

Improvement Plan

(Including COVID-19 Recovery Actions)

Key Summary Priorities for 2020/21



1

BGE TRACKING, MONITORING & REPORTING

- ▶ Google Classroom BGE tracking system fully operational
- ▶ All pupils reflecting on learning & engaging with teachers on level and next steps
- ▶ Parents connecting with young people and accessing learning journey
- ▶ Staff QA pupil engagement & evaluate consistency

2

PARENTAL ENGAGEMENT & FAMILY LEARNING

- ▶ Parental engagement data evaluated - COVID-19 feedback incorporated
- ▶ Staff and Pupil 'In-school' Team - developing greater family agency
- ▶ Community Team - developing community action plan to engage families
- ▶ 'Closing the Gap' family resource bank developed

3

LEARNING & TEACHING

(INCLUDING COVID-19 RECOVERY PLANS & LEARNER AGENCY)

- ▶ Key priority: pupil, parent, staff and partner feedback on learning audited following COVID-19 period
- ▶ Clear learning recovery plan established for *all*
- ▶ L&T Team take forward next steps with L&T Wheel
- ▶ Focus on consistent high quality L&T and improved learner agency

4

SUSTAINABILITY - IMPROVED RECYCLING & ECO EDUCATION

- ▶ Pupil-led team established to take forward sustainability agenda
- ▶ Pupil assemblies planned, delivered and clear strategy established for:
- ▶ Implementation of revised council recycling strategy across school campus
- ▶ Revision of sustainability education plan

Head Teacher's Introduction

Our *School Improvement Plan 2020/21* is a focused and 'real' document that genuinely aims to facilitate the continuous improvement of Wallace High. A series of formal and informal meetings/discussions with SLT; Faculty and Pupil Support Leaders; teachers and support staff; Local Authority personnel; partners; pupil groups; parents (PTN, 'drop-in sessions', Parental Engagement Group and Parents' Evening surveys); and data analysis have all led to the identification of our key priorities. This document is also complemented by detailed plans for Pupil Support, Learning Support, and Ochil House that capture the full extent of support for all pupils, as well as individual Faculty Plans. These documents seek to comprehensively capture our commitment to continuous improvement *and our emergent work as a result of the national disruption to educational provision caused by COVID-19*.

Our aim is to supplement this work through Pupil Councils and our Parent Teacher Network, with pupil and parent priorities forming 'mini' action plans that have specific targeted improvements that are led and evaluated by these groups.

Everything that we do as a school is designed to have the consequence of improving:

- ▶ Pupils' health and wellbeing
- ▶ Pupils' learning experiences
- ▶ Shared values and ethos (culture)
- ▶ Achievement and attainment for all

In organising our Improvement Plan we have sought to structure our actions around four key areas of development central to school improvement that articulate with: HGIOS 4; key priorities of the Scottish Government's



National Improvement Framework (NIF); COVID-19 recovery requirements; and to include our targeted work through the Scottish Attainment Challenge (SAC) and Pupil Equity Fund (PEF). Key drivers of the NIF (School leadership; Teacher professionalism; Parental engagement; Assessment of children's progress; School improvement; and Performance information) are laced throughout the narrative of our actions and evaluations. The four key priorities of the NIF are:

- 1.** Improvement in attainment (particularly in literacy and numeracy)
- 2.** Closing the attainment gap between the most and least disadvantaged children
- 3.** Improvement in children and young people's health and wellbeing; and
- 4.** Improvement in employability skills and sustained, positive destinations for all.

In the plan that follows, our aims strongly articulate with these aspirational and necessary priorities.

Within each of the outcomes identified under our core priorities, key Quality Indicators aligning our work with Education Scotland's How Good Is Our School 4 are identified. This allows us to utilise Quality Indicators in evaluating the impact of our actions and assisting in identifying on-going priorities as we project forward. Our aim continues to be an improvement drive that will have the most significant impact on *all* of our young people, whilst remaining flexible as we plan education in the uncertainty of our current context.

