

# Crieff High School



**School Improvement Plan 2016 - 2019**  
**Session 2019-2020 update**

# Strategic Plan: Crieff High School

*A happy school where each member of our community is valued and given every opportunity to achieve his or her best.*

## Values

We believe that people count. Our mission is that young people are safe, happy, attaining and achieving. The totality of a learner's experience, as they move through Crieff High School, enables them to develop the skills, knowledge and attributes necessary to be a responsible citizen and an effective contributor in the 21<sup>st</sup> century world, to be a lifelong successful learner and to be a confident individual with a real sense of pride of worth. We are committed to giving every young person the best chance to fulfil their potential.

Mindful of the saying that it takes a village to raise a child, the learning environment includes contributions and influences, not just from teachers, but from families, friends, Campus partners, members of our wider community and from the young people themselves.

Each young person is actively involved in planning and assessing their own learning, identifying next steps and reporting on progress. The achievements of members of our campus community, both young people and staff, are recognized and celebrated.

## Totality of the Curriculum

Young people, their families, staff and our community are involved in both planned and spontaneous opportunities for learning. Although discrete subject teaching has its importance, particularly in preparation for National Qualifications, there is an increasing focus on learning experiences which draw from a range of traditional subject areas. Young people understand the importance and relevance of interdisciplinary learning and can carry their knowledge and skills from one curricular area to another and apply their learning in new and diverse contexts.

Opportunities are planned for all young people to develop and achieve their potential as individuals including citizenship projects and nurturing of leadership skills.

Learners are encouraged to express their views and opinions and there are opportunities for the pupil voice to contribute to the school's continuous improvement.

## Learning and Teaching

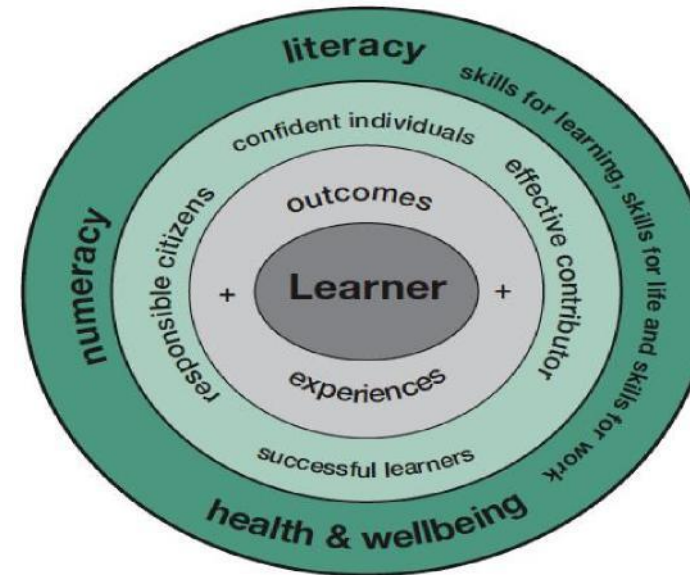
All staff have a shared understanding of effective learning and teaching approaches which are embedded in practice consistently across the school. Teachers employ a variety of high quality strategies and tools to ensure that learners are engaged, motivated, supported, challenged and enjoy their learning. These include Assessment for Learning, Cooperative Learning, outdoor learning and the use of appropriate technologies including Bring Your Own Device. Learners are challenged and supported to do their very best and not settle for a 'that'll do' approach.

Learners and their families are actively encouraged to feedback on their learning experiences and to contribute to the school's self-evaluation processes which, in turn, informs our improvement process. We will focus relentlessly on providing excellent teaching and learning in all contexts.

## Experiences and Outcomes

All the experiences and outcomes are used to plan relevant, meaningful learning experiences for every learner. This ensures consistent, progressive development of their skills, knowledge and attributes.

Throughout the Broad General Education, teachers consider all of the experiences and outcomes within their curricular area, not just within their discrete subject, to ensure that all learners have the opportunity to experience the full range and to build a broad platform from which to move forward in their learning. This also means that young people do not have options closed to them when choosing NQs. Full account is taken of the experiences and outcomes for literacy, numeracy and health and wellbeing in planning lessons and courses and understand that they are the responsibility of all. Through interdisciplinary learning opportunities, teachers and partners will also plan with colleagues to offer experiences addressing a cross section of experiences and outcomes from more than one curricular area.



## Entitlements

**Each learner experiences a broad, coherent, relevant curriculum which meets their needs. All young people have appropriate opportunities to develop skills for learning, life and work and can talk about their progress and next steps in this area.**

All learners engage in learning experiences which enable them to develop their understanding of our wider world and of Scotland's place in it, supported by their families and our community.

Our young people, their families, staff and community have high expectations of themselves and of the school and play a significant role in improving our school. All young people are given the appropriate level of support to allow them to participate.

Young people know their rights and responsibilities and are encouraged to be questioning individuals.

## Support

Each young person receives appropriate support at all stages including through periods of transition. Support needs for each young person are identified, addressed and reviewed as needed to ensure that learning experiences meet his or her needs and that we make the best use of all available resources targeting intervention appropriately to allow every young person the opportunity to achieve and excel.

All campus staff are committed to getting it right for every child in Crieff High School and refer to and take account of the SHANARRI Wheel and My World Triangle.

All campus staff recognise the importance of involving young people as they support them, knowing that 'about me, without me is not for me'.

## Principles

The seven principles of curriculum design underpin all planned learning experiences and are used as an integral part of reviewing provision.

- Personalisation and choice
- Relevance
- Coherence
- Challenge and enjoyment
- Breadth
- Depth
- Progression

## Assessment

The continuous cycle of learning, teaching and assessment is built on a sound foundation underpinned by the principles of Assessment for Learning. School, Local Management Group, Perth and Kinross Council and national moderation processes enable us to make sound judgements about each learner's progress which is supported by good quality evidence demonstrating breadth, challenge and application of knowledge, skills and attributes. Assessment is valid, reliable, fair and manageable for all involved and is consistently applied.

## High level strategic outcomes: Crieff High School

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### Outcomes and measures of impact

What are the outcomes that we plan to achieve for our children, young people and families for this session?

Key Outcomes	What and how will you measure?
<p><b>Leadership of Learning (1.2)</b></p> <p>We will demonstrate a professional commitment to improving pedagogy through a range of approaches to career-long professional learning including collegiate working. We will focus on leadership which improves outcomes for learners through enabling them to lead their own learning. We will be able to demonstrate features of highly-effective practice, including:</p> <ul style="list-style-type: none"> <li>• All staff will undertake leadership roles which focus on leading learning.</li> <li>• All staff will participate in individual and collective professional learning which improves outcomes for learners.</li> <li>• Staