prepared to explore a broader range of career options.
<p>All teachers will refer to individual skills within the framework during learner conversations as part of the learner conversation cycle.</p>	<p>All teaching staff as appropriate in line with school calendar dates.</p>	<p>Pupils will use a common skills framework to document skills development. Active use of profiling will increase from S1 onward.</p>	<p>Pupils will be assisted in their profiling to support them on their career pathways. Pupil Survey data</p>	<ul style="list-style-type: none"> ● Learners will be more self-aware about their skill development and broadening career options. ● Learners will be able to discuss their skill development with a responsible adult. ● Learners will have increased confidence in discussing their skills and knowledge development.
<p>All pupils in S1-S3 will regularly use their profile to maintain an active log of their skills development and achievements in line with LHS's Skills Framework.</p>	<p>All teaching staff as appropriate across the school year.</p>	<p>All pupils will be actively and effectively using their profile to log skill development and achievement.</p>	<p>There will be 100% of active profiles as evidenced in pupil profiles. Each profile will document skills development and achievements. Pupil and parent survey evidence.</p>	<ul style="list-style-type: none"> ● Learners will be more self-aware about skills development. ● Learners will be able to discuss their skill development with a responsible adult. ● Learners will be more work ready and be prepared to explore a broader range of career options.

<p>Pupils will regularly update their profile in Tutor Support.</p>	<p>Tutor Support teachers.</p> <p>Three times per school year as outlined in the school calendar.</p>	<p>Regular review of profiling will be built into Tutor Support.</p> <p>Pupils have an increased self-awareness regarding their skills development.</p>	<p>Profiles will contain references to individual skills and knowledge as they relate to career opportunities.</p> <p>Profiling information will be included in UCAS applications, applications to college and for employment.</p>	<ul style="list-style-type: none"> • Learners will be more self-aware about their skill development and broadening career options. • Learners will be able to discuss their skill development with a responsible adult and will be better placed to make informed decisions around subject choice. • The quality of applications to employment, college and university will improve.
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<p>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.</p>
<p>Creativity opportunities: How can opportunities be included in this project to address the development of creativity skills in pupils?</p>
<p>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.</p>