



Renfrewshire Council Children’s Services

**Johnstone High School**

**Improvement Plan**

**2020-2021**

##### Planning framework

As part of Children’s Services, Johnstone High School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children’s Services’ vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

**National Priorities**

We also have to take account of the Scottish Government’s national improvement framework which provides a vision for education in Scotland, namely to:

1. **improve attainment, particularly in literacy and numeracy;**
2. **close the attainment gap between the most and least disadvantaged pupils;**
3. **improve children’s health and wellbeing; and**
4. **improve children and young people’s employability skills so that they move into positive and sustained destinations.**

**Renfrewshire’s Education Priorities**

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

**Pupil Equity Funding**

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

**Renfrewshire’s Council Plan 2017-2027**

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our place, our economy, our future

Creating a sustainable Renfrewshire for all to enjoy

Building strong, safe and resilient communities

Working together to improve outcomes

Tackling inequality, ensuring opportunities for all

**Children’s Services Vision**

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

**Renfrewshire’s Education Improvement Plan Priorities**

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

Improve employability skills and support all of our young people to enter positive and sustained destinations

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

**Our Vision, Values and Aims**

We are a school community where everyone feels safe, valued and supported to achieve to their maximum potential. We deliver high quality learning experiences within a responsive and engaging curriculum that fully prepares our young people for the next stage in their lives. We are an ambitious school that has high expectations of learners, parents, partners and staff.

Johnstone High School values

Determination

Friendship

Honesty

Respect

Responsibility

Trust

Johnstone High School aims

1. To be a place that everyone is proud to belong to

2. To be a safe, nurturing and happy environment

3. To value everyone and provide opportunities for all

4. To provide excellent teaching and learning in every classroom

5. To ensure positive outcomes for all learners by developing the skills they need to compete in the modern world

6. To work in partnership with parents in the education of their children

7. To be a school firmly embedded in the heart of its community

Who did we consult?

To identify our priorities for improvement, we sought the views of <insert the list of stakeholders>. We used a variety of methods of getting the views of those who are involved in the life and work of <insert name of establishment> such as <insert the variety of methods used>.

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities.

<provide examples of partners and consultation methods>

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include: [list quality assurance activities]

