



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

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?	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?)
Continue to develop suitable resources for G-Suite including effective ways to give regular formative pupil feedback.	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 provide 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.
Develop activities which will improve pupil recall such as daily, weekly, monthly review.	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.

	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.



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?	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?)
Map out topics for each year group S1-S3.	All teaching staff as appropriate. Completed by November 2020.	Subject topics will be clearly organised across the curriculum. Staff, parents and pupils will be more knowledgeable about the curriculum as a whole. Pupils will be able to link the learning between one curriculum area and others as appropriate.	The curriculum document. Survey data of parents, pupils and staff.	Learners will be better informed about their curriculum. Learners will be able to link their learning across the curriculum as appropriate. Learners will be more knowledgeable about their progress within each curriculum area.
Map out assessments from each topic in S1-S3.	All teaching staff as appropriate. Completed by November 2020.	Assessments will be planned across the curriculum. Assessments will cover the topics as appropriate.	The curriculum document. Survey data of parents, pupils and staff. Tracking data.	Learners will be able to better plan and prepare their studies. Parents will be better informed about the assessment demands placed on their child.
Subject topics and accompanying assessments will be aligned or arranged as appropriate across the	D. Maclean and S. Steele in consultation with all subject PTs.	Topics will be arranged to increase depth of learning.	The curriculum document.	Learners will be able to more readily consolidate learning.

curriculum to promote depth of learning.	December 2020.	Arrangement of topics may promote a decluttering of content. Arrangement of topics will create the context for IDL projects.	Survey data of parents, learners and staff.	Learners will have an increased depth of knowledge.
Teachings will develop knowledge organisers (revision notes) to support key topics S1-S3.	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.	Learners will have better resources by which to remember each subject. Learners will be able to better prepare themselves for assessments.
All departments will map out curricular pathways across all of their courses from the BGE through to the Senior Phase.	Subject PTs in consultation with D. Maclean, S. Steele and I. Mackenzie.	Each department will have their own curricular document showing pathways through their entire curriculum. Learners will be able to plan their way through each curriculum area. Learners will be more informed regarding subject choice.	Curriculum pathways document. Pupil and parent survey data.	Learners will be able to plan more thoroughly. Learners will be able to understand more clearly what they are trying to achieve within each subject area.

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.



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 <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?)
All staff will ensure all learners are familiar with SHANARI indicators: (safe, healthy, achieving, nurtured, active, respected, responsible and included) by referring 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 promote and engage with termly whole school health and well-being events within the BGE.	Y. Clark in collaboration with SMT and the Health & Well-being Committee. Themes will be issued quarterly.	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 share and promote the school's updated vision, values and aims when finally agreed.	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 underpins our behaviour as professional 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.