

# Monifieth High School

Helping everyone to be happy, healthy, resilient and responsible

**Our Vision:** We are preparing young people for success now and in the future by developing skills and values through inspiring learning and teaching in a nurturing and supportive environment.

**Our Values:**      Respect                      Fairness                      Kindness

## Strategic Plan 2022-25

### **Our Strategic Priorities:**

1. Curriculum, Learning & Teaching  
Promoting aspiration for all through inspiring learning experiences and ambitious pathways to success
2. Relationships  
Developing a supportive community with positive relationships for learning
3. Wellbeing  
Improving happiness, health and wellbeing for all in a safe, inclusive, mentally healthy school community

# 1 - Curriculum, Learning & Teaching:

## Promoting aspiration for all through inspiring learning experiences and ambitious pathways to success

### Strategy 1A - Review and refresh our Curriculum Rationale

LEAD: C Matthew

#### DESCRIPTION KEY ACTIVITIES

- Widening our curricular offer to include a greater range of qualification options and levels
- Improving pathway planning for young people and reviewing positive and sustained destinations beyond initial data
- Enhancing our DYW partnerships, including engaging parents/carers to support
- Developing and embedding meta-skills, skills profiling and DYW content (including Regional Skills Assessment) across the curriculum
- Developing the use of our new build to engage young people in learning opportunities
- Including Learning for Sustainability as a priority across the curriculum
- Increase levels of engagement in learning, including pace and challenge in the BGE

#### GOAL MEASURES OF SUCCESS IMPACTED

- Increase the number of departments offering an alternative qualification at each level
- Learning pathway maps introduced to all young people in S1-3
- Increase positive and sustained destinations
- Increase the number of DYW/Careers partners
- Increase the number of DYW/Careers activities for young people
- Increase the uptake of DYW/Careers activities
- All young people in S1 and S3 have completed their profiles in every subject at 3 points during the academic session.
- All departments have completed their termly CES records
- Increase the percentage of young people reporting an improved attitude to learning
- Increase the average total tariff points for each young person

#### THEORY OF ACTION

*If we....*

- Audit our current curriculum offer in collaboration with ESLT
- Introduce a learning pathway map from S1 onwards
- Review positive and sustained destinations beyond initial data
- Expand our DYW partnerships by encouraging parents/carers/former pupils to participate in activities
- Introduce an MHS Careers Education Framework
- Develop and embed our approaches to profiling from transition, through BGE and the Senior Phase, including an emphasis on personal achievement and how these relate to skills for life, learning and work
- Embed Learning for Sustainability across the curriculum
- Evaluate pace and challenge in BGE and implement improvements
- Develop the new build to increase engagement of young people in learning

### *Then....*

- We will embed alternative pathways to increase pupil achievement and raise aspirations
- All young people will have an individualised learning pathway which will enhance motivation and guide learners towards their chosen positive destination
- We will develop young people's skills and resilience to support them in their post school destination
- We will increase young people's awareness of career routes, roles and responsibilities
- We will embed metaskills, skills profiling, CES resources and RSA across the curriculum
- We will develop young people's real world skills, empowering them to take responsibility for their actions and contribute to their vision for a sustainable future
- All young people will be motivated and engaged in their learning
- We will provide an innovative, flexible learning space which promotes collaboration and positively impacts on teaching and learning, health and wellbeing

### METRICS

- Increase the range of alternative pathways offered
- Increase the percentage of young people sustaining positive destinations
- Increase the range and number of DYW opportunities available to our young people
- Ensure time has been calendared to enable young people to complete their subject profiles at least 3 times each year
- Implement our CES Framework training plan and record termly departmental involvement
- Pupil focus groups to gauge attitudes to learning and use of Insight/Pupil Tracking data to monitor attainment

		2022-23	2023-24	2024-25
<b>Activity 1</b> <i>Widening our curricular offer to include a greater range of qualification options and levels</i>		<ul style="list-style-type: none"> <li>• Audit of curricular offer in all departments including ASN</li> <li>• Identification of potential courses for addition to departmental offer</li> <li>• Identification of CPDL needs to allow delivery of new courses</li> <li>• Redevelopment of course choice area of website to include new pathways for session 23-24</li> </ul>	<ul style="list-style-type: none"> <li>• CPDL for departmental staff teaching new courses</li> <li>• Development and embedding of new courses identified in yr1</li> <li>• Redevelopment of course choice area of website to include new pathways for session 24-25</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of new courses /pathways</li> <li>• Review of curricular offer and progression pathways</li> </ul>
	<b>Activity 2</b> <i>Improving pathway planning for young people and reviewing positive and sustained destinations beyond initial data</i>	<ul style="list-style-type: none"> <li>• Construction of Learner Journey Map as a career pathway planning tool for pupils/parents and carers</li> <li>• Audit all existing participatory and leadership role opportunities across school</li> <li>• Increase awareness of the Leadership Academy through SE lessons/Parental Engagement events and August SWAY emailed to parents</li> <li>• Analysis of positive and sustained destination data with aim to include in careers education programme</li> <li>• Purchase of new Career Pathways website and initial planning</li> </ul>	<ul style="list-style-type: none"> <li>• Development of new Career Pathways website to include Learner Journeys / RSA and LMI information/ MHS Course Choice information</li> <li>• Promotion of Leadership Academy activities through SWAY/at parental engagement events/ SE lessons</li> <li>• Evaluation of Learner Journey Map with S2 pupils and parents/carers</li> <li>• Evaluation of careers education programme adaptations from yr1 and identify appropriate course changes</li> </ul>	<ul style="list-style-type: none"> <li>• Update careers education programme with changes identified in yr 2 evaluation</li> <li>• Evaluation of new Career Pathways website through staff/pupil/parent and carer focus groups and surveys</li> <li>• Identification of development needs for session session 25-26</li> </ul>

### Activity 4

*Developing and embedding meta-skills, skills profiling and DYW content (including Regional Skills Assessment) across the curriculum*

### Activity 3

*Enhancing our DYW partnerships, including engaging parents/carers to support*

<ul style="list-style-type: none"><li>• Audit of DYW partnerships</li><li>• Termly update of SDS KPI spreadsheet</li><li>• Use of Made in Monifieth to involve FPs in DYW activities</li><li>• Engage with parents/carers/ local businesses through email/ website and GLOW forms to identify potential involvement in DYW activities</li><li>• Continue to develop Monifieth Meets meetings</li><li>• Reintroduce in-school DYW events such as Careers Evening/Speed Dating/ STEAM week</li></ul>	<ul style="list-style-type: none"><li>• Continue termly update of SDS KPI spreadsheet</li><li>• Parents/ local businesses identified in yr 1 linked to faculties for talks/activities</li><li>• Continue Monifieth Meets and whole school DYW events from yr 1</li></ul>	<ul style="list-style-type: none"><li>• Evaluation of DYW partnerships against planned outcomes and self-evaluation measures</li><li>• Identification of development needs for next 3 year plan</li></ul>
<ul style="list-style-type: none"><li>• Development of MHS Careers and DYW Framework to include school/faculty/staff/pupil responsibilities through 'I will' statements</li><li>• Audit of DYW input across the curriculum</li><li>• Whole school training to introduce MHS Framework/ meta-skills and profiling, including personal achievement in and out of school</li><li>• Termly Faculty Meeting RSA/LMI update by DYW team</li><li>• Staff and MYWOW ambassador training for MYWOW profiling</li><li>• Embedding of language of meta-skills across the curriculum</li><li>• Introduction of MYWOW profiling with S1 pupils</li><li>• Profiling sampling by ESLT to support improvement</li></ul>	<ul style="list-style-type: none"><li>• Evaluation and updating of MHS Framework</li><li>• Staff/pupil focus groups on metaskills and DYW coverage across curriculum</li><li>• Link parents/carers/comunity employers identified in <b>Activity 3</b> to departments for talks/activities</li><li>• Continue termly RSA/LMI FM updates by DYW team</li><li>• Extend MYWOW profiling through S1-S2</li><li>• Metaskills training drop-in sessions for staff to be run by MYWOW leaders</li><li>• Profiling training for new staff with updated guidance and exemplars for all staff</li><li>• Whole school update on DYW/profiling progress.</li></ul>	<ul style="list-style-type: none"><li>• Pupil/parent and carer focus groups/surveys to evaluate DYW programme in yr2</li><li>• Continued FM input on RSA/LMI information</li><li>• Metaskills/ Profiling training for new staff</li><li>• Evaluation of Activity 4 against planned outcomes and self-evaluation measures to identify development needs in next 3 year plan.</li></ul>