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff

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| **Improvement Priority 1 – Recovery Planning** | | | | |  |
| **HGIOS/HGIOELC QIs**  QIs 1.3-1.5, QIs 2.1-2.4 and 2.6, QI 3.1 | **NIF Priorities**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |  |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** | **Responsibility for Implementation** |
| **Following several months of lockdown, it is necessary to have a clear plan in place for the phased return of children and young people (CYP) and staff to our establishment, in line with local and national guidance.**  Should a further lockdown be imposed we want to be well-prepared to ensure that CYP can engage in learning at home. | By August 2020, clear capacity and capability planning ensures that staff who are able to work in the establishment will return  By August 2020, staff have increased knowledge of guidelines and expectations when working in school or at home.  By August 2020, all staff, CYP and parents/carers have increased knowledge of health and safety measures and will evidence the implementation in their practice. These include hygiene and social distancing measures, within the establishment and in outdoor areas.  By August 2020, CYP begin a return to the establishment as per SG guidance and successfully engage in school learning.  By October 2020, all stakeholders have an increased knowledge of our business continuity arrangements in the event of another lockdown. We have an improved understanding of what needs to be done pre, during and post lockdown. We have learned lessons from the previous lockdown and are well-prepared to provide learning at home, at relatively short notice, should it be required. | The capacity planning return to HQ demonstrates that there is clarity about the availability of staff and the reasons why some may need to continue working from home in line with Public Health Scotland guidance.  Teachers’ planning will evidence that all teachers know and follow the LA Guidance on recovery learning and blended learning if required.  Timetables and recovery plans show that CYP are grouped in cohorts with maximum of xx CYP per class/base and patterns of attendance align with SG social distancing guidance.  The Recovery guidance, Business Continuity plan, Health and Safety workplace assessment and Co-Vid 19 Risk assessments demonstrate that local and national guidance is being followed and that clear and consistent messages are shared with staff, CYP and parents/carers.  Minutes of staff meetings show that staff are involved in the recovery planning process.  Observations of the internal and external building flow will demonstrate that in almost all instances, staff, CYP, parents/carers and visitors are adhering to the health and safety measures.  Pre and post CLPL training surveys show an increase in understanding and confidence in all staff (Scale 1 to 5) in, for example, use of digital platforms for recovery learning.  Communication to all stakeholders through digital platforms evidence that clear and consistent messages are being conveyed to all in the school community.  The Business Continuity plan (BCP) outlines detailed arrangements and actions to be taken (pre, during and post) in the event of a further lockdown to provide as much educational continuity as possible. | | Adapt Health and safety risk assessment to local context.  Undertake the H&S workplace assessment using “COVID workplace checklist”  Follow clear protocols in the event of someone becoming unwell and/or presenting with Co-Vid 19 systems  Refer to document: Risk assessment educational establishments  Contextualise the LA ‘Recovery guidance for schools and early years establishments’ and retain for own establishment.  • Reducing potential exposure  • Social distancing  • Hygiene and protection  • Cleaning regimes  Plan for phased return of priority groups, divide into cohorts and establish attendance patterns. Minimise movement of CYP.  Staggered arrivals, departures, breaks. Finalise Consortium arrangements.  Develop a clear learning, teaching and assessment plan that assesses the wellbeing and learning needs of CYP and provides both learning within the establishment and at home. Priorities initially to re-engage CYP and families, establish routines and ensure wellbeing needs are met. New learning will be planned when CYP are ready.  Identify and address staff CLPL needs particularly around digital learning pedagogy, wellbeing and learning outdoors.  Complete and retain the establishment ‘Business Continuity Plan’, using the LA template, in consultation with staff and CYP.  Develop a plan for communicating and engaging with parents and the wider community about key messages, protocols and expectations. | L Hollywood  L Dick  SMT  Recovery Planning Working groups:   * Health and Wellbeing * Health and Safety * Curriculum Recovery |
| **Prior to lockdown, all staff have been becoming more familiar with what data is important for tracking and planning for improvement. During the recovery phase a broader approach to data is required to ensure that the data which is important now is being considered and used for planning for recovery.** | By October 2020, all practitioners will have increased confidence and knowledge in what data they should be using to track health and wellbeing and progress of learning. They will use this evidence to target and design interventions and inform approaches to recovery learning. | Pre and post CLPL survey training shows an increase in understanding and confidence in all practitioners.  All planning associated with learners demonstrate a range of data sources being considered.  Data gathered through quality assurance process will evidence that almost all staff have effectively planned approaches to recovery learning,  Evaluative evidence will demonstrate that the learners requiring support have been identified and appropriate interventions have been implemented.  Almost all children and young people report that universal/ targeted/ intensive supports met their needs during transition and blended learning.  Almost all children and young people have demonstrated increased participation and engagement throughout blended learning | | Staff will engage with Dive into Data (Data for Recovery) professional learning provided by Management Information Officer and Attainment Advisor  Staff will engage with professional learning on effective approaches to learning, for example, approaches to formative assessment, differentiation and remote pedagogy.  Effective collation of wider evidence on pupil experience during lockdown/blended learning. For example, situational poverty linked to employment loss, newly in receipt of free school meals,  learner engagement with online learning/classroom learning  Evidence used to identify key trends and inform school recovery planning.  Evidence used within classrooms to understand learner experience and plan next steps in health and wellbeing support and learning.    Progress measured through ongoing evaluations to ensure the needs of CYP are being met (adapt/adopt/abandon). | L Cole  A Gilmour  T O’Malley  SMT  EMT  Recovery Planning Working groups:   * Curriculum Recovery * Curriculum Planning * Recovery Learning |

