KELSO HIGH SCHOOL IMPROVEMENT PLAN 2015/16

QIs 5.9 6.3 9.1 9.3 9.4	**Leadership and Self-Evaluation** Lead: RM • Continue to develop a whole school approach to improvement planning which ensures that all partners are fully involved. • Continue to increase opportunities for distributed leadership and collegial working throughout the school • Further develop a consistent model of self-evaluation at whole school and departmental level • Conclude the review aims and values to establish common purpose • Further development of learner and parent voice

Outcomes Developing CfE through:		**Overview of Priorities**

1.1 5.1	**Priority 1 Curriculum** Lead: SMT .	• Continue to develop the curriculum in line with guidelines and requirements of Curriculum for Excellence. Specifically:
		  - Further refinement of broad general education for S1- 3
		  - Further develop senior phase curriculum for S4-6
		• Continue to develop a coordinated and planned approach to Literacy, Numeracy and Health and Wellbeing across the curriculum

2.1 3.1 5.2	**Priority 2 Teaching & Learning** Lead: CT	• Continue to build on successful existing practice to increase consistency in teaching and learning by
		  - Piloting the use of iPads in teaching and learning
		  - Engaging with and establish the use of Glow 2
		  - Engaging with year two of the Tapestry Teacher Learning Community approach, focusing on the five key strategies of formative assessment

2.1 5.3 5.6	**Priority 3 Pupil Support** Lead: AW	• Review and update approaches to promoting positive behaviour
		• Establish the Mentors in Violence Prevention (MVP) programme
		• Establish a whole school approach to promoting learner engagement by
		  - Implementing the use of SEEMIS Risk Matrix as a means of maximising positive outcomes for learners
		  - Reviewing approaches to communication within the school and between school and home
		• Establish a mechanism for recognising positive behaviour

1.1 5.4 5.7	**Priority 4 Assessment & Reporting** Lead: EO	• Further develop approaches to the tracking and monitoring of individual students in line with national guidance • Develop a whole school approach to pupil profiling • Review approaches to assessment in the light of national guidance

PRIORITY NUMBER 1	LINKS WITH QUALITY INDICATORS: 1.1, 5.1	SOURCE OF PRIORITY			
		SCHOOL x	**LC**	**SBC x**	**INSPECTION x**

PRIORITY TITLE: Curriculum (SMT)	MEASURABLE OUTCOMES FOR LEARNERS:
Continue to develop the curriculum in line with guidelines and requirements of Curriculum for Excellence. Specifically: • Further refinement of broad general education for S1-3 • Further develop senior phase curriculum for S4-6	• A coherent curriculum across all stages • A broad general education with well-planned experiences and outcomes across all the curriculum areas • A senior phase which allows for progression and provides opportunities for qualifications and for developing the four capacities • Improved opportunities for developing skills for learning, life and work • Attainment levels maintained and improved where possible (Insight) • Levels of sustained positive destinations maintained and improved where possible

Steps towards implementation *What will we do?*	Responsibility *Who?*	Timescale *When?*	Resources *Include CPD!*	Monitoring processes and evidence base for progress
Improve quality of information provided to parents and learners regarding curriculum, qualifications and choices	SMT / PTs	By Feb 16	Dept. Time Choices Evening Photocopying	SMT/EMT/Dept minutes Summaries and agreed actions from consultations Discussions with members of the Pupil Parliament Courses demonstrate progression Leavers' destinations
Investigate ways to maximise flexibility to improve vocational learning opportunities	TBC	By March 16	Time Staffing	
Implement and review an aligned approach to courses in the Senior Phase with partner school(s)	CT / PTs	From June 15	Transport Staffing Time	
Investigate possible additional courses and opportunities which would allow us to better meet the needs of all learners	SMT / Depts	Ongoing	Time	
Work with all partners to further develop flexible achievement pathways	TBC	Ongoing	Time Staffing	
Further development of S4-6 courses to ensure progression and build on Broad General education	Departments	Ongoing	Dept. time	

EVALUATION, IMPACT AND NEXT STEPS WILL BE REPORTED IN OUR SCHOOL IMPROVEMENT REPORT

PRIORITY NUMBER	LINKS WITH QUALITY INDICATORS: 5.1	SOURCE OF PRIORITY			
1		SCHOOL x	LC	SBC x	INSPECTION x

PRIORITY TITLE: Curriculum (SMT)	MEASURABLE OUTCOMES FOR LEARNERS:
Continue to develop a coordinated and planned approach to Literacy, Numeracy and Health and Wellbeing across the curriculum.	• All staff aware of HWB Experiences and Outcomes that are the responsibility of all. • Greater consistency of learner experience across school in terms of methodologies and staff expectations • Increased awareness of HWB across the wider school community. • Improved / maintained levels of literacy and numeracy in national measures (Insight)

Steps towards implementation *What will we do?*	Responsibility *Who?*	Timescale *When?*	Resources *Include CPD!*	Monitoring processes and evidence base for progress
Continue to support the work of the Literacy and Numeracy committees	All staff	Ongoing	Time	Minutes of meetings
Engage with LA developments on Literacy and Numeracy	All staff	Ongoing	Time	Feedback from staff, pupils and parents and community partners
Re-establish HWB Group including all stakeholders and clarify purpose	AW / HWB Group	By Oct 15	Time for Meetings (Support with ES Grant)	Focus groups
Maintain whole school focus on HWB 05 to promote Respect throughout the school community	AW / HWB group	Ongoing	Working Group meetings	Questionnaires
Establish Mentors in Violence Prevention (MVP) programme to further promote respectful relationships throughout the school community, linking to HWB Respect project	AW / MVP group	By Nov 16	Training for pupil mentors Further time for staff mentors	
Explore how the HWB Group could support the promotion of positive behaviour	AW / HWB Group	By Oct 15	Working Group meetings Engage with local partners	
Consult with ES Rights, Support and Wellbeing Team to examine strategies for promoting positive behaviour, taking local guidance into account	AW / HWB Group	Ongoing	Time for Meetings Review documentation	

EVALUATION, IMPACT AND NEXT STEPS WILL BE REPORTED IN OUR SCHOOL IMPROVEMENT REPORT

PRIORITY NUMBER	LINKS WITH QUALITY	SOURCE OF PRIORITY			
2	INDICATORS: 2.1, 5.2, 5.3	SCHOOL X	LC X	SBC X	INSPECTION X

PRIORITY TITLE: Tapestry TLC	MEASURABLE OUTCOMES FOR LEARNERS:
TLC Year 2 aims to further embed and develop the five key strategies of formative assessment in classroom practice: • Clarifying, Sharing, and Understanding Learning Intentions and Success Criteria • Eliciting Evidence of Learners' Achievement • Providing Feedback That Moves Learning Forward • Activating Students as Instructional Resources for One Another • Activating Students as Owners of Their Own Learning	• Learners will know the purpose and be able to use both learning intentions and success criteria to know where they are going in their learning and what counts as quality work • Learners will be given feedback that causes them to think (feedback should be focused; it should relate to the learning goals that have been shared with students; and it should be more work for the recipient than the donor) • Learners should be activated as learning resources for one another • Learners will become owners of their own learning The above outcomes can be measured through: classroom observations; pupil focus groups; self-evaluation of classroom practice; pupil work; learners' profile; pupil achievement and evaluation of SIP.

Steps towards implementation *What will we do?*	Responsibility *Who?*	Timescale *When?*	Resources *Include CPD!*	Monitoring processes and evidence base for progress
Step 1 TLC Groups for all teaching staff for professional dialogue Four CAT sessions with a focus on Feedback & Questioning	CT & in-school leaders of learning	Aug – Jan	'Embedded: formative assessment' by Dylan William Four in school 90 minutes TLCs TLC support materials	Staff professional reading & reflection Collegiate planning incorporating areas of focus Staff /pupil evaluation
Step 2 TLC Peer Observation programme	CT & leaders of learning	Aug – Dec 2015	20mins non contact time within a specified week for each TLC	classroom techniques focusing specifically on peer assessment. Teachers using Aifl techniques Self & peer evaluation Feedback dialogue with colleagues Next Steps identified

Step 3 Each TLC to decide on a focus of their own choosing	CT & in-school leaders of learning	February-May 2016	'Embedded: formative assessment' by Dylan Wiliam Three in school 90 minute TLC TLC support materials	Classroom observations which focus on the effective use of techniques. Teachers choose from a number of classroom techniques focusing Ts incorporate the techniques into their plans and evaluate the techniques through pupil feedback and classroom observation.
Step 4 Learning Walk/open door Programme	All teaching staff	Jan-May 2016	Weeks identified throughout the terms. Staff to drop in during non contact time	Classroom observations/reflections of practice Pupil questions Observation sheet
EVALUATION, IMPACT AND NEXT STEPS WILL BE REPORTED IN OUR SCHOOL IMPROVEMENT REPORT				

PRIORITY NUMBER	LINKS WITH QUALITY	SOURCE OF PRIORITY			
2	INDICATORS: 2.1,3.1,5.2	SCHOOL X	LC	SBC	INSPECTION X

PRIORITY TITLE: Teaching & Learning (CT)

Pilot the use of iPads for enhanced teaching and learning
Engage with and establish use of Glow 2

MEASURABLE OUTCOMES FOR LEARNERS:
- Improve learner ability to learn independently
- Improved levels of learners engagement
- Promote learner responsibility
- Attainment levels maintained and improved where possible (Insight)
- Levels of sustained positive destinations maintained and improved where possible

Steps towards implementation *What will we do?*	Responsibility *Who?*	Timescale *When?*	Resources *Include CPD!*	Monitoring processes and evidence base for progress
Support migration of all staff to GlowMail	CT	By end August 2015	Time	Pupil and parent questionnaires at start and end of year
Provide iPads for all teaching and support staff in advance of learners to allow familiarisation and planning	CT / working group	From Aug 2015	Time Resource	Pupil and parent interviews
Identify pilot year group for iPads in consultation with learners	CT / working group	By Oct 2015	Time	Teacher questionnaires-learning to learn and non-learning to learn teachers
Establish programme of CPD for staff to support use of iPads and Glow 2	CT / working group	From Aug 2015	Time	Classroom visits
Engage with parents and learners to evaluate impact and identify next steps	CT / working group	From Jan 2016	Time	
Review approaches to homework in line with developments in technology	RM / Working group	By Dec 2015	Time	
Explore possibility of a KHS App	RM / Working group	By Oct 2015	Time Resource	
EVALUATION, IMPACT AND NEXT STEPS WILL BE REPORTED IN OUR SCHOOL IMPROVEMENT REPORT				

PRIORITY NUMBER	LINKS WITH QUALITY	SOURCE OF PRIORITY			
3	INDICATORS: 5.8, 5.3, 5.5	SCHOOL x	LC	SBC x	INSPECTION

PRIORITY TITLE: Pupil Support (AW)	MEASURABLE OUTCOMES FOR LEARNERS:
• Review and update approaches to promoting positive behaviour • Establish the Mentors in Violence Prevention (MVP) programme	• All learners benefit from learning environment founded on respect • Increased opportunities to develop skills for work, life and learning • Whole school approach leading to increased consistency of focus • Increased opportunities for learner voice and leadership • Increased staff awareness of learner needs leads to improved outcomes for learners

Steps towards implementation *What will we do?*	Responsibility *Who?*	Timescale *When?*	Resources *Include CPD!*	Monitoring processes and evidence base for progress
Establish Working Group to review current approaches to promoting positive behaviour	AW / Working Group	May 2015	Time for meetings	Minutes of Meetings Record of focus groups Record of consultation Tracking system Feedback from staff, parents and pupils Attitudinal surveys
Review documentation and guidance at national and LA level	AW / Working group	By end June 2015	Time for meetings and review	
Review evidence-based approaches to promoting positive behaviour	AW / Working group	Sept 2015	Time/Admin	
Consult staff, learners and parents	AW / Working group	Oct 2015	Time	
Establish whole school Code for Respectful Learning	All	Nov 2015	Time	
Launch MVP with S4 and S5 and recruit student mentors	AW / MVP group	June 2015	Assembly	
Further training for staff volunteers	AW / MVP group	Aug 2015	Time	
Train student mentors	AW / MVP group	Sept 2015	Time	
Roll-out of MVP programme	AW / MVP group	From Sept 2015	Time	
Evaluation of programme and impact	AW / MVP group	April 2016	Time	

EVALUATION, IMPACT AND NEXT STEPS WILL BE REPORTED IN OUR SCHOOL IMPROVEMENT REPORT

PRIORITY NUMBER	LINKS WITH QUALITY	SOURCE OF PRIORITY			
3	INDICATORS: 5.8, 5.3, 5.5	SCHOOL x	LC	SBC x	INSPECTION

PRIORITY TITLE: Pupil Support (AW)	MEASURABLE OUTCOMES FOR LEARNERS:
• Establish a whole school approach to promoting learner engagement by - Implementing the use of SEEMIS Risk Matrix as a means of maximising positive outcomes for learners - Reviewing approaches to communication within the school and between school and home - Establishing a mechanism for recognising positive behaviour	• Whole school approach leading to increased consistency of focus • Increased opportunities for learner voice and leadership • Increased staff awareness leads to improved outcomes for learners • Improved learner engagement demonstrated in Risk Matrix data • Attainment levels improved where possible for those at risk of disengaging (Insight) • Sustained positive destinations maintained for those identified as at risk of disengaging

Steps towards implementation *What will we do?*	Responsibility *Who?*	Timescale *When?*	Resources *Include CPD!*	Monitoring processes and evidence base for progress
Agree approach to ensure that all data required for SEEMIS Risk Matrix is gathered and maintained on a regular basis	AW / Pastoral / SfL / Admin	By end Aug 15	Time Admin	Minutes of Meetings Record of consultation SEEMIS records Feedback from staff
Review and amend pupil support processes to ensure that an overview of learner data is maintained and appropriate actions taken	AW / Pastoral / SfL / Admin	By end Sept 15	Time Admin	
Implement use of Risk Matrix	SMT / Pastoral / SfL / Admin	Oct 15	Time Admin	
Use feedback from staff meeting of April 15 to inform development of new in-school communication strategy	RM / staff	Oct 15	Time	
Consult staff, parents and learners and use feedback to establish new communication strategy between school and home	RM / PC Chair	Dec 15	Time	
Consult staff, parents and learners to establish a whole school approach to recognising positive achievement	RM	Dec 15	Time	

EVALUATION, IMPACT AND NEXT STEPS WILL BE REPORTED IN OUR SCHOOL IMPROVEMENT REPORT

PRIORITY NUMBER	LINKS WITH QUALITY	SOURCE OF PRIORITY			
4	INDICATORS: 1.1, 5.4, 5.7	SCHOOL x	LC x	SBC x	INSPECTION x

PRIORITY TITLE: Assessment & Reporting (EO)	MEASURABLE OUTCOMES FOR LEARNERS:
- Further develop approaches to the tracking and monitoring of individual students in line with national guidance - Develop a whole school approach to pupil profiling - Review approaches to assessment in the light of national guidance	- Increased consistency of experience - All pupils will have a profile in all subjects to indicate their progress and level of achievement - Pupils benefit from a coherent and robust approach to assessment at all levels

Steps towards implementation *What will we do?*	Responsibility *Who?*	Timescale *When?*	Resources *Include CPD!*	Monitoring processes and evidence base for progress
Review approaches to assessment and ensure that appropriate account is being taken of Significant Aspects of Learning	EO / PTs	By Dec 15	Time	Dept / Faculty minutes EMT minutes
Continue to engage with all departments to identify existing good practice	EO	Ongoing	DMs / Faculty meetings	SMT minutes PLPs and reports / profiles
Continue to share good practice with all faculties	EO	Ongoing	DMs / Faculty meetings	School Calendar
Establish a working group to - explore current practice on learner profiling - establish a whole school system for electronic pupil profiling in all curricular areas to provide evidence of progress, level of achievement (latest and best) and strategies to move learning forward	SMT / PTs	May 2016	SMT / EMT / DMs	SQA procedures
EVALUATION, IMPACT AND NEXT STEPS WILL BE REPORTED IN OUR SCHOOL IMPROVEMENT REPORT				

PRIORITY NUMBER 5	LINKS WITH QUALITY INDICATORS: 5.9,6.3,9.1,9.3,9.4	SOURCE OF PRIORITY			
		SCHOOL X	LC X	SBC X	INSPECTION X

PRIORITY TITLE: Leadership and Self Evaluation (SMT)	MEASURABLE OUTCOMES FOR LEARNERS:
- Continue to develop a whole school approach to improvement planning which ensures that all partners are fully involved. - Further develop a consistent model of self-evaluation at whole school and departmental level - Conclude the review aims and values to establish common purpose - Further development of learner and parent voice	- Staff have a fuller understanding of learners needs and the needs of the community, leading to improved learner experiences - Staff readiness to engage with new indicators and reflect on practice leads to improved learner experiences - Shared aims and values allows the school community to better support learners - Future developments are evidence-based and informed through learner and parent voice

Steps towards implementation *What will we do?*	Responsibility *Who?*	Timescale *When?*	Resources *Include CPD!*	Monitoring processes and evidence base for progress
Develop a whole school profile which draws on the widest possible range of data	RM	Ongoing	Time Admin	Collated responses from engagement with partners
Engage with HGIOS 4 and amend school processes as appropriate	RM / all staff	End Sept 15	Time Inset	SMT, EMT, Collegiate Committee and Parent Council minutes
Consult with parents, learners and wider community as part of review of aims and values	RM	Ongoing	Time Admin	
Agree Statement of Aims and Values	RM	Oct 15	Time	New statement of School Aims and Values
Continue to increase opportunities for distributed leadership and collegial working throughout the school	RM / Collegiate Committee	Ongoing	Time Budget	CPD records
Improve parental engagement with learning through a new approach and a revitalised Parent Council	RM / PC Chair	Ongoing	Parental Engagement event / Open Evening	WTA
Explore opportunities to further develop learner and parent voice though the use of electronic surveys and social media	SMT	Ongoing	Time Admin IT support	
Sustain 5 a day approach to learner voice	RM	Ongoing	Time	
EVALUATION, IMPACT AND NEXT STEPS WILL BE REPORTED IN OUR SCHOOL IMPROVEMENT REPORT				