



Penicuik High School

School Improvement Plan (SIP) 2023-2024

Parental Version

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What Children's rights inform this policy? (UNCRC):

UNCRC – Article 3 – *The best interests of the child must be a top priority in all decisions and actions that affect children*

UNCRC – Article 28 - *Every child has a right to an education*

UNCRC Article 29 - *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well a respect for their parents, their own any other cultures, and the environment*

Midlothian Education Service Priorities

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| <p>Why? Our vision</p> | <p><i>All children, young people, adults and communities in Midlothian are supported to be the best they can be. This will be achieved through a nurturing, respectful and collaborative approach that promotes wellbeing, equity, inclusion and lifelong learning.</i></p> | |
| <p>What? Our improvement priorities</p> | <p>Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations</p> <ul style="list-style-type: none"> ● Learning, teaching & assessment ● Curriculum ● Equity | <p>All children & young people feel valued & included, and have the same opportunities to succeed</p> <ul style="list-style-type: none"> ● Relationships ● Wellbeing & care ● Inclusion & targeted support |
| <p>How? Our improvement drivers</p> | <ul style="list-style-type: none"> ● Continuous professional learning for all colleagues ● Data which drives improvement ● Quality improvement framework ● Strong leadership at all levels ● A children’s rights-based approach ● Digital empowerment | |

Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations

- Learning, Teaching & assessment
- Curriculum
- Equity

| Where we are in Summer 2023 | By Summer 2024 | By Summer 2027 |
|--|---|--|
| <p>All teachers are implementing the school’s agreed learning, teaching & assessment strategy - The Big 5 Project and associated pedagogies alongside using our new ‘within a level’ assessment language in BGE</p> <p>Almost all subject areas are using assessment instruments and tracking progress in BGE using our new language of assessment. Moderation is developing using this language</p> | <p>Big 5 strategies are beginning to be embedded in classroom practice across all year levels, including senior phase and enacted in partnership with learners. The Big 5 is fully evaluated with QA processes</p> <p>The new assessment language of progression in BGE is established in all subject areas and is used to track progress and make interventions.</p> | <p>Big 5 teaching strategies are a key feature of all lessons and are well understood by all stakeholders and are leading to better progression and attainment.</p> <p>The BGE language of assessment has resulted in better progression and a clear and consistent standard of attainment in all subject areas and is</p> |

| | | |
|--|---|--|
| <p>Digital tools are beginning to be embedded within teaching and learning areas</p> <p>Equity is more of a focus and approaches to ensure inclusion and wellbeing are beginning to be collaboratively developed by staff.</p> | <p>Assessment in BGE is now moderated more regularly to set a consistent standard of progress across subject</p> <p>Digital tools are embedded within almost all teaching and learning areas</p> <p>Most classrooms are inclusive in nature and meet the needs of almost all learners</p> | <p>supporting very good attainment in the senior phase.</p> <p>Moderation is fully embedded in teacher practice and is ensuring a consistent standard of assessment and allowing progression within BGE to be better managed strategically.</p> <p>Digital tools are fully embedded in all teaching and learning areas</p> <p>All our classrooms are inclusive and meet the needs of all learners in terms of universal and targeted support</p> |
|--|---|--|

| Key Actions: Raising Attainment | Lead Person | Timescale |
|---|---------------------|---|
| 1. Continue to collaboratively develop teaching and learning practice and sharing of Big 5 strategies that are regularly used in all classrooms to improve learning (key areas focus- Big 5 strategies/ Explicit Instruction/ Cognitive load). | HL/AP | Ongoing - phase 2 -2023-24 |
| 2. Ensure all areas are tracking young people's progress through the new 4 level assessment language of progress , moderating assessment outcomes and using the language to report on young peoples' progress and next steps. All moderated assessment information will inform reporting and interventions | HL/AP | Session 2023-24 to session 2024-25 |
| 3. Develop quality assurance practices that evaluate the enactment and effectiveness of Big 5 strategies and related teaching strategies in classrooms and our assessment and moderation practices with a focus on BGE in Phase2. | | 2023-24 phase 2 |
| 4. Digital classrooms -All staff are using digital tools embedded within lessons to enhance delivery of the Big project strategy and as part of our assessment system <i>Staff are able to use tools such as read / write to enhance differentiation and accessibility</i> | PB/SP | 2023-24 |
| 5. Employability and Achievement Achievement Project - All wider achievement of young people, in and out of school is collated and analysed for equity and developing an improved offer through personal achievement. achievement award systems and leadership opportunities within the life and ethos of the school Meta Skills project - Stage 1 - Introducing SDS Meta skills across the curriculum - All staff will become familiar with meta skills framework and subject areas will help develop a framework for learning domain working with key leads | CB/SMD CD/CB | 2023-24 Initial phase 2023-24 then 2024-25 SIP |
| 6. Develop alternative curriculum pathways via the SCQF Framework and ambassador programme | CD/CB | 2023-24 |

All children & young people feel valued & included, and have the same opportunities to succeed

- Relationships
- Wellbeing & care
- Inclusion & targeted support

| Where we are in Summer 2023 | By Summer 2024 | By Summer 2027 |
|---|--|---|
| <p>All teachers are implementing some aspects of the Midlothian framework for relational practice. We observe supportive, caring relationships. Restorative practices are still to be properly developed as part of our approach to improving behaviours. The school is developing a rights based approach to</p> | <p>We have refreshed our Positive behaviour Policy (a relational approach document linked Fully with RRSA) through consultation with all stakeholders. All stakeholders have had the opportunity to understand the policy. Restorative approaches have an impact that supports all students and staff. The schools ethos is clearly based on a rights based approach and is almost fully embedded</p> | <p>Relational practice is observed and embedded in all classrooms. This includes restorative practices which enhance positive behaviours in the school. The schools ethos is clearly based on a rights based approach and is fully embedded</p> |

| Key Actions: All Young people feel valued & included, and have the same opportunities to succeed | Lead Person | Timescale |
|---|------------------------------|------------------|
| 1. Continue to collaboratively develop understanding of the Midlothian Framework for relational practice for all staff across the school community through continuing professional development | DB/WG | 2023-24 |
| 2. Start phase 1 of Inclusive classroom project focusing on better support of all students with additional support needs including SEBN | DB/WG | 2023-24 |
| 3. Develop a 4 year Mental health strategy for staff / students led through a new specific PT role. Year 1 – Set up foundation strategies and actions to ensure better mental health and well-being of young people and adults in the school community. | CB/MM/KKM | 2023-24 |
| 4. A rights based approach is key to the school's ethos and is fully embedded in the school alongside a cost of the school day strategic plan with partners | KM/CB LW as link to PA | 2023-24 |
| 5. New PSE Programme (S1-S6) is piloted in from August 2023 and adjustments made to the programme based on teacher evaluation and student feedback in 2023-24 | LW/DB/ | 2023-24 |

Note:

N.B WG = specific staff working group

Other initials are key staff

For a copy of the full Standard and Quality Report and Improvement Plan (SQIP) 2023 -24 please email: penicuik_hs@midlothian.gov.uk