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| **Improvement Priority 2 – Health and Wellbeing** | | | |  |
| **HGIOS/HGIOELC QIs**  QIs 2.1-2.4, QI 2.7  QI 3.1 | **NIF Priorities**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information |  |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | **Intervention** | **Responsibility for Implementation** |
| **Following this extended period of remote learning, we recognise the importance of ensuring all pupils feel safe and secure in our school, particularly those at key transition stages and those who are in our vulnerable/targeted groups.**  These groups include:   * key groups (P7 to S1) * internal transitions (e.g. S2 – S3) * Vulnerable CYP and those with ASN * YP preparing to leave school to move onto a positive destination.   Re-establishing routines and supporting the health and wellbeing of all pupils in our school during the recovery period will be of paramount importance. In addition, we recognise that Nurturing approaches will be key in supporting the health and wellbeing of young people in recovering from the Community trauma caused by COVID-19. | By August 2020, there will be a process in place to ensure pupils are registered and staff are comfortable in reporting absences, with information cascaded to the appropriate staff to monitor attendance.  By September 2020, all staff incorporate an element of health and wellbeing into their delivery of learning.  By September 2020 teaching staff will have increased knowledge of the 6 Nurture Principles and how to embed these Principles into practice to support pupil health and wellbeing and attainment.  By October 2020, almost all pupils will have increased knowledge and understanding of the supports available to them within our school.  By October 2020, all staff have increased knowledge and understanding of the supports available to support pupils mental health and wellbeing and signpost and draw upon these supports as required.  By October 2020, teaching staff will have improved skills and increased confidence in putting Nurturing Approaches into practice and will evidence in their practice a range of strategies supporting the 6 Nurture Principles.  By October 2020, there will be CPD for staff to develop strategies on supporting pupils’ mental health as we acclimatise to returning to school.  By December 2020, pupils in the target groups (new S1s, ASN, school leavers) will feel safe, confident and engaged.  By March 2021, all YP who are Summer/Christmas leavers (2019-2020) have transitioned to a positive destination. Partners in SDS/HE/FE are fully engaged in supporting this process. | Perception of engagement in learning for specific classes or subjects for target groups of learners - through tracking and monitoring.  Wellbeing indicator results demonstrate that almost all CYP in target groups, score 8 or above in all SHANARRI indicators by Dec 20.  Departments are utilising wellbeing indicators to inform forward planning and lesson outlines.  Teachers’ planning will demonstrate the increased focus on mental health and wellbeing.  CLPL evaluations, collegiate session minutes and referral statistics evidence that staff understand and actively use the supports available to support pupils across the department.  Learner conversations will demonstrate that almost all pupils know and understand the supports available within the department, school and the wider community.  Learning visits and teacher evaluations will show that almost all pupils are happy in class and engaged in learning.  Statistics show that almost all Summer/Christmas leavers (2019-2020) have entered a positive destination by March 2021. Careers Advisor appointments show that almost all YP have benefitted from this individual support.  Informal / formal classroom visits, with a focus on Nurturing approaches, and using the ‘Applying Nurture as a whole school approach’ framework to support self-evaluation.  Teachers’ planning will evidence approaches to differentiation to support the development of all pupils, recognising the different stages of development that young people are at.  Pupil voice demonstrates that almost all pupils feel supported in their social and emotional development as well as their academic development and can talk confidently about the support that they get. | Transition programmes will be delivered in partnership with Primary/Secondary colleagues. Extended transition activities will be delivered for vulnerable CYP.  Timetables will be adjusted to provide greater curricular time for health and wellbeing activities (mental, emotional and social, re-establishing routines, outdoor learning)  Information re mental health supports available to pupils in the department and school will be stored in shared drive and discussed at meetings.  Lessons will have an early focus on mental health and wellbeing. The SQA Mental Health award will be embedded within PSE programmes.  Learning visits (SMT and peer) will focus on health and wellbeing and engagement.  Counselling service will be established and promoted through class contact, assemblies, collegiate sessions and participation in parent events. Referrals will be made for targeted CYP  Pupil support teams along with staff with responsibility for employability in schools and within the authority will work alongside the careers service and partners such as SDS/FE/HE to ensure leavers receive the support they need to ensure a successful transition post school.  Support with UCAS and college applications will be provided for YP. Careers advice appointments will be offered remotely.  More regular engagement with departments in order to ensure there is less scope for anxiety for pupils and parents around digital learning.  Partners will be identified to enhance delivery of emotional and social education as required.  Staff will be aware of resources and guidance in relation to Nurturing Approaches and the 6 Nurture Principles.  Access CLPL and professional reading linked to these approaches, where required, to promote a shared understanding of, and provision of, high quality support:   * Nurturing Approaches * Trauma Informed Practice * The 6 Nurture Principles   Staff will use pupil voice to ensure pupils feel supported in their social, emotional and learning development.  Nurturing Approaches will feature as a regular item in departmental meetings and PT/DHT link meetings.  Clear strategies to support pupils in senior phase assessments and examinations. Evidence of collaborative approaches the school.  Departments will provide a different approach to providing extra-curricular activities, ensuring pupils still have the opportunity to access opportunities within recovery learning model. | T O’Malley  Pastoral Team  A Brown  SMT  Recovery Planning Working groups:   * Health and Wellbeing * Safe, Ready and Respectful * Blended Learning |
| **Following this extended period of working from home, we recognise the importance of ensuring all staff feel safe and secure about a phased return to school. We will ensure that time and space is provided to actively promote staff health and wellbeing.** | By August 2020, all staff understand and implement policies and procedures in relation to social distancing, hygiene and use of outdoors.  By December 2020, all staff will have an enhanced knowledge and understanding of programmes, resources and strategies available to support their own wellbeing. All staff will feel less anxious in their daily practice. | Policies and procedures issued to staff and discussed at virtual collegiate meetings evidence that clear and consistent messages are being provided.  Minutes of collegiate meetings show that time is set aside to allow for full discussion of policies and procedures to alleviate any staff concerns.  Pre and post CLPL training survey shows an increase in understanding and confidence in all staff.  Participation rates show that all staff have engaged in CLPL and most staff have participated in drop-ins/optional activities.  Staff self-evaluation demonstrates that all staff feel less anxious and more confident in relation to their own wellbeing.  Collegiate/INSET programme shows that a range of staff wellbeing activities opportunities are being provided. | Plan the collegiate calendar/INSET in collaboration with staff to include dedicated time for staff wellbeing activities.  Ensure there are clear channels of communication so that all staff are fully informed of policies, procedures and arrangements during, and post Co-Vid 19 phasing.  Identify additional evidence-based resources/programmes/activities to use to promote staff wellbeing in a nurturing environment.  Introduce weekly ‘coffee and chat’ drop-in sessions for all staff and/or SMT/PT drop ins for PTs/departmental colleagues.  Individual staff members will access the schools’ Counselling service for consultation and/or Renfrewshire’s ‘Time for Talking’ for personal support. | L Hollywood  G Munro  Recovery Planning Working groups:   * Health and Wellbeing * Health and Safety |
| **We recognise the importance of providing clear information to parents/carers and in reassuring parents/carers that their CYP will be supported in their transition back to, and beyond school.** | By August 2020, parents/carers will have increased knowledge of the arrangements during Co-Vid 19 phasing and beyond.  By October 2020, parents/carers of CYP in the target groups have increased knowledge of the transition programme and are aware of supports available to their child. | Parental survey demonstrates that all parents are more knowledgeable about the transition programme and understand the supports that can be accessed by their child in school and within the community.  Minutes of meetings with pupil support/teacher show that targeted supports are being discussed with and understood by parents/carers.  Communication to parents/carers through virtual meetings, Facebook/Twitter/texts/website and leaflets, demonstrates that clear consistent messages are being provided. | Activities will be planned for parents/carers including information sessions, Q&A, tour of the building, curriculum overview and practical arrangements for social distancing, hygiene and outdoor learning during Co-Vid 19 phasing and post phasing.  Individual meetings will be offered for parents/carers of targeted CYP and a key adult within school.  A communication plan is developed including target audience, methods of communication, regularity and review of effectiveness.  Parents are made aware of the range of supports available for YP to help them move on to a positive destination via digital platforms such as school websites. | T O’Malley  L Hollywood  G Menzies  SMT  Recovery Planning Working groups:   * Health and Wellbeing * Curriculum Recovery * Recovery Leaning |