<p><b>Activity 5</b> Developing the use of our new build to engage young people in learning opportunities</p>	<ul style="list-style-type: none"> <li>• Identification of DYW opportunities in new build</li> <li>• Identification of LfS activities arising from the new build linked to <b>Activity 6</b></li> <li>• Identification of potential departmental usage of new build</li> <li>• Working group to be formed</li> </ul>		
<p><b>Activity 6</b> Including Learning for Sustainability as a priority across the curriculum</p>	<ul style="list-style-type: none"> <li>• Staff training session to introduce LfS</li> <li>• Use of whole school LfS self-evaluation tool to identify baseline and development needs</li> <li>• Audit of faculty courses for input to LfS</li> <li>• Establish pupil LfS leader team from junior and senior prefect pool</li> <li>• Use of focus groups and surveys to identify potential community input</li> </ul>	<ul style="list-style-type: none"> <li>• Redevelopment of courses in response to evaluations/focus groups/surveys conducted in yr 1</li> <li>• Development of one whole school/community LfS event/activity for each of Global Citizenship, Sustainable Development Education, Outdoor Learning, to be led by pupil LfS pupil leadership team</li> </ul>	<ul style="list-style-type: none"> <li>• Continued development of courses to increase LfS input</li> <li>• Complete LfS self-evaluation tool used in yr 1 to identify progress and review activities against planned outcomes and self-evaluation measures</li> </ul>
<p><b>Activity 7</b> Increase levels of engagement in learning, including pace and challenge in the BGE</p>	<ul style="list-style-type: none"> <li>• Curriculum Group evaluation of engagement, pace and challenge in BGE, including focus groups and learner feedback</li> <li>• Audit of departmental courses to identify areas for redevelopment</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation conducted in yr1 used to drive redevelopment of S1/2 courses</li> </ul>	<ul style="list-style-type: none"> <li>• Further evaluation against planned outcomes and self-evaluation measures</li> </ul>

## Strategy 1B – Raise Attainment

LEAD: D Farrell

### DESCRIPTION KEY ACTIVITIES

- Revisiting and refreshing our approaches to learning and teaching, with a focus on differentiation and ensuring learning is visible with improving learner participation in the learning experience, including developing leadership of learning and co-creation of steps to progress
- Developing our use of data to inform planning
- Reviewing our approaches to tracking, monitoring, reporting and interventions (including measurement of impact) to improve communication for parents/carers regarding learning, assessment, their child's progress and support available (how to support their child)
- Developing approaches to assessment and moderation to ensure shared understanding of progress (including sharing information for parents/carers to support their child)
- Freeing up time for teachers to focus on learning and teaching

### GOAL MEASURES OF SUCCESS IMPACTED

- Almost all (91+) young people and staff are aware of and make use of the MHS learning qualities and our differentiation definition
- Increase learner participation in determining what and how they learn
- Increase and embed tracking of pupil attainment and achievement to provide an overview of learner journey
- Incorporation of tracking sustained positive destinations of young people
- Almost all (91+) all young people to achieve at least two level 6 qualifications to have opportunity to enter further education
- Increase curriculum offer for young people to transition from level 5 to level 6 across curriculum groups and through wider achievement opportunities
- Increase in school attainment and achievement statistics whole school, cohort and individually
- Close gap on virtual comparator for attainment and achievement of our top 20%
- Whole school moderation approach to literacy and numeracy developed and embedded in curriculum group planning

### THEORY OF ACTION

*If we....*

- revisit and refresh our approaches to learning and teaching with a focus on differentiation
- ensure all learners receive effective feedback and support to become self-determining learners
- improve subject teacher engagement with data which informs planning
- reviewing our approaches to tracking, monitoring, reporting and interventions including:
  - evaluating and review approaches to reporting and parent contact evenings (content and timing) to ensure information is most relevant to parents/carers supporting their child
  - developing consistent approaches to sharing feedback with parents/carers on learning and assessment
- develop a coherent and robust whole school approach to assessment and moderation of literacy and numeracy
- identify protected time in which teachers can focus on learning and teaching and share good practice

### *Then ....*

- we can ensure consistency in our classrooms with appropriate pace and challenge for all learners and ultimately increase engagement and achievement
- learners will be engaged in learning and will continue to challenge themselves to achieve
- we can confidently scrutinize and identify areas of development to ensure incremental gains.
- We can accurately track and provide appropriate, proportionate, and timely support for young people
- parents/carers can effectively support home learning
- parents/carers can support young people in targeting areas for further progress
- we will develop a shared understanding of areas of strength and areas of development, and plan our curriculum to improve learners' literacy and numeracy skills
- we will ensure opportunities for teacher collective efficacy and culture of self-improvement

### METRICS

- Staff, learner & parental voice
- Pupil Tracking
- Insight data
- SNSA
- Milestone attainment



## Activity 1

*Revisiting and refreshing our approaches to learning and teaching, with a focus on differentiation and ensuring learning is visible with improving learner participation in the learning experience, including developing leadership of learning and co-creation of steps to progress*

### 2022-23

- Learning and Teaching survey undertaken by staff as part of Angus Learning, Teaching, Assessment and Moderation data gathering exercise.
- Creation of L&T working group
- Refresh of differentiation and VL links. Focus planning on Differentiation/Teacher clarity, co creation of success criteria, effective feedback and relationships – review of 3 year differentiation plan
- Treasure hunt of L&T good practice/ Sharing good practice opportunities through collegiate training
- Reintroduction of impact cycles and support with focus on differentiation/LI &SC/Relationships and feedback. Review of Impact coaches and reintroduction of leadership opportunities to support improving learning and teaching. Training of new coaches.
- Rebrand and re-launch of learning qualities.
- Staff training for NQTs/new staff on Visible Learning
- Cluster collaboration planning of differentiation and visible learning. Training day planned for February INSET.
- S1/S4 Visible learning & Study Skills timetabled period
- Initial networking to plan training opportunities with focus on L&T priorities

### 2023-24

- Learning & Teaching walkthrough and self-evaluation toolkit created in line with 2.3 self-evaluation rubric and school evaluations.
- Development of differentiation as part of 3-year plan– content, process, and product/ development of teacher clarity/ co creation of success criteria and feedback. Professional learning teams set up
- Opportunities for Staff leading L&T training sessions/working lunches
- Impact cycle continues with support from L&T team and impact coaches.
- Learning council leading staff training sessions, completing L&T walkthroughs as part of learning and teaching evaluation
- Continued staff training for NQTs/new staff on Visible Learning
- Curriculum link leadership roles developed planning progression of learning across cluster.
- Interrogation of milestones and SQA results to measure impact
- Training opportunities enhanced with professional reading opportunities, guest speakers and collaborative opportunities.
- Learner voice activities across all Curriculum Groups are embedded in evaluation processes

### 2024-25

- Learning walkthroughs and curriculum group self-evaluations embedded into quality assurance processes/DIP
- Staff and learner voice to evaluate impact of L&T focuses and shape further planning for 25/26 onwards
- Evaluate impact of opportunities for learners to support planning and organisation of learning

## Activity 2

### *Developing our use of data to inform planning*

- SLT and RA to engage with AVS 2-18 tracking tool. Initial pupil tracking training priorities identified for all staff over next 3 years.
  - Prioritisation of inputting pupil data into pupil tracking
  - All pastoral staff training on Pupil Tracking 'basics' in August.
  - ESLT engagement with AVS 2-18 tracking tool.
  - Learning lunches for support with pupil tracking
  - Raising attainment team to lead data informed training sessions for ESLT throughout the year:
    - Insight
    - SNSA
    - Pupil Tracking
  - Seek out Local authority data informed training for middle leaders
- Termly Pupil Tracking training to continue staff awareness of use of system
  - PC&S and class teachers termly tracking conversations to include use of pupil tracking eg notes system
  - Creation of curriculum group pupil tracking link representative.
  - Continued data informed training across areas identified in year 1.
  - Continue to seek out data informed training for middle leaders (SNSA, INSIGHT, ACEL)
- All staff engagement with AVS 2-18 tracking tool
  - Fiona Lawrence to visit and review school progress, attainment and achievement

### Activity 3

*Reviewing our approaches to tracking, monitoring, reporting and interventions (including measurement of impact) to improve communication for parents/carers regarding learning, assessment, their child's progress and support available (how to support their child)*