Scott Pennock, June 2020

Broad General Education Tracking, Monitoring & Reporting (NIF Priorities: 1&2)

Key Improvement Outcome	Key Actions (steps to achieve outcomes)	By Whom	By When	Evaluation (How will you evaluate progress/impact?)
Google Classroom BGE tracking system fully operational <i>(1.3/2.2/2.3)</i>	<ul style="list-style-type: none"> ▶ All pupils re-connected with system as part of COVID 19 recovery. ▶ Staff begin discussing progress with pupils as part of school and blended learning approaches. 	SG/EP/ All staff FLs/ All staff	Sep 2020 Oct 2020	<ul style="list-style-type: none"> ▶ Learner feedback ▶ Staff evaluation of progress ▶ Sampling of pupil profiles
All pupils reflecting on learning & engaging with teachers on level and next steps <i>(1.2/2.3)</i>	<ul style="list-style-type: none"> ▶ Pupils are engaging with their profiles across subjects at agreed reflective points and are able to articulate strengths and next steps. 	All staff/ FLs	On-going	<ul style="list-style-type: none"> ▶ Learner voice conversations ▶ FL and SLT sampling
Parents connecting with young people and accessing learning journey <i>(2.3/2.5/2.7)</i>	<ul style="list-style-type: none"> ▶ Tracking and monitoring team develop parental access protocols - particular focus on parental engagement in light of COVID-19 recovery work. 	SG / EP / CD	Dec 2020 & May 2021	<ul style="list-style-type: none"> ▶ Parent feedback on system ▶ SG/EP evaluate parental engagement statistics
Staff QA pupil engagement & evaluate consistency <i>(1.1/1.4/3.2)</i>	<ul style="list-style-type: none"> ▶ Staff evaluate the <i>quality</i> of learner reflection and feedback on their learning and focus on key next steps 	All Staff/ FLs	On-going	<ul style="list-style-type: none"> ▶ Staff QA discussions as part of faculty moderation ▶ Learner feedback

Parental Engagement & Family Learning (NIF Priorities: 1-4)

Key Improvement Outcome	Key Actions (steps to achieve outcomes)	By Whom	By When	Evaluation (How will you evaluate progress/impact?)
Parental engagement data evaluated - COVID-19 learning <i>(1.1/1.5/3.1)</i>	<ul style="list-style-type: none"> ▶ Parental Engagement team review feedback data from end of session. ▶ Team collate parental feedback on online learning as part of COVID-19 recovery. 	Parental Eng. Team	Oct 2020	<ul style="list-style-type: none"> ▶ Parent feedback collated and evaluated - action points identified
Staff & Pupil 'In-school' Team - developing greater family agency <i>(1.3/1.4/2.5)</i>	<ul style="list-style-type: none"> ▶ Sharing good practice sessions facilitated regarding parental feedback and family learning. ▶ CLPL programme developed on this. 	Parental Eng. Team/ Link staff	Dec 2020 May 2021	<ul style="list-style-type: none"> ▶ Staff feedback on good practice ▶ Production of CLPL programme/activities
Community Team - developing community action plan to engage families <i>(2.5/2.6/2.7)</i>	<ul style="list-style-type: none"> ▶ Community 'voice' groups target feedback across communities. ▶ Targeted Google Meet feedback/engagement sessions. ▶ Targeted transitions engagement. 	Parental Eng. Team/ Link staff	Nov 2020 On-going into '21	<ul style="list-style-type: none"> ▶ Community feedback on key areas/action points to inform progress ▶ Team evaluation
'Closing the Gap' family resource bank developed <i>(1.5/2.5)</i>	<ul style="list-style-type: none"> ▶ Resource bank produced to target 'Closing the Gap' in key communities (study support, Chromebook help sheets etc). 	Parental Eng. Team/ Link staff	Dec 2020 & into '21	<ul style="list-style-type: none"> ▶ Production of key resources for resource bank ▶ Feedback on resources