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| **Improvement Priority 3 – Learning and Teaching** | | | | |
| **HGIOS/HGIOELC QIs**  QI 1.2  QIs 2.2 & 2.3  QI 3.2 | **NIF Priorities**   * **Improvement in attainment, particularly in literacy and numeracy** * **Closing the attainment gap between the most and least disadvantaged children** * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | **NIF Drivers**  **1.School Leadership 4. Assessment of Children’s Progress**  **2.Teacher Professionalism 5. School Improvement**  **3.Parental Engagement 6. Performance Information** |  |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | **Intervention** | **Responsibility for Implementation** |
| **Develop high quality learning, teaching and assessment leading to improved attainment** - Following this extended period of school closure, we recognise the increased importance of formative assessment and use of evidence-based pedagogies in teaching and learning to identify and address gaps in the attainment and achievement of children and young people | By September 2020 all departments will recognise and effectively use evidence of learning experiences previously collected to inform judgements on learners’ progress during the period of school closure to plan appropriate revision and next steps in learning.  By September 2020 teaching staff will have increased knowledge of and will evidence in their practice a range of targeted, evidence-based pedagogies to support a wider recovery curriculum.  By October 2020, all departments will use a range of assessment data and evidence-based approaches to raising attainment to support and challenge pupils appropriately through considered approaches to differentiation.  By October 2020, staff will have improved skills and increased confidence in using digital tools to support recovery learning.  By October 2020 staff will be confident tracking progress in the BGE | Teachers’ planning will demonstrate skilled use of formative assessment to inform appropriately differentiated learning and teaching to meet the needs of individual children.  Attainment and tracking data for almost all pupils shows that they are making progress in literacy, numeracy and health and wellbeing with a trend towards closing identified attainment gaps.  Quality assurance activities demonstrate clear impact of professional learning on the quality of learning experiences.  Informal classroom visits, monitoring of home learning activities and use of specific tools  Pupil voice demonstrates that almost all pupils enjoy learning, at home and online, and can talk confidently about their learning and next steps.  Pre and post CLPL surveys will demonstrate that almost all staff have increased confidence in supporting recovery learning approaches including the skilful use of digital tools. This is evidenced in daily learning and teaching practice.  Monitoring and tracking information will evidence that all pupils have access to sufficient hardware and data to enable online learning.  BGE tracking and monitoring will be key in a model that considers the implications of blended learning. Staff will also be utilising progress and achievement as a tracking system for the first time. | Teachers and school leaders will summative and formative assessment strategies to assess the progress and learning needs of individual pupils and to inform planning of appropriate learning experiences  Staff will complete regular tracking in both the BGE and Senior Phase. There may be scope for extra tracking and specialist training and support will be given for the new tracking system (progress and achievement) in the BGE.  Continue to make skilled use of formative assessment strategies to inform next steps in learning, and access CLPL or professional reading, linked to these approaches, where required e.g.:   * Learning Intentions & Success Criteria * Effective questioning * Feedback * Peer/self-assessment   Where required, practitioners will access high quality CLPL to promote understanding on approaches to differentiation.  Where required, practitioners will access CLPL on digital learning pedagogy to promote a shared understanding of, and provision of, high quality learning online.  Staff will keep abreast of resources and guidance in relation to digital and home learning. Websites such as Renfrewshire’s ‘Home Learning’ and the national ‘Scotland Learns’ site will be used to support this process. <https://blogs.glowscotland.org.uk/re/resourcestosupportlearning/https://edcation.gov.scot/improvement/scotland-learns/>  Staff will use pupil voice to ensure recovery learning approaches are meeting the needs of all pupils | L Hollywood  G Munro  L Cole  Recovery Planning Working groups:   * Recovery Learning * Curriculum Recovery * Curriculum Planning |

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| **Improvement Priority 4 – Raising Attainment** | | | | |
| **HGIOS/HGIOELC QIs**  **Q. I’s 1.1, 1.2, 1.4, 2.1, 2.3 and 3.2** | **NIF Priorities**   * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | **NIF Drivers**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | **Intervention** | **Responsibility for Implementation** |
| **Develop consistent curricular approaches in the senior phase which ensure that all our pupils are achieving the best possible outcomes in their SQA certification**  Following this extended period of school closure, we recognise the increased importance of a consistent approach to curricular planning, which ensures pupils are receiving an equitable learning experience that builds confidence and develops key skills in learners. | By August 2020 departments will have a clear curricular outline from August to December that encompasses recovery learning and supports pupils in achieving outcomes outlined by the SQA.  By September 2020 all departments will recognise and effectively use evidence of learning experiences previously collected to inform judgements on learners’ progress during the period of school closure to plan appropriate revision and next steps in learning.  By September 2020 teaching staff will have increased knowledge of and will evidence in their practice a range of targeted, evidence-based pedagogies in literacy and numeracy to support blended learning experiences both in school and at home as part of a wider recovery curriculum.  By October 2020, staff will have utilised tracking and monitoring data to ensure that the blended senior phase curriculum is catering for all learners and are planning accordingly in order to ensure curricular offer is appropriate to SQA guidelines | Teachers’ planning will demonstrate skilled use of formative assessment to inform appropriately differentiated learning and teaching to meet the needs of individual children.  Quality assurance activities demonstrate clear impact of professional learning on the quality of learning experiences.  Informal classroom visits, monitoring of online/home learning activities and use of specific tools  Pupil voice demonstrates that almost all pupils are engaging in their learning, at home and online, and can talk confidently about their learning and next steps.  Monitoring and tracking information will evidence that all pupils have access to sufficient hardware and data to enable online learning.  Senior tracking and monitoring will be increased, with earlier tracking period introduced to involve curricular planning.  School assessment calendar evaluates pupil progress on a consistent basis, but also displays an acute awareness of health and wellbeing of pupils  Continued development/evaluation of whole school approach to generating evidence of pupil outcomes throughout the session | Senior phase curricular planning and relevant quality assurance a regular item in SMT meetings and PT/DHT link meetings.  Teachers will use summative and formative assessment strategies to assess the progress and learning needs of individual pupils and to inform planning of appropriate learning experiences in senior phase.  Where required, practitioners will access CLPL on digital learning pedagogy to promote a shared understanding of, and provision of, high quality learning online. Staff will keep abreast of resources and guidance in relation to digital and home learning.  Where required, practitioners will access high quality CLPL to promote understanding on approaches to curriculum planning.  Focus on collaborative approaches across the council with DHT networks and emphasis on the importance of sharing models/resources across the school and council. There may also be scope to be involved in national working groups. | L Hollywood  L Cole  G Menzies  EMT  Recovery Planning Working groups:   * Recovery Learning * Curriculum Recovery * Curriculum Planning |

**Mid/Long-Term Planning (2020-2021)**

**Health and Wellbeing**

1. Improve relationships and embed nurturing approaches across the school.
2. Improve and raise awareness of the importance of pupil physical and mental health.
3. Learners feel an improved sense of belonging and safety.

**Learning and Teaching**

1. Consistently high quality learning and teaching across the school reflecting the JHS lesson.
2. Pupils actively engaging in their own learning and contributing to improvements in learning and teaching.
3. The classroom experience is tailored to meet the needs of individual pupils with particular focus on: Pace and challenge, Differentiation, ASN, LAC, SIMD

**Raising Attainment**

1. Make improvements against virtual comparator (Insight) in a number of key measures
2. Improve attainment in the BGE.
3. Improve attainment in Numeracy