



### Summary: Key School/ELC Improvement Priorities

Improvement Priority Title	What exactly are we going to do?
<p>Recovery from Covid-19 impact:</p> <ol style="list-style-type: none"> <li>1) Health and wellbeing</li> <li>2) Recovery of learning, teaching and assessment</li> <li>3) Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b><u>Health and wellbeing</u></b> <ul style="list-style-type: none"> <li>• Mindfulness training in school to support recovery</li> <li>• Mental Health First Aid Training – Staff &amp; Pupils</li> <li>• Health and wellbeing IDL day in school</li> <li>• Focus on teacher wellbeing/mental health</li> <li>• Implement recovery curriculum in H&amp;W</li> <li>• Staff attend mental health training through the skills network</li> <li>• Continue work with MHF Peer Education Network</li> <li>• SQA Wellbeing Award for pupils in BGE</li> <li>• 3-18 Wellbeing PSA to work towards removing social and emotional barriers, identifying gaps in learning/development as a result of the pandemic, and implementing appropriate interventions</li> <li>• Wellbeing Group to have timetabled time, taking part in well planned activities, including outside learning to develop resilience</li> <li>• Achieve Silver Rights Respecting Schools Award (3-18 Campus)</li> <li>• Start Silver Rights Respecting Schools Award (3-18 Campus)</li> </ul> </li> <li>2. <b><u>Recovery of learning, teaching and assessment</u></b> <ul style="list-style-type: none"> <li>• Regular assessment of pupils to identify gaps in learning and plan/develop appropriate interventions</li> <li>• GL Assessments used for P4-S4 to identify gaps in learning so targeted interventions can take place for pupils</li> <li>• Build opportunities to revisit missed learning into schemes of work</li> <li>• Whole Staff focus on L&amp;T- Teaching Sprints used to support staff and allow collegiate working</li> <li>• Develop opportunities for digital learning</li> <li>• Senior Phase Curriculum adapted and reviewed</li> <li>• SQA Changes – Identify gaps and raise attainment in line with SQA guidance</li> <li>• “The Kinlochleven Way” introduced and designed by pupils to share classroom expectations</li> <li>• Revise Parental Engagement Opportunities (Online)</li> <li>• Pupils surveyed at various points to review progress</li> <li>• Strengthen relationship with DYW to address potential future issues in the employment market.</li> </ul> </li> </ol>

Ensure pupils have the skills required to make them competitive in the jobs market

- Campus Skills Framework completed (consultation with whole school community)
- A more in-depth look at Homework across the campus to ensure homework is meaningful and appropriate, as there is now a greater reliance on digital learning and teaching
- Continue with Read Write Inc 3-18
- Catch up Numeracy 3-18
- Exploration of Outdoor Learning Opportunities
- Innovation Room to be utilised to promote creativity and digital learning (Primary)

**Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)**

- Whole campus focus on identifying gaps/underachievement due to the pandemic and how to address these gaps appropriately in terms of implementation
- Implement recovery curriculum in literature and numeracy
- GL assessments focusing on triangulation of data
- Moderating attainment and sharing good practice in school and across the ASG
- Additional targeted PSA support for numeracy
- Additional targeted PSA support for literacy
- Pupils progress meetings termly. Target setting focus with PTG/SLT
- Whole campus mymaths subscription to address gaps and improve numeracy across the campus
- Enhanced literacy lessons through talk for writing
- Schools Vision , Values and Aims embedded into the school community to highlight the importance of community in light of the Covid pandemic
  - Encourage student leadership on core values
  - More whole campus community events
  - PSE lessons used in High School
  - To ensure that we change this shared vision into a sustainable reality, we will work with staff to ensure that this ethos is embedded explicitly in classrooms, corridors and the wider school campus, encouraging all staff/pupils to come up with ideas on how to maintain/improve our mental health and positive relationships during the global pandemic
- Building Positive Relationships
- Relaunch/Rebrand Pupil Voice to give pupils ownership
- Involve pupils in discussion on how to rebuild relationships damaged by the pandemic
- Consultation with pupils on what positive behaviour looks like
- Work with partners to address attendance issues, being sensitive to covid related absences
- Analysis of the barriers that prevent pupils achieving their full potential in any area so that we can accurately design and target interventions

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|  | <ul style="list-style-type: none"><li>• Mapping volunteering activities so that staff, pupils and parents can better visualise wide range of opportunities available</li><li>• Involve pupils in cultivating ethos of mutual respect and supporting each other</li><li>• Learning/Pastoral conversations/meetings in school. Regular SLT attendance at faculty meetings</li><li>• Mapping activities that celebrate diversity and achievement in all areas so that all feel included. Ask pupil council to work on this so that staff, pupils and parents are all involved in supporting recovery from the effects of the pandemic</li><li>• Develop celebrations of success across the campus (poll pupils to find out what would be coveted.)</li><li>• Focus on integration of the two schools. Peer support/Workshops/Mentoring etc</li><li>• Create distributed leadership opportunities, which will be on a voluntary basis. Value and take action on staff opinions related to staff workload, WTA and long term sustainable planning. Once designed and deployed, monitoring and tracking approach for key outcomes</li></ul> |
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**In-depth action plan #1 – common to all Highland schools/ELC settings**

## Improvement Priority Title

# Recovery from Covid-19 School Closures

## Linked to QIs/Themes

### 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 and young people ☒
- 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 Drivers

School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☒ Assessment of Children's Progress ☒  
School Improvement ☒ Performance Information ☒

### Linked to Highland Council's 4 Key Service Action Plan Priorities

We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation ☒

We will maximise health and wellbeing for all children and young people to give them the best possible start in life ☒

We will ensure the highest quality of learning and teaching for each and every learner ☒

We will develop leadership skills at all levels of the system for now and the future ☒

### What do we aim to improve for learners?

- 1) Health and wellbeing post-Covid-19
- 2) Recovery of learning, teaching and assessment (including new opportunities with digital learning revealed by the Covid-19 situation/remote learning)
- 3) Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

### Measurable targets for success

- 1) Establish targets for improvement based on initial surveys of children/young people and staff regarding how they are feeling, using the wellbeing indicators. Base targets on what appear to be the most vulnerable aspects of the wellbeing indicators.
- 2) Establish targets for adjusting classroom practice based on discussion with staff, children/young people and families about the efficacy of online learning conducted during the Covid-19 situation and the best way forward post Covid-19
- 3) Establish targets based on staff discussion about new or widened gaps caused by the Covid-19 situation (for example, varying degrees of engagement in remote learning, decline of learning habit in some children/young people etc)

What action will we take?	Who will lead on this?
<p><b><u>Recovery of learning, teaching and assessment</u></b></p> <ul style="list-style-type: none"> <li>• Regular assessment of pupils to identify gaps in learning and plan/develop appropriate interventions</li> <li>• Build opportunities to revisit missed learning into schemes of work</li> <li>• Develop opportunities for digital learning – staff and pupils</li> <li>• SQA Changes – Identify gaps and raise attainment in line with SQA guidance</li> <li>• Senior Phase Curriculum to be reviewed and Timetable to best meet the needs of our pupils</li> <li>• Revise Parental Engagement Opportunities (Online)</li> <li>• Pupils surveyed at various points to review progress</li> <li>• Strengthen relationship with DYW to address potential future issues in the employment market. Ensure pupils have the skills required to make them competitive in the jobs market</li> <li>• A more in-depth look at Homework across the campus to ensure homework is meaningful and appropriate, as there is now a greater reliance on digital learning and teaching</li> <li>• Continue with Read Write Inc 3-18</li> <li>• Catch up Numeracy 3-18</li> <li>• Exploration of Outdoor Learning Opportunities</li> <li>• Development of innovation room in conjunction with DYW</li> </ul>	<p>All Staff</p> <p>ELT</p> <p>Joe Hannaway</p> <p>Joe Hannaway</p> <p>Jemma Playfair/ Joe Hannaway</p> <p>SLT</p> <p>ELT</p> <p>ELT</p> <p>SLT</p> <p>Stephen Reid/Susan MacMillan</p> <p>Stephen Reid/ Mary Benvin</p> <p>Donald Smith</p> <p>Loren Crowley</p>

**Health and wellbeing**

- Mindfulness training in school to support recovery
- Mental Health First Aid Training – Staff/Pupils. MHF
- Health and wellbeing IDL day in school
- Focus on teacher wellbeing/mental health
- Implement recovery curriculum in H&W
- Staff attend mental health training through the skills network
- Continue work with MHF Peer Education Network
- 3-18 Wellbeing Group to work toward removing social and emotional barriers, identifying gaps in learning/development as a result of the pandemic, and implementing appropriate interventions
- Wellbeing Group to have timetabled time, taking part in well planned activities, including outside learning to develop resilience
- Achieve Bronze Rights Respecting Schools Award (3-18 Campus)

PTG's

PTG's

Health and Wellbeing Working Group

Jemma Playfair

SLT

PTG's

PTG's

Stephen Reid /Shirley Grant

Stephen Reid /Shirley Grant

Loren Crowley/ Rights Respecting Working Group

**Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)**

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|--|----------------------------|
| <ul style="list-style-type: none"><li>• Whole campus focus on identifying gaps/underachievement due to the pandemic and how to address these gaps appropriately in terms of implementation</li></ul>   | SLT                        |
| <ul style="list-style-type: none"><li>• Implement recovery curriculum in literature and numeracy</li></ul>   | SLT                        |
| <ul style="list-style-type: none"><li>• Introduction of GL assessments focusing on triangulation of data</li></ul>   | Joe Hannaway               |
| <ul style="list-style-type: none"><li>• Moderating attainment and sharing good practice in school and across the ASG</li></ul>   | SLT                        |
| <ul style="list-style-type: none"><li>• Additional targeted PSA support for numeracy</li></ul>   | Stephen Reid/ Mary Benvin  |
| <ul style="list-style-type: none"><li>• Pupils progress meetings termly. Target setting focus</li></ul>  | All staff                  |
| <ul style="list-style-type: none"><li>• Whole campus mymaths subscription to address gaps and improve numeracy across the campus – additional PSA hours for targeted individuals</li></ul>             | Joe Hannaway/Garry Simpson |
| <ul style="list-style-type: none"><li>• Enhanced literacy lessons through talk for writing</li></ul>   | Loren Crowley              |
| <ul style="list-style-type: none"><li>• Raising Attainment Periods introduced for S3-S6 pupils to look at in-depth learning conversations and strategies to support pupils in their learning</li></ul> | SLT                        |
| <ul style="list-style-type: none"><li>• Monthly monitoring and tracking reports for all pupils in The Senior Phase S4-S6</li></ul>   | All KHS staff              |



**Expected resource needs**

PSA with responsibility for Wellbeing (PEF)

PSA with responsibility for Read Write Inc (PEF)

PSA with responsibility for Numeracy Intervention (PEF)

Mymaths Whole Campus Subscription (PEF)

H&W Surveys/Measurement tools/Resources

## Building Positive Relationships

### Linked to QIs/Themes

1.1, 1.3, 2.2, 2.3, 3.1,3.2

### 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 and young people
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### Linked to National Improvement Drivers

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School Improvement  Performance Information

### Linked to Highland Council's 4 Key Service Action Plan Priorities

We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation

We will maximise health and wellbeing for all children and young people to give them the best possible start in life

We will ensure the highest quality of learning and teaching for each and every learner

We will develop leadership skills at all levels of the system for now and the future

### What do we aim to improve for learners, including ELC learners?

- Continue to strengthen relationships lost as a result of the pandemic
- Re-establish positive school routines/habits
- Stronger sense of inclusion across 3-18 campus with shared understanding of core values, aims and ethos of the whole campus
- Continued work on Positive Relationships and Paul Dix book to develop a strong sense of mutual respect between all
- Behaviour meetings/pastoral meetings within each faculty meeting, with a member of SLT attending ensures that staff feel better supported
- Greater understanding of United Nations Charter for the Rights of the Child, improving respect for ourselves and each other
- Pupils are more aware of volunteering opportunities and so there is greater participation to support building rapport/relationships

### Measurable targets for success

- Improvement in student HWB across the campus. Measured through regular surveys/wellbeing room
- Everyone knows and is proud of our Vision, Values and Aims
- Staff and pupils feel better supported in terms of respectful relationships and positive behaviour
- Less referrals relating to classroom behaviour
- Less interrupted learning for our pupils
- Increase in the number of volunteering hours (Saltire Awards)

What action will we take?	Who will lead this?
<ul style="list-style-type: none"> <li>• Embed the schools' Vision and Values into the whole school community</li> </ul>	Jemma Playfair
<ul style="list-style-type: none"> <li>➤ Encourage student leadership on core values</li> </ul>	Jemma Playfair
<ul style="list-style-type: none"> <li>➤ Build the Kinlochleven 3-18 School Identity</li> </ul>	Jemma Playfair
<ul style="list-style-type: none"> <li>➤ More whole campus community events</li> </ul>	Jemma Playfair
<ul style="list-style-type: none"> <li>➤ School Website to be maintained</li> </ul>	Joe Hannaway
<ul style="list-style-type: none"> <li>➤ PSE lessons used in High School</li> </ul>	PTG's
<ul style="list-style-type: none"> <li>➤ To ensure that our shared vision becomes reality, we will work with staff to ensure that this ethos is embedded in classrooms, corridors and across the campus, encouraging all staff/pupils to contribute ideas on how to maintain/improve our mental health and positive relationships during the global pandemic</li> </ul>	Jemma Playfair
<ul style="list-style-type: none"> <li>• Building Positive Relationships</li> </ul>	SLT/ All staff
<ul style="list-style-type: none"> <li>• Relaunch/Rebrand Pupil Voice to give pupils ownership</li> </ul>	Jemma Playfair/ Pupil Voice Working Group
<ul style="list-style-type: none"> <li>• Involve pupils in discussion on how to rebuilt relationships damaged by the pandemic</li> </ul>	SLT
<ul style="list-style-type: none"> <li>• Consultation with pupils on what positive behaviour looks like</li> </ul>	Jemma Playfair/PTG's
<ul style="list-style-type: none"> <li>• Work with partners to address attendance issues, being sensitive to covid related absences</li> </ul>	SLT
<ul style="list-style-type: none"> <li>• Analysis of the barriers that prevent pupils achieving their full potential in any area so that we can accurately design and target interventions</li> </ul>	SLT/PTG's
<ul style="list-style-type: none"> <li>• Mapping volunteering activities so that staff, pupils and parents can better visualise wide range of opportunities available</li> </ul>	PTG's
<ul style="list-style-type: none"> <li>• Involve pupils in cultivating ethos of mutual respect and supporting each other</li> </ul>	SLT

<ul style="list-style-type: none"> <li>• Learning/Pastoral conversations/meetings in school. Regular SLT attendance at faculty meetings</li> <li>• Mapping activities that celebrate diversity and achievement in all areas so that all feel included. Ask pupil council to work on this so that staff, pupils and parents are all involved in supporting recovery from the effects of the pandemic</li> <li>• Develop celebrations of success across the campus (poll pupils to find out what would be coveted.)</li> <li>• Focus on integration of the two schools. Peer support/Workshops/Mentoring etc.</li> <li>• Create distributed leadership opportunities, which will be on a voluntary basis. Value and take action on staff opinions related to staff workload, WTA and long term sustainable planning. Once designed and deployed, monitoring and tracking approach for key outcomes</li> </ul>	<p>SLT/PTG's</p> <p>Equalities Working Group</p> <p>SLT/ PTG's</p> <p>SLT</p> <p>Jemma Playfair</p>
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**Expected resource needs**

Resources/Plan expected to link closely with HWB aspect of recovery.

- Financial support to relaunch school identity (signage for corridors etc)
- New School Website maintenance

## Monitoring and evaluation procedures for the School/ELC Improvement Plan

### **How will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report? How will the evidence be gathered?**

- a) Pupil, Staff, Parent/Carer feedback sessions to support Vision, Values and Aims
- b) Self-Evaluation Summary- “How Good is Our Kinlochleven 3-18 School?”
- c) Whole School Attainment Review

### **Who will lead this monitoring and evaluation?**

- a) SLT will lead but will be supported by staff who want to lead a whole school initiative. Evaluations will be completed in PLP with pupils, in Department meetings with staff (1-1’s with SLT also on offer) and Parental Engagement Sessions with parents/carers. All staff in Working Groups and offered opportunities to lead whole school initiatives
- b) SLT and PT’s will lead on this. HGIOS4 ,How Good is **Our** School and How Good is Our Early Learning and Childcare will be used to support this work.
- c) SLT and PT’s will carry out attainment reviews to ensure gaps in learning have been identified and any areas of concern are addressed.