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Online reports implemented across all year group reporting</li><li>• Parents/Carers evenings for BGE to return to face to face. Senior evening online and increase in appointment times from 4 to 5 minutes</li><li>• Continued development of new reporting calendar to ensure quality over quantity. This also includes:<ul style="list-style-type: none"><li>○ Review and adapt reporting of milestones for young people with additional support needs</li><li>○ Use of staff, learner, and parental voice data to review reporting of dropdown and comment boxes for 2023/24</li><li>○ Evaluation of reports and parent contact evenings for all year groups with improvements planned for 2023-24, including how assessment feedback can be shared effectively to help parents/carers support their child</li></ul></li><li>• Measure impact of TAG 2021/22 after SQA results. TAG to begin August 2022</li><li>• TSG development – (<i>Link to 3B</i>)</li><li>• Begin capturing wider achievements through Pupil Tracking tool. (<i>Link to 3C</i>)</li></ul> | <ul style="list-style-type: none"><li>• Review of Parent/Carers Evening. Introduction of any planned improvements to reporting formats / schedule &amp; parent contact evenings</li><li>• Development of learner led parents/carers evenings. Trial of learner lead conferences within L&amp;T Group</li><li>• Review feedback from 2022/23 reporting calendar. Adapt accordingly and implement improvements based on 2022/23 evaluations</li><li>• Continued development of capturing wider achievement of young people. (<i>3C</i>)</li><li>• Review of TAG based on SQA results and focus for session 2023/24</li></ul> | <ul style="list-style-type: none"><li>• Further refinement to reporting based on evaluation</li><li>• Further development of training for learner led conferences for all staff. One learner led conference year group identified and carried out by all staff</li></ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<p><b>Activity 4</b>  <i>Developing approaches to assessment and moderation to ensure shared understanding of progress (including sharing information for parents/carers to support their child)</i></p>	<ul style="list-style-type: none"> <li>• Review impact of literacy and numeracy inputs. Audit of literacy and numeracy outcomes assessed across school. Staff and learner voice to evaluate current impact. Incorporate with role of QAMSO</li> <li>• Opportunity to review literacy and numeracy working group representation</li> <li>• Initial QAMSO training completed</li> <li>• Angus Assessment and Moderation survey used to gather staff voice. Planning of BGE assessment and moderation model. Gather examples of good practice at BGE</li> <li>• Angus Walkthrough action plan developed and shared with school</li> <li>• Promotion and planning of SNG/CAG BGE moderation across curriculum groups</li> <li>• Creation of Curriculum Group senior phase assessment timeline</li> <li>• Website updated with key assessment dates, course outlines and relevant resources and links for parents/carers &amp; learners</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy and numeracy inputs planned and adapted based on year 1 evaluations and findings</li> <li>• BGE Assessment and Moderation model introduced to ESLT. Whole school/ Curriculum link training facilitated</li> <li>• BGE Moderation activity planned for session 23/24</li> <li>• QAMSO matched partner school link developed</li> <li>• SNG/CAG collaboration in moderating progress across subjects in local authority</li> <li>• Review of assessment calendar for 22/23. Updated accordingly to meet needs of staff and young people</li> </ul>	
<p><b>Activity 5</b>  <i>Freeing up time for teachers to focus on learning and teaching</i></p>	<ul style="list-style-type: none"> <li>• Continued consultation with and through TNCG to evaluate working time and practices</li> <li>• Looking outward for examples of effective practice</li> </ul>	<ul style="list-style-type: none"> <li>• Tests of change to working practices to increase time for learning and teaching</li> <li>• Evaluation of impact of strategy in increasing focus on learning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Further consultation and refinement</li> </ul>

# 1C - Develop a digital learning strategy to evaluate our current digital learning and teaching offer and prepare for the future

LEAD: K Perry

## DESCRIPTION KEY ACTIVITIES

- Evaluation of Digital L&T in MHS - Identify areas of development required regarding digital technology/learning for planning, teaching and assessment.
- Digital strategy / improvement plan developed for L&T
- Achieve Digital School Award

## GOAL MEASURES OF SUCCESS IMPACTED

- Successful digital options from other schools are documented.
- Shortlist of feasible options ranked against the frames of reference.
- Evaluation of MHS digital practices and training plan in place.
- MHS Digital Strategy in place
- Achieve Digital Schools Awards

## THEORY OF ACTION

*If we....*

- Contact identified schools
- Develop frames of reference for requirements, infrastructure and finance
- Liaise with Angus Council IT department
- Evaluate current Digital L&T practice in MHS and produce digital strategy/improvement plan for L&T
- If we share good practice and upskill our school community

*Then....*

- We can develop a list of pros and cons for each option.
- We can ensure that procurement is the best fit for the new build.
- Collaborate to identify potential options.
- Digital learning takes place across our curriculum.
- We will achieve our Digital Schools Award.

## METRICS

- A list of identified schools with successful 'device per pupil' and digital strategies.
- Frames of reference for requirements, infrastructure and finance.
- An evaluation of each option for individual devices and new build set up.
- Audit current digital learning practices and implement staff training requirements.

		2022-23	2023-24	2024-25
<b>Activity 1</b> <i>Evaluation of Digital L&amp;T in MHS - Identify areas of development required regarding digital technology/learning for planning, teaching and assessment</i>		<ul style="list-style-type: none"> <li>Gather baseline data to establish development need</li> <li>Staff training organised</li> <li>Enhance Learning &amp; Teaching by introducing Digital Learning to support learners experiences in line with 2.3 self-evaluation rubric</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing staff training offered</li> <li>Enhance Learning &amp; Teaching by using Digital Learning to support learners experiences in line with 2.3 self-evaluation rubric</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing staff training offered</li> </ul>
	<b>Activity 2</b> <i>Develop and Implement Digital Strategy</i>	<ul style="list-style-type: none"> <li>Meet with identified schools with successful device per pupil and digital strategies</li> <li>Digital strategy developed including development of infrastructure / financial planning in liaison with new build lead (D Smith, D Smith, C Lusby)</li> </ul>	<ul style="list-style-type: none"> <li>The use of digital L&amp;T is visible in curriculum overviews and rationales</li> <li>Action steps on infrastructure / financial planning to progress toward device per pupil</li> </ul>	<ul style="list-style-type: none"> <li>Further steps on infrastructure / financial planning to progress toward device per pupil</li> </ul>
	<b>Activity 3</b> <i>Embed digital learning in curriculum</i>	<ul style="list-style-type: none"> <li>Departments will begin to integrate digital technology across the curriculum</li> <li>Learners start to develop the skills to recognise, react to and recover from online harms as well as learning to be smarter, kinder ways of playing, learning and socialising online</li> </ul>	<ul style="list-style-type: none"> <li>Departments will integrate digital technology across the curriculum</li> <li>Learners have the skills to recognise, react to and recover from online harms as well as learning to be smarter, kinder ways of playing, learning and socialising online</li> </ul>	<ul style="list-style-type: none"> <li>Digital technology will be integrated across the curriculum</li> </ul>
	<b>Activity 4</b> <i>Achieve Digital Schools Award &amp; Digital Wellbeing Award</i>	<ul style="list-style-type: none"> <li>Digital champions created – pupils and staff</li> <li>Begin to gather evidence for Digital Schools Award self-evaluation</li> </ul>	<ul style="list-style-type: none"> <li>promote, recognise and encourage a whole school approach to the use of digital technology</li> <li>Complete self-evaluation process for Digital Schools Award</li> <li>Prepare for Validation visit</li> </ul>	

## 2 – Relationships:

### Developing a supportive community with positive relationships for learning

#### 2A – Develop and embed our refreshed vision and values in all aspects of school life

LEAD: A Dingwall

##### DESCRIPTION KEY ACTIVITIES

- Shared understanding and ownership of vision and values developed by all in school community, including shared expectations for success
- Embed vision and values in all aspects of school life
- Continue to review and evolve vision, values and strategic priorities with learners, staff, parents and partners to ensure high aspiration and continuous improvement

##### GOAL MEASURES OF SUCCESS IMPACTED

- All staff state that the school's vision and values underpin their work, that they are actively involved in ongoing self-evaluation and have opportunities to be involved in agreeing priorities
- Learners, parents and partners within the school community can describe the vision and values and how these are experienced in practice
- Increase percentages of staff who believe that collaborative working across the school is effective in taking forward improvement

##### THEORY OF ACTION

*If we....*

- Share the vision and values with learners, staff, parents and partners, and wider community through all communications (branding), publicity (social media, website), links in all assemblies, explicit links within lessons across all curriculum groups, at all parent/carer events
- Support Middle Leaders to develop values led leadership understanding and approaches
- Ensure the language and aspiration of the vision and values becomes everyday practice by all staff
- Ensure clarity of expectation regarding practice and continuous improvement along with ongoing engagement in self-evaluation
- Develop opportunities for collaborative professional learning, enquiry and leadership development

*Then....*

- Everyone will become aware of the vision and values, with increasing familiarity
- Leadership capacity for improvement will be increased in line with the vision and values
- Understanding and engagement with vision and values will increase
- Staff, learners, parents and partners will have clarity over expectations, be involved in ongoing self-evaluation and have opportunity to be involved in agreeing priorities
- Staff will report the positive impact of collaborative working across the school for improvement

##### METRICS

- Increase percentage positive responses in staff annual survey, triangulated with self-evaluation / improvement planning inputs and feedback from individuals and focus groups
- Increase percentage positive responses in pupil and parent annual survey regarding school taking views into account
- Learner and parent focus group feedback regarding clarity of understanding and impact of vision and values
- Vision and values evident in curricular planning and in walkthroughs / observations of learning experiences
- Middle Leaders evaluations of values leadership learning, experience and impact
- Opportunities increased for collaborative professional learning, enquiry and leadership development

	2022-23	2023-24	2024-25
<p><b>Activity 1</b> Shared understanding and ownership of vision and values developed by all in school community, including shared expectations for success</p>	<ul style="list-style-type: none"> <li>Develop branding, design and layout for all documents and publicity</li> <li>Share vision, values and plan through: assemblies, Parent Council meetings, website publication, handbook, Community Council, social media, all parent / community events, in meetings with partner agencies</li> <li>Vision and values included within lessons in all subjects and transition activities</li> <li>All staff session on shared understanding and expectations</li> </ul>	<ul style="list-style-type: none"> <li>Refine and develop assemblies, lessons and wider publicity/sharing materials for increasing shared understanding of vision and values</li> <li>Review outcomes of staff, parent/carer and pupil surveys and focus groups/feedback regarding development of vision, values and strategic priorities</li> <li>Review staff understanding of expectations regarding practice and improvement</li> <li>Consider aspects of new school build design in relation to promotion of visions and values</li> </ul>	<ul style="list-style-type: none"> <li>Develop inclusion of vision and values in final design elements of new school build</li> </ul>
<p><b>Activity 2</b> Embed vision and values in all aspects of school life</p>	<ul style="list-style-type: none"> <li>Middle Leaders engagement with Drummond International to support values leadership development</li> <li>Assembly calendar to cover vision, values and year 1 strategic priorities</li> <li>Learner qualities related to vision and values – discussed with learners in all subjects (link to 1B1)</li> <li>All staff use language of vision and values</li> </ul>	<ul style="list-style-type: none"> <li>Assembly calendar to cover vision, values and year 2 strategic priorities</li> <li>Vision, values and learner qualities embedded into learning and teaching planning and delivery</li> <li>Use of vision and values language embedded across school</li> </ul>	<ul style="list-style-type: none"> <li>Assembly calendar to cover vision, values and year 3 strategic priorities</li> </ul>
<p><b>Activity 3</b> Continue to review and evolve vision, values and strategic priorities with learners, staff, parents and partners to ensure high aspiration and continuous improvement</p>	<ul style="list-style-type: none"> <li>Curriculum Group / Team self-evaluation refined to support evaluation of outcome measures and refinement of strategic plan</li> <li>School captain, learning council and other pupil led evaluation activities feed into school self-evaluation against outcome measures</li> </ul>	<ul style="list-style-type: none"> <li>Further refine Curriculum Group / Team self-evaluation for improvement</li> <li>Refine strategic planning in relation to self-evaluation data (perceptive, quantitative, qualitative) and progress against outcome measures</li> <li>Develop CLPL in relation to self-evaluation and prior planning</li> <li>School captain, learning council and other pupil led evaluation activities feed into school self-evaluation against outcome measures</li> </ul>	<ul style="list-style-type: none"> <li>All evaluation activities review against planned outcome measures to determine strategic priorities 2025-29</li> </ul>



## **2B – Refresh and re-launch our Relationship Policy with relevant support / training for all**

LEAD: C Lusby

### **DESCRIPTION KEY ACTIVITIES**

- Short term working group August – October
- Link Relationships policy with school vision and values
- Review of the roles and responsibilities of pupils/ staff / ESLT / SLT
- Review of Monfieth Classroom Way
- Audit/ review: current recording/ reporting strategies
- Analyse the current data to ensure we are meeting the needs of our learners
- Promoting partnership working
- Whole school training around trauma informed practice
- Anti Bullying policy- whole school training, launch with pupils
- Relaunch of relationships policy in line with any changes or amendments: pupils, staff and parents
- Relationships Policy visible and accessible on school website

### **GOAL MEASURES OF SUCCESS IMPACTED**

- All pupils and staff have a shared understanding of relationship policy
- Share the key aspects of the relationships policy and anti-bullying policy with learners, staff, parents and partners, and wider community through all communications (branding), publicity (social media, website), links in all assemblies, explicit links within lessons across all curriculum groups, at all parent/carer events
- Support Middle Leaders to support staff in embedding the key values of the relationship policy
- Ensure clarity of expectation regarding practice and continuous improvement along with ongoing engagement in self-evaluation
- Clear systems in place to support the learning of young people

### **THEORY OF ACTION**

If we....

- Link the relationships policy with the school vision and values
- Share the key aspects of the relationships policy to learners, parents and partners
- Support Middle Leaders to support staff in embedding the relationships policy
- Increase our partnership working to support our learners
- Have a clear system of communication so learners, parents and partners can understand

Then....

- Everyone will become aware of the relationships policy and how it works in practice
- Leadership capacity for supporting middle leaders will develop so all staff feel supported and listened to
- Understanding and engagement with the relationships policy will be clear for learners parents and partners.
- Staff and learners will report the positive impact of relationships across the school community

### **METRICS**

- Learners, staff and parents report that there are good relationships across the school
- Reduction of pupils being sent to Time Out
- Increase in partnership working

2022-23

2023-24

2024-25

**Activity 1**

*Review and re-launch of Relationships Policy*

- Analyse SEEMIS data
- Review current Systems of recording/ reporting
- Amend and relaunch current relationships policy
- Look at partnership working and targeted support
- Review of Monifieth Classroom Way
- Relationships Policy accessible on school website

**Activity 2**

*Anti-Bullying policy- whole school training, launch with pupils*

- Launch Anti Bullying Policy to staff/ pupils/ parents
- Make policy accessible on School website
- Termly review of recorded bullying incidents on SEEMIS

**Activity 3**

*Whole school training around trauma informed practice improvement*

- Training linked to trauma informed practice at two points per session. Linked to Monifieth High Context.
- Three Learning Lunches offered through the course of the year linked to trauma informed practice

**Activity 4**

*Promoting partnership working*

- Re- Establishment of LAT (3B6)
- Audit of partners that we currently use to support young people

## 2C – Improve our internal and external communication through a communication strategy

LEAD: D Smith

### DESCRIPTION KEY ACTIVITIES

- Redesigning school website with focus on providing a 'one-stop-shop' for parents, carers, young people and partners regarding information communication, supporting learning and participation
- Improving internal communication utilising digital technology for efficiency but centralising people and relationships
- Improving coordination and effectiveness of external communication, including social media

### GOAL MEASURES OF SUCCESS IMPACTED

- Learners, parents/carers and partners feedback positively regarding internal and external communication, including web content, structure and navigation
- Increase percentages of staff who believe that colleagues at all levels communicate effectively with each other

### THEORY OF ACTION

*If we....*

- Redevelop school website to provide easy navigation and up-to-date information on policies and information, supporting young people, careers/DYW, curriculum group learning areas, calendars, parent council, other areas as determined through research and consultation
- Consult with staff about internal communication methods and review digital options (eg. Flow)
- Review how we communicate externally, evaluate what works and plan for a coordinated approach

*Then....*

- We will support the learning of our young people by helping them and parents/carers to access all necessary information, including course overviews and learning resources
- We will communicate effectively within our school, ensuring everyone feels valued and involved
- We will make it easier for everyone to know what is happening and celebrate success

### METRICS

- Increase percentage of positive responses to surveys involving communication
- Staff, pupil and parent carer focus groups report positive communication improvements

	2022-23	2023-24	2024-25
<b>Activity 1</b> <i>Redesigning school website with focus on providing a 'one-stop-shop' for parents, carers, young people and partners regarding information communication, supporting learning and participation</i>	<ul style="list-style-type: none"> <li>Determine staff group to develop and maintain website</li> <li>Create structure for overall website structure</li> <li>Create template for all Curriculum Groups to populate</li> <li>Populate site with up-to-date policies, handbook, SQR and other relevant documents</li> <li>Evaluation survey and user focus groups</li> </ul>	<ul style="list-style-type: none"> <li>Update policies and CG areas as required</li> <li>Engage pupil group to support updating and maintenance of website</li> <li>Evaluation survey and user focus groups with refinement as required</li> </ul>	
<b>Activity 2</b> <i>Improving internal communication utilising digital technology for efficiency but centralising people and relationships</i>	<ul style="list-style-type: none"> <li>Consult with staff on communication preferences and effectiveness</li> <li>Review digital tools to support (eg. Flow, Forms)</li> <li>CLPL provision for key aspects, including Supporting Attendance &amp; Wellbeing (ESLT and all staff)</li> <li>Evaluation of Supporting Attendance &amp; Wellbeing processes for staff</li> </ul>	<ul style="list-style-type: none"> <li>Draft agreed communication methods based on school values</li> <li>Evaluate internal communication in second half of year, refining methods as required</li> <li>Further CLPL as required relating to Supporting Attendance &amp; Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Finalise 'Communications Strategy' to reflect agreed internal and external communication methods</li> </ul>
<b>Activity 3</b> <i>Improving coordination and effectiveness of external communication, including social media</i>	<ul style="list-style-type: none"> <li>Audit all methods of external communication</li> <li>Evaluation of external communication through survey linked to updated website and user focus groups</li> </ul>	<ul style="list-style-type: none"> <li>Determine coordination plan for external communications, including any required purchasing</li> <li>Evaluate external communication in second half of year, refining methods as required</li> </ul>	

## 2D – Enhance our partnership working with associated primary schools to improve progression in learning

LEAD: D Farrell

### DESCRIPTION KEY ACTIVITIES

- Evaluate and review approaches to current transition planning
- Work in collaboration with associated primaries to ensure comprehensive, well-planned programme of transition arrangements in are in place throughout a young person’s transition from primary to secondary.
- Enhance our awareness and use of data from associated primaries to inform curriculum design, including literacy, numeracy, and H&WB as a responsibility for all
- Plan opportunities for staff to work collaboratively to develop a shared understanding and consistency of progress across levels of primary and secondary

### GOAL MEASURES OF SUCCESS IMPACTED

- Development of sustained programme of transition to align with enhanced transition
- Increased involvement in transition activities, including assessment and moderation across Curriculum Groups.
- Digital technology training dedicated to supporting staff in the use of pupil tracking to inform curriculum planning and early interventions.
- Increase in value added from P7 to S3 SNSA, and progression of milestones progress to confirm, identify and address gaps in understanding, or to add greater challenge
- Increase number of young people who feel well supported when moving to MHS from ‘most’ (89%) to ‘almost all’ (91%+)

### THEORY OF ACTION

*If we....*

- Enhance our transition activities across the learner's journey to ensure quality and meaningful interactions
- Develop our understanding and use of data becoming more data informed at both individual and cohort level
- Make effective use of collaborative monitoring and tracking processes, including profiling and personal learning planning

*Then....*

- We can increase collaboration between primary and secondary staff and ensure young people experience a well-planned and sustained transition
- Staff can identify plan appropriate, proportionate, and timely interventions to support the needs for individual learners and specific groups
- Young people can continue to build their knowledge, skills and attributes and maintain appropriate pace of progress as they transition from primary to secondary

### METRICS

- Staff, learner & parental voice
- 2-18 Pupil Tracking
- Insight data
- SNSA

		2022-23	2023-24	2024-25
<b>Activity 1</b> Evaluate and review approaches to current transition planning		<ul style="list-style-type: none"> <li>Continue ongoing reflection, gathering of evidence and collaborative working to evaluate impact of current transition programme to ensure shared understanding of areas of strength and aspects for development</li> <li>Review communication system in place regarding transition, including enhanced and HEART transition, &amp; TSG</li> <li>Network with other schools to see good practice of transition programmes</li> <li>Development of transition leadership opportunities across Curriculum Groups and planning of transition strategy – template to capture CG ideas</li> <li>Creation of transition timeline. Share with associated primaries/cluster</li> </ul>	<ul style="list-style-type: none"> <li>Transition group established and strategy developed for implementation for 2024/25 session</li> <li>Whole school and Curriculum Group self-evaluation on transition opportunities completed at end of the year</li> <li>Refine transition timeline to include further opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Continue to refine and develop approaches to transition based on evaluation</li> </ul>
	<b>Activity 2</b> Work in collaboration with associated primaries to ensure comprehensive, well-planned programme of transition arrangements in are in place throughout a young person’s transition from primary to secondary	<ul style="list-style-type: none"> <li>Meet with associated primaries to plan and develop programme of transition. PT RAs to liaise with associated primary cluster links</li> <li>Identify CLPL opportunities for staff development as part of transition working group</li> <li>Planning for increase in number of visits to and from associated primaries within 22/23</li> <li>Planning of pupil leadership opportunities specifically linked to transition. Eg New S1s School captains, prefects and Learner Leadership Team</li> <li>Re-establish P7 Open Evening &amp; Supporting your Child in S1 events</li> </ul>	<ul style="list-style-type: none"> <li>Cluster meetings to include monthly transition updates</li> <li>Middle leaders training on P7 data through 2-18 tracking tool</li> <li>Young people experience transition activity in each term alongside full transition days in June</li> <li>Transition activities built into Curriculum Group planning</li> </ul>	<ul style="list-style-type: none"> <li>Review adaptations to transition programme</li> <li>Measure impact of use of 2-18 tracking tool</li> </ul>

<p><b>Activity 3</b> Enhance our awareness and use of data from associated primaries to inform curriculum design, including literacy, numeracy, and H&amp;WB as a responsibility for all</p>	<ul style="list-style-type: none"> <li>• Raising attainment team to collaborate with AVS in launching of new pupil tracking system for associated primary data. Engagement with 2-18 tracking tool.</li> <li>• P7 SNSA data training identified, and data shared with QAMSO</li> <li>• QAMSO to engage in initial planning work centered around assessment and moderation of young people's literacy and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of digital training needs for middle leaders directly linked to pupil tracking of primary data</li> <li>• Build in time to plan changes/modifications to BGE courses/assessments - shaped through Curriculum Group Improvement Plan</li> <li>• Work in collaboration with associated primaries to explore cluster moderation of levels/progression - QAMSO input</li> <li>• Professional visits arranged for staff to engage in collaborative work across subjects primaries</li> </ul>	<p>Review and evaluation of progress and identification development needs for 24/25</p>
<p><b>Activity 4</b> Plan collaboratively to develop a shared understanding and consistency of progress as young people move through primary into secondary.</p>	<ul style="list-style-type: none"> <li>• Review current data to identify areas of strength and for improvement as learners move from primary to secondary utilizing 2-18 tracking tool</li> <li>• Liaison with cluster primaries to plan ahead for joined up approach to developing moderation and progression planning across the curriculum – including discussion of standardised assessments</li> <li>• Begin to build curriculum links between secondary and primary colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Collegiate time spent with cluster primaries focused on planning learning, teaching, assessment and moderation across curricular areas</li> <li>• Introduction of shared approaches and shared curricular planning (possible tests of change)</li> </ul>	<ul style="list-style-type: none"> <li>• Further shared curricular planning and moderation</li> </ul>

## 2E – Embed the UNCRC and achieve Gold status as a Rights Respecting School

LEAD: K Perry

### DESCRIPTION KEY ACTIVITIES

- fully embed children’s rights throughout the school in its policies, practice and ethos.
- Whole school community to model rights respecting language and attitudes and involve pupils in strategic decisions.
- Help our young people develop to become ambassadors for the rights of others and as rights respecting citizens.

### GOAL MEASURES OF SUCCESS IMPACTED

- Achieve Gold RRSA - 2025
- Increase percentage of school community with an awareness of UNCRC.
- Increased school achievement statistics
- Increased percentage of school community reporting improved ethos
- Increased percentage of our young people who feel that staff treat them fairly and with respect from 76% to 85%

### THEORY OF ACTION

*If we....*

- continue to embed children’s rights across the school
- model rights respecting language and attitudes and involve pupils in strategic decisions
- continue to teach the whole school community **about, through and for** children’s rights

*Then....*

- there will be a positive impact on young people’s learning and wellbeing
- there will be an improved school ethos
- The school community will have a greater awareness of children’s rights leading to improved child well-being and an understanding of global justice and sustainable living, empowering them to become active global citizens.

### METRICS

- School community surveys on UNCRC awareness indicates increased awareness from baseline surveys.
- Record evidence of RRSA’s positive impact on children and young people’s learning and wellbeing during classroom and school walkthroughs.
- Record evidence of improved school ethos during pupil, staff and parent focus groups.
- HMIE survey stated that 76% of our young people felt that staff treat them fairly and with respect.



		2022-23	2023-24	2024-25
<b>Activity 1</b> <i>Fully embed children's rights throughout the school in its policies, practice and ethos</i>		<ul style="list-style-type: none"> <li>Using Baseline Audit, organise training for staff and parents</li> <li>Staff should feel confident to know what it means to teach and learn ABOUT rights, THROUGH rights and FOR rights</li> <li>Many children and young people are familiar with a number of Articles of the CRC and can talk about the rights they enjoy</li> </ul>	<ul style="list-style-type: none"> <li>Continue to organise training for staff and parents.</li> <li>Most children and young people are familiar with a wide range of Articles of the CRC</li> <li>Adults and the wider school community show a commitment to the CRC.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to organise training for staff and parents</li> <li>School community continues to explicitly adopt a child rights approach based on the UNCRC and sustainably embeds it in school policy, practice and culture.</li> </ul>
	<b>Activity 2</b> Whole school community to model rights respecting language and attitudes and involve pupils in strategic decisions	<ul style="list-style-type: none"> <li>Continue working with RRSA Pupil Steering Group (to become part of the Learner Leadership Team operating as a sub-group for specific RRSA work)</li> </ul>	<ul style="list-style-type: none"> <li>Learners continue to play a leading role in driving progress through your RRSA Steering Group (or equivalent).</li> </ul>	<ul style="list-style-type: none"> <li>School community's level of understanding of rights remains high, and there are processes in place to ensure new members of your school community have this understanding as well. Rights Respecting attitudes and language are still embedded across the school.</li> <li>The RRSA continues to have a positive impact on children and young people's learning and wellbeing in a sustainable way.</li> <li>Learners continue to play a leading role in driving progress through your RRSA Steering Group</li> </ul>
	<b>Activity 3</b> Help our young people develop to become ambassadors for the rights of others and as rights respecting citizens	<ul style="list-style-type: none"> <li>Organise events for learners helping them to become rights respecting citizens</li> <li>Learners are involved in a range of activities to promote children and young people's rights on a local and global scale. (Link to 1A6 – Global Citizenship within LfS)</li> </ul>	<ul style="list-style-type: none"> <li>Learners engage in action to campaign and/or advocate for the rights of children locally and globally.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils continue to see themselves as Rights Respecting global citizens and advocate for social justice and children's rights at home and abroad.</li> </ul>

## **2F – Improve learner participation in planning improvement**

LEAD: A Dingwall

### **DESCRIPTION KEY ACTIVITIES**

- Widen and embed opportunities for young people to participate in school improvement through learner voice, leadership and involvement across all strategic priorities

### **GOAL MEASURES OF SUCCESS IMPACTED**

- Increase numbers of learners engaged in participatory and leadership roles

### **THEORY OF ACTION**

If we....

- Create combined Learning Council & RRS group into a Learner Leadership Team to champion the voice of learners
- Evaluate and improve learner opportunities to have their voice heard and to be involved in shaping school improvement

Then....

- Young people will have increased opportunities for participation and leadership
- School improvement will be effectively informed by the voice of learners

### **METRICS**

- Audit of participatory opportunities
- Increase percentage of learners responding positively to survey and focus group questions related to school listening to voice and responding

		2022-23	2023-24	2024-25
<b>Activity 1</b>	<i>Widen and embed opportunities for young people to participate in school improvement through learner voice, leadership and involvement across all strategic</i>	<ul style="list-style-type: none"> <li>• Audit all learner voice opportunities</li> <li>• Widen and embed opportunities for young people to participate in school improvement through learner voice, leadership and involvement across all strategic priorities</li> <li>• Re-establish Learning Council with representation across all year groups and include RRS group to form LLT (Learner Leadership Team)</li> <li>• Agree format, structures and priorities (including feedback to ESLT/SLT)</li> </ul>	<ul style="list-style-type: none"> <li>• Refine and expand role of the Learner Leadership Team</li> <li>• Identify and develop opportunities for further participation leadership within school and in local community for learners</li> <li>• LLT to evaluate learner participation and suggest further improvement</li> </ul>	

## **2G – Improve family engagement, including involvement in learning and school improvement**

**LEAD:** L Herbert

### **DESCRIPTION / KEY ACTIVITIES**

- Develop opportunities for parents/carers to engage with school improvement through sharing views and engagement with Parent Council, ensuring feedback on action is shared
- Develop opportunities for families to learn together where appropriate

### **GOAL MEASURES OF SUCCESS IMPACTED**

- Improve parent/carer perception of the information they receive to support their child so that 'almost all' (91%+) agree that (*Linked to 1B3, 1B4 & 2C*):
  - We give advice on how to support their child's learning at home
  - We share helpful, regular feedback about how their child is learning and developing
  - They understand how their child's progress is assessed
- Increase the percentage of parents/carers who feel that we take their views into account regarding school improvement from 2021 measure (40%, 'minority') to 75%+ ('most')
- Increase the percentage of parents/carers who recognise that opportunities are available for them to learn with their child in line with appropriate planning to meet identified needs

### **THEORY OF ACTION**

*If we....*

- Reintroduce 'Supporting your child' events and resources
- Develop our website to include course outlines and timings, access to resources, assessment calendars, links to SQA and other support materials
- Develop a new constitution / model of working and increase membership of the Parent Council along with ongoing survey and focus group opportunities
- Identify families for whom opportunities to learn together would help meet specific outcomes and we develop relevant opportunities to take part and meet outcomes

*Then....*

- Parents/carers can develop deeper understanding of learning, teaching & assessment within MHS relevant to their child and support them in learning
- Parents/carers can access relevant materials to support progress and help their child plan ahead
- Parent voice will be a central element to school improvement planning
- Outcomes will improve for relevant young people and their families

### **METRICS**

- Increase percentage of positive responses to parent survey re engagement
- Increase number of opportunities for parents/carers to access school for support events
- Increase use of school website for access to learning related materials
- Increase membership of Parent Council
- Introduce opportunities for bespoke family learning

		2022-23	2023-24	2024-25
<b>Activity 1</b> <i>Develop opportunities for parents/carers to engage with school improvement through sharing views and engagement with Parent Council, ensuring feedback on action is shared</i>		<ul style="list-style-type: none"> <li>Establish new format Parent Council with updated constitution and wider membership</li> <li>Establish “you said / we are doing” area of website</li> <li>Develop opportunities for parents/carers to engage via ‘surgery’ times in range of locations across cluster area</li> <li>Re-establish in-school events, including ‘Supporting your Child’ BGE and Senior Phase evenings</li> </ul>	<ul style="list-style-type: none"> <li>Promotion of Parent Council to grow membership</li> <li>Delivery of updated programme of in-school and online support events determined from feedback of 2022-23 events</li> <li>Reissue parent/carer survey (Nov 23)</li> <li>Parent/carer survey follow-up focus groups (Dec 23)</li> </ul>	<ul style="list-style-type: none"> <li>Utilise analysis of surveys and feedback to further refine opportunities for engagement</li> </ul>
	<b>Activity 2</b> <i>Develop opportunities for families to learn together where appropriate</i>	<ul style="list-style-type: none"> <li>Member of staff to join Angus Parental Engagement &amp; Family Learning Champion Network</li> <li>Exploration of good practice in Family Learning</li> <li>Identification of families for whom opportunities to learn together would improve outcomes</li> <li>Planning for bespoke family learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Delivery of bespoke family learning as small test of change with evaluation for future planning</li> <li>Partnerships developed across Angus / TRIC to support family learning</li> <li>Links built within local community in relation to family learning</li> <li>Liaison with cluster primaries regarding family learning development</li> </ul>	<ul style="list-style-type: none"> <li>Programme of family learning opportunities available as appropriate in partnership with primaries, community and wider partners</li> </ul>

## 2H – Reinvigorate our community engagement

LEAD: A Dingwall

### DESCRIPTION KEY ACTIVITIES

- Review existing community engagement to quantify scale and evaluate impact for learners
- Build on / re-build existing community links and develop new partnerships to benefit learners
- Enhance the role of the school in the local community, providing learners and staff the opportunity to work with others in contributing effectively as active citizens

### GOAL MEASURES OF SUCCESS IMPACTED

- Increase opportunities for local community to engage with school through hosting events and activities and by attendance by learners and staff at local events
- Increase the number of projects undertaken with community partners to benefit learners and the community, with evaluation of impact where appropriate (including DYW aspects)
- Increased understanding of local community and features of local community reflected in learning pathways

### THEORY OF ACTION

#### *If we....*

- Audit current (and recent) community partnerships, engagements and projects across the school
- Research to identify, then liaise with relevant potential partners in the local community
- Ensure communication goes out to let potential partners in the community be aware of our vision, values and priorities, including the potential for partnerships and community projects
- Develop an evaluation tool regarding partnerships / engagements focused on impact for learners
- Develop opportunities for learning about the local community and engage with those involved

#### *Then....*

- We will have a clear picture of current partnerships and community involvement opportunities, how they benefit learners and the community and how they can be further progressed
- We can renew / begin new partnerships to benefit learners and the community
- We can analyse where partnerships and community involvement are positively impacting on learning
- We can reflect features of the local community in learning pathways

### METRICS

- Develop audit record of community partnerships and involvement/events/projects (in conjunction with DYW partnership spreadsheet)
- Increase number of partnerships and opportunities for pupil/staff involvement in local community
- Develop evaluations (for appropriate) community involvement to demonstrate positive impact for learners
- Increase inclusion of features of local community in planned learning experiences and pathway planning

	2022-23	2023-24	2024-25
<b>Activity 1</b> <i>Review existing community engagement to quantify scale and evaluate impact for learners</i>	<ul style="list-style-type: none"> <li>Audit current and recent community partnerships, engagements and projects (non-DYW focus) (<i>link to 1A3</i>)</li> <li>Create central method of recording partnership / community engagement</li> <li>Identify staff responsible for maintaining record of partnership / engagement</li> </ul>	<ul style="list-style-type: none"> <li>Maintain and embed recording of partnerships and community involvement</li> <li>Develop evaluation tool to use for appropriate partnerships / community involvement opportunities to analyse impact for learners</li> </ul>	<ul style="list-style-type: none"> <li>Embed use of evaluation of partnerships and recording of impact</li> </ul>
<b>Activity 2</b> <i>Build on / re-build existing community links and develop new partnerships to benefit learners</i>	<ul style="list-style-type: none"> <li>Continue with relevant, existing community partnerships, engagements and projects</li> <li>New partnership developments / engagement opportunities emerging naturally to be added to audit record</li> <li>Identify potential future partnerships / opportunities for community involvement</li> </ul>	<ul style="list-style-type: none"> <li>Use analysis of benefit and research to determine future partnership planning</li> <li>Engage with relevant potential partners</li> <li>Capture where local community aspects feature within planned curriculum</li> <li>Develop understanding of local community opportunities in relation to pathway planning</li> </ul>	<ul style="list-style-type: none"> <li>Promote opportunities for inclusion of local community related learning in curriculum planning across school</li> <li>Further develop the inclusion of local community knowledge in pathway planning</li> </ul>
<b>Activity 3</b> <i>Enhance the role of the school in the local community, providing learners and staff the opportunity to work with others in contributing effectively as active citizens</i>	<ul style="list-style-type: none"> <li>Develop communication to share across community regarding vision, values and strategic plan with emphasis on partnership opportunities</li> <li>Investigate opportunities for Former Pupil body to be established as a partner</li> </ul>	<ul style="list-style-type: none"> <li>Further promote school involvement within community</li> <li>Develop appropriate model of FP community, including opportunities for curricular, wider and financial support</li> <li>Initial planning for involvement of local community and FP community in final stages of old building and creation of new build</li> </ul>	<ul style="list-style-type: none"> <li>Further develop FP planning</li> <li>Develop planning for inclusion of local community and FP community to be included in closing of building and opening of new build</li> </ul>

## **3 – Wellbeing:**

### **Improving happiness, health and wellbeing for all in a safe, inclusive, mentally healthy school community**

#### **3A – Develop a Health & Wellbeing Strategy to include:**

- 1. Emotional and Mental Wellbeing (becoming a Mentally Healthy School)**
- 2. Physical Wellbeing**

LEAD: 1. C Lusby      2. D Paterson

#### **DESCRIPTION KEY ACTIVITIES**

- Whole school staff training around Mental Health and Wellbeing
- Bespoke training for key members of staff who work more closely with young people who have issues around mental health and wellbeing
- Peer support/ training around mental health and wellbeing
- Working group established to support staff mental health and wellbeing
- PSE Curriculum reviewed that ensures that signposting support for young people is clear
- Development of the Glasgow Motivation Profile to support tracking wellbeing across the school

#### **GOAL MEASURES OF SUCCESS IMPACTED**

- Improvements in emotional health and wellbeing and resilience evidenced by school measures
- Young people report having access to a consistent and trusted adult.
- Increased use of supporting services as evidence by participating measures
- Young people report knowing where and how to access information and support
- Increased number of staff trained to support the Mental Health and wellbeing of young people
- Increase awareness for parents on how to support their child
- Young people are physically healthy and have opportunities to be active

#### **THEORY OF ACTION**

If we....

- Promote professional learning for all staff in recognising mental health issues
- Raise awareness for parents and carers about mental health issues in young people providing accessible information on universal and targeted support
- Promote positive mental health strategies to cope with mental health issues
- Raise awareness of supports and services for young people across Tayside
- Promote respectful relationships through the curriculum, relationships and anti-bullying policies and whole school interventions

Then....

- Students, staff and parents can openly discuss emotional health and wellbeing issues
- Students, staff and parents will be confident in supporting/ signposting young people with mental health and wellbeing concerns



- Young people will know how to access the information they need in a way that is more accessible for them

METRICS

- HMIE inspection questionnaire
- Glasgow Motivational and Wellbeing profile
- Access to partners- counselling services PENUMBRA
- Mentally Healthy School

	2022-23	2023-24	2024-25
<b>Activity 1</b> <i>Whole school staff training around Mental Health and Wellbeing</i>	Whole staff training identified twice per year.  Specific support signposted to all partners.  Working towards a Mental Health and Wellbeing Charter	Whole staff training identified twice per year.  Mental Health And Wellbeing Charter established and promoted across all areas of the school community	Whole staff training identified twice per year.
<b>Activity 2</b> <i>Bespoke training for key members of staff who work more closely with young people who have issues around mental health and wellbeing</i>	Training offered around supporting young people with Mental Health- (Mental Health First Aid equivalent)		

<p><b>Activity 3</b> Peer support/ training around mental health and wellbeing</p>	<p>Work with Partners such as Penumbra to offer group work for Peer Support.</p> <p>Review of the PSE programme to ensure it is meeting the needs of our young people.</p> <p>Continue to support young people completing the HWB Award through PSE</p> <p>Use <i>Mentally Healthy Schools</i> and Health and Wellbeing TRIC to guide our support for pupils, staff and parents</p>		
<p><b>Activity 4</b> Working group established to support staff mental health and wellbeing</p>	<p>Working Group Established- October2022</p> <ul style="list-style-type: none"> <li>- To signpost support to members of the school community</li> <li>- To liaise with SLT current challenges for staff</li> </ul> <p>Whole school training on staff absence management and Wellbeing Action Plans</p> <p>Tile on GLOW to signpost support services for young people and Adults (Claire Morrison to work with Penumbra)</p>		

**Activity 6**

*PSE Curriculum reviewed that ensures that signposting support for young people is clear*

Review of PSE curriculum- Pupil Voice activity to ensure we are meeting the needs of our young people

**Activity 5**

*Development of the Glasgow Motivation Profile to support tracking wellbeing across the school*

P7 – S1 transition. Collecting Data and informing our M&T Interviews. Key collection dates identified.

Use of the Glasgow Motivational Profile for Transition and S2.

Use of the Glasgow Motivational tool for all BGE students.

## 3B – Improve and embed our approaches to equality, equity and inclusion

LEAD: L Herbert

### DESCRIPTION KEY ACTIVITIES

- Ensure all staff understand their role in delivering universal and targeted support and removing barriers to learning and provide opportunities for staff to lead approaches to inclusion
- Planning and implementing a PEF strategy to support pupils and families in receipt of FSM and providing targeted support where required to close the attainment gap
- Evaluating and enhancing our HUB provision to ensure pupils are supported to achieve
- Reviewing procedures to support pupils who are unable to access school
- Improving monitoring and tracking of our TSG across all curricular areas and ensuring interventions are timely and effective and the impact is measurable
- Re-engaging with partners to implement a collaborative approach to supporting pupils, staff and families

### GOAL MEASURES OF SUCCESS IMPACTED

- Improved attainment and engagement of TSG (INSIGHT/ Attendance data / M & T Conversations)
- Improved attendance and attainment of pupils accessing The Hub (As Above)
- Improved feedback from parents/carers of chronic non-attenders
- Increase in awareness of supports available (surveys and focus groups)/an increase in uptake (%)
- Evidence of a shared approach – feedback from associated primaries, partner agencies etc

### THEORY OF ACTION

*If we....*

- *Ensure there is a shared understanding of equity and inclusive practices across the school*
- *Use PEF funding to provide targeted support based on our school data*
- *Enhance our HUB provision*
- *Provided a consistent package of support for non-attenders*
- *Know who our TSG are and the barriers they are experiencing*
- *Work with partner agencies and adopt a collaborative approach*

*Then....*

- We can identify and remove barriers to learning to ensure all pupils can achieve and participate in all aspects of school life
- We can implement strategies to limit financial hardship and improve the attainment of FSM pupils
- We can ensure pupils experience opportunities to achieve academically and engage in a variety of wider achievement opportunities as well as supporting health and wellbeing
- We can ensure all pupils feel included, valued and supported
- We can identify the most appropriate interventions to ensure TSG pupils can participate in school life, achieve academically and follow pathways that will ensure a positive destination
- We can ensure we are accessing the most appropriate and effective resources to support our young people and their families

## METRICS

- Monitor and track our TSG's and HUB pupils' engagement, participation, attendance rates and attainment
- Increase collaborative & multi-agency partnership working (including LAT)
- Increase awareness of support services, funding and opportunities for all pupils and families via the website, school communication and events
- Collate regular feedback from families of non-attenders
- Regular surveys/ pupil focus groups – TSG, ESOL, HUB
- Monitoring and Tracking Conversations

		2022-23	2023-24	2024-25
<b>Activity 1</b> <i>Ensure all staff understand their role in delivering universal and targeted support and removing barriers to learning and provide opportunities for staff to lead approaches to inclusion</i>		<ul style="list-style-type: none"> <li>- Visit a range of secondary schools to investigate approaches to inclusion.</li> <li>- Meeting with Primary Heads/ Deputes with remits of Inclusion to look at implementing a cluster approach.</li> <li>- Inclusion Team to deliver whole school support for key groups. i.e. YC, Disengaged, Bereavement etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Create a culture of inclusion via regular input to staff and increase opportunities for training and building capacity.</li> <li>- Ensure there are regular opportunities to engage with primaries and other partners around inclusive practices.</li> <li>- Introduce pupil leads/champions of identified groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure there are opportunities for pupil, family and staff feedback to enable self-evaluation and measure impact.</li> <li>- Implement changes and improvements in light of self-evaluation.</li> <li>- Embed the use of pupil leads/champions across a variety of areas.</li> </ul>
	<b>Activity 2</b> <i>Planning and implementing a PEF strategy to support pupils and families in receipt of FSM and providing targeted support where required to close the attainment gap</i>	<ul style="list-style-type: none"> <li>- Visit schools who have implemented successful PEF strategies.</li> <li>- Create PEF strategy in conjunction with HT which will be sustainable in the future. (Data available in August to support this).</li> <li>- Re-engage with parents/carers and families through Parent Council, school events and website to raise awareness of support available – financial and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>- Measure impact of year 1 PEF strategy and adapt approach as required based on data captured.</li> </ul>	<ul style="list-style-type: none"> <li>- Dependent on data captured from year 1 and 2.</li> </ul>
	<b>Activity 3</b> <i>Evaluating and enhancing our HUB provision to ensure pupils are supported to achieve</i>	<ul style="list-style-type: none"> <li>- Creating new Glow referral form and profile which includes attainment and wellbeing information.</li> <li>- Creating a Monitoring and Tracking strategy.</li> <li>- Evaluating wider achievement options</li> <li>- Investigate a range of short and alternative courses to run in the Hub.</li> <li>- Evaluate staffing needs and use of HEART Prefects.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluating the referral, profile and Monitoring and Tracking procedures.</li> <li>- Creating a summary of wider achievement and alternative courses available.</li> <li>- Trial new courses and train relevant staff members.</li> <li>- Investigate opportunities for future partnership working.</li> </ul>	<ul style="list-style-type: none"> <li>- Embed new courses and identify any further opportunities for pupils to achieve.</li> <li>- Strengthen relationships with partners so they are a more integral element of The Hub.</li> </ul>