Learning & Teaching - Including COVID-19 Recovery Plans & Learner Agency (NIF Priorities: 1-4)

Key Improvement Outcome	Key Actions (steps to achieve outcomes)	By Whom	By When	Evaluation (How will you evaluate progress/impact?)
Key Priority: pupil, parent, staff and partner feedback on learning audited following initial COVID-19 period (1.1/2.3/2.5/3.1)	<ul style="list-style-type: none"> Individual faculties collate learning feedback as part of pupil return following COVID-19 period. This informs learning recovery actions for teams and blended learning models. 	DH/CD/ Link FLs/ All teaching staff	Oct 2020	<ul style="list-style-type: none"> Faculty actions reflect learner feedback Faculty learning models reflect feedback (in-school curriculum & online learning)
Clear learning recovery plan established for all (1.1/1.2/1.3/2.3)	<ul style="list-style-type: none"> Pupils, working alongside class teachers and with Pupil Support overview, establish clear personalised actions to recover learning. 	FLs/ PSLs/ All teaching staff	Oct 2020 & On- going	<ul style="list-style-type: none"> Learner voice feedback Learner progress and recovery reflected in tracking & monitoring
Learning & Teaching Team take forward next steps with L&T Wheel (1.2/2.3)	<ul style="list-style-type: none"> L&T Team continue to develop L&T Wheel and embed impact L&T Wheel develops online learning for staff following COVID-19 period 	L&T Team/ All staff	Oct 2020 & On- going	<ul style="list-style-type: none"> L&T Wheel populated to include key content from across school Staff feedback evaluated
Focus on consistent high quality learning and teaching & improved learner agency (1.2/2.3/3.2)	<ul style="list-style-type: none"> L&T Wheel supports even greater high quality learning and teaching across the school - consistency Learner agency embedded through consistent learner voice feedback 	L&T Team/ All staff	Oct 2020 & On- going	<ul style="list-style-type: none"> Learner feedback Faculty QA evaluation Staff feedback through TLCs and class visits

Sustainability - Improved Recycling & Eco Education (NIF Priority: 3)

Key Improvement Outcome	Key Actions (steps to achieve outcomes)	By Whom	By When	Evaluation (How will you evaluate progress/impact?)
Pupil-led team established to take forward sustainability agenda (1.2/1.3)	<ul style="list-style-type: none"> Pupil Councils engaged to create Sustainability sub-group Pupil roles and responsibilities established 	Lead teacher/ VB	Oct 2020	<ul style="list-style-type: none"> Group established Pupil feedback and evaluation framework agreed for specific roles
Pupil assemblies/ inputs planned and clear strategy established (1.2/2.2/3.1)	<ul style="list-style-type: none"> Pupils agree on key focus for assemblies - building on feedback from 19/20 Assembly programme implemented 	Key pupil leads	Dec 2020	<ul style="list-style-type: none"> Pupils organise review of programme Peer feedback on assemblies
Implementation of revised council recycling strategy across school campus (1.3/1.5/2.7)	<ul style="list-style-type: none"> Engage with Stirling Council regarding provision of new infrastructure Pupil assemblies promote full engagement with recycling 	PR/SP Pupil team	Oct 2020 Dec 2020	<ul style="list-style-type: none"> Statistics on volume of recycling Pupil and staff feedback and engagement regarding recycling
Revision of sustainability education plan (1.1/1.3/3.1)	<ul style="list-style-type: none"> Pupils evaluate progress this session Pupil leads produce action plan for further evolution into new session 	Pupil team	May 2020	<ul style="list-style-type: none"> Pupil feedback collated Plan for 2021/22 produced



Wallace High School

Airthrey Road

Stirling

FK4 2FE

01786 462166

Email: wallacehs@stirling.gov.uk

Web: www.wallacehigh.org.uk

Twitter: [@wallacehighsch](https://twitter.com/wallacehighsch)