<p><b>Activity 4</b> <i>Reviewing and improving procedures to support pupils who are unable to access school</i></p>	<ul style="list-style-type: none"> <li>- Survey to go out to families of chronic non-attenders to evaluate support rec'd.</li> <li>- Link with ASN &amp; Ed Psychology to create a support package tailored to MHS &amp; incorporating feedback (input from LAT also).</li> </ul>	<ul style="list-style-type: none"> <li>- Implementation of tailored support plans &amp; measurement of impact.</li> <li>- Gather pupil, family and staff voice.</li> <li>- Training for PCS/ teachers as/when required.</li> <li>- Meet with Primaries to plan a joint approach.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensuring consistency of practice across the school.</li> <li>- Work with associated primaries to apply interventions early and ensure this is supported through transition.</li> </ul>
<p><b>Activity 5</b> <i>Improving monitoring and tracking of our TSG across all curricular areas and ensuring interventions are timely and effective and the impact is measurable</i></p>	<ul style="list-style-type: none"> <li>- Utilise Pupil Tracking with time built in to school calendar for focus on TSG.</li> <li>- Hold regular meetings with PTS RA to track attainment.</li> <li>- Trial a variety of interventions both in CGs and via PCS/ SLT.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate effectiveness of interventions both CG and pastoral via data analysis/ pupil focus groups etc.</li> <li>- Continue to identify and track TSG group from primary and develop a shared approach.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to raise awareness of barriers to learning across the school via training and inset sessions.</li> <li>- Continue to consider different methods and approaches to support the TSG.</li> </ul>
<p><b>Activity 6</b> <i>Re-engaging with partners to implement a collaborative approach to supporting pupils, staff and families</i></p>	<ul style="list-style-type: none"> <li>- Re-establishing the LAT.</li> <li>- Meet with partners to plan support for pupils who are YC, EAL, disengaging etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Look to introduce associated primaries to the LAT.</li> <li>- Develop relationships with partner agencies to establish support packages for groups of pupils with barriers to learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Embed joined-up approach to the LAT and measure impact via data, pupil and family voice.</li> <li>- Ensure support offered is available consistently and is having a positive impact.</li> </ul>

## 3C – Develop our approaches to recognising and celebrating achievement

LEAD: C Matthew

### DESCRIPTION KEY ACTIVITIES

- Review existing methods, research and consult regarding improved methods for recognising and celebrating achievement then implement improvements

### GOAL MEASURES OF SUCCESS IMPACTED

- Increase opportunities for recognition and celebration of achievement
- Increase tracking of achievement
- Learners, parents/carers and staff recognise and value how achievement is celebrated for all in the school community

### THEORY OF ACTION

*If we....*

- Consult with learners, families and staff regarding how achievement has been recognised, and their thoughts on what would help improve this
- Look outwards to research effective models in other schools
- Introduce increased opportunities emerging from consultation and research
- Develop our tracking system to include wider aspects of achievement
- Ensure diversity is a central focus in our considerations of recognition and celebration
- Ensure the full school community (young people, families and staff) are included in recognising and celebrating achievements

*Then....*

- We will introduce and embed methods, events and opportunities for recognising and celebrating achievement that are inclusive and valued by all in the school community
- We will effectively record and track achievement in ways that support learners to reflect on their personal achievements and skills development

### METRICS

- Increase and improve opportunities for recognising and celebrating achievement
- Positive feedback from learners, parents/carers and staff (including focus groups)
- Pupil profiles demonstrate recording of achievement and skills development
- Tracking tool



## Activity 1

Review existing methods, research and consult regarding improved methods for recognising and celebrating achievement then implement improvements

### 2022-23

- Consult with learners, families and staff regarding how achievement has been recognised and thoughts on improvement
- Research models in other schools (including celebration of diversity [1A6])
- Engage with development of 2-18 tracking tool (1B3)

### 2023-24

- Introduce improved opportunities for recognising and celebrating achievement based on the outcomes of consultation and research
- Further enhance systems for tracking of wider achievements (1B3)

### 2024-25

- Refine and embed systems for tracking all achievement (1B3)

## 3D – Develop our planning for impactful professional learning and leadership development

LEAD: D Farrell

### DESCRIPTION KEY ACTIVITIES

- Review of current professional learning model and opportunities for all staff to engage
- Increase awareness and participation of CLPL opportunities through improved system of communication and professional learning action plans
- Identify and prioritise development opportunities for collaborative professional learning, enquiry, and leadership development to improve outcomes for all in the learning community.

### GOAL MEASURES OF SUCCESS IMPACTED

- Increase percentage of staff who believe they have opportunities to take on leadership roles from 'majority' (63%) to 'most' (75%)
- Increase percentage of staff who feel they are supported to engage in professional learning and development opportunities from 'most' (75+) to 'almost all' (90%+)
- Increase the percentage of staff who feel they are given the opportunity to share practice with other schools from 'minority' (49%) to 'most' (75%+)
- Capture impact of CLPL through self-evaluation data, including walkthroughs, learner voice, staff voice and attainment and achievement data.

### THEORY OF ACTION

If we....

- Create opportunities for continuous improvement and leadership within curriculum groups and whole school
- Reintroduce practitioner enquiries and provide high quality opportunities for staff CLPL
- Increase opportunities for local and national collaborative networking and sharing good practice
- Have a whole school overview of CLPL, recording & analysing the purpose and impact

Then we....

- Can build and sustain professional development, taking forward improvement priorities
- Can critically reflect on individual and collective professional learning to improve outcomes for all learners and embed a culture of continuous improvement and development.
- Can work collaboratively with colleagues, learners, partners, and parents/carers to take forward improvement priorities.
- Can plan and evaluate our professional learning directly on the quality of impact on learning and can evidence the impact it has on our work, and the progress, achievement, and attainment of learners over time.

### METRICS

- Learner and staff voice
- Attainment and achievement data (milestones, insight, wider achievement accreditation)
- Curriculum Improvement Plans

	2022-23	2023-24	2024-25
<b>Activity 1</b> Review of current professional learning model and opportunities for all staff to engage	<p>Visit schools to see good practice of CLPL model, including recording, purpose, and impact of CLPL.</p> <p>Gather and review data on current CLPL development and leadership opportunities</p> <p>Creation of MHS CLPL model to build and sustain practice with direct links to SIP/DIP</p>	<p>Launch of MHS CLPL development and leadership model</p>	<p>Refine and embed model of CLPL so that it is understood and used by all staff</p>
<b>Activity 2</b> Increase awareness and participation of CLPL opportunities through improved system of communication and PRD process	<p>Identify key focuses of CLPL from whole school and curriculum group self-evaluations</p> <p>School Improvement Groups established directly link to SIP/DIP</p> <p>Communication of CLPL opportunities to be included with new whole school communication strategy</p> <p>Refresh of GTC standards support for submitting profiles.</p> <p>Review of current PRD system to ensure consistency of recording CLPL, measuring impact and next steps</p>	<p>Begin to collate and record professional learning engagement through MHS CLPL model</p> <p>Staff leading learning through CLPL school sessions, eg Inset days</p> <p>Learning Walkthrough and self-evaluation toolkit created. Whole school launch.</p> <p>Set up 'teach meets' group sessions to share good practice/ professional reading</p> <p>Exploration of local authority/TRIC CLPL groups</p> <p>New PRD template to be included in CLPL model by end of this session</p> <p>Survey staff to assess awareness of/ opportunities CLPL</p>	<p>Embed CLPL Model and review based on evaluations</p> <p>Professional Learning plan template created as part of 3 year plan of recording, sharing and evaluating CLPL activities</p>

### Activity 3

Identify and prioritise development opportunities for collaborative professional learning, enquiry, and leadership development to improve outcomes for all in the learning community.

CLPL opportunities in training plan, including supporting professional development learning lunches linked to CLPL

Initial planning with support from QMASO (PT English and PT Maths) to develop and support approaches to BGE moderation of literacy and numeracy. Sharing of current good practice of CG moderation processes/network to find good practice in Angus.

Reintroduction of impact cycles/practitioner enquiry through visible learning engagement (1B1)

Professional networking to offer variation of CLPL opportunities linked to our 3 priorities:

- Curriculum, Learning & Teaching
- Relationships
- Wellbeing

Refresh and relaunch of Aspiring Middle Leadership programme

Develop professional support for middle leaders, including engagement with Drummond Internal.

Create leadership opportunities through strategic planning priorities.

Update training plan to reflect CLPL development and support

Assessment and moderation strategy developed in collaboration AVS and Raising Attainment Team. Collegiate training planned to launch. Curriculum link to help support initial implementation

Continue to embed culture of reflection and professional enquiry through 1 impact cycle per year. Support through whole school sessions and sharing of good practice

Curriculum Groups to capture CLPL needs and impact of current CLPL opportunities through self-evaluation data, including walkthroughs, learner voice, staff voice and attainment and achievement data.

Increase leadership opportunities for staff to lead leadership training as part of review of impact of middle leadership programme.

Continue to engage with Drummond International programme to support middle leadership.

Continued capturing of CLPL needs and impact of current CLPL opportunities through self-evaluation data, including walkthroughs, learner voice, staff voice and attainment and achievement data.

Moderation activities built into collegiate time/inset day throughout key assessment periods in school year

Refine and update based on evaluations to plan outcomes for 2025.

By June 2023, all ELL staff will complete Modules 1 and 2 of NES Trauma Informed Practice training

By June 2023, 100% of key school staff will complete trauma-skilled practice training

By June 2024, EBSA guidance and training available to all schools

GIRFEC refresh and relevant training

PSE Curriculum review

By June 2025 all school leaders will be competent in the use of data to support progress in learning for children and young people 1c By June 2025 all schools will be able to demonstrate effective use of moderation associated with ACEL data

By June 2023 all schools will have engaged with the moderation toolkit 1e By June 2025 all schools will have implemented refreshed approaches to moderation and will report increased levels of confidence in teacher professional judgment data – Measurement of confidence in professional judgement – baseline required

By June 2023, review of ASN Locality and ASN Specialist Teams completed By June 2024, review of inclusion in schools completed By June 2027, all recommendations from the ASN Review implemented Improvement in the presence, participation and achievement of children and young people with additional support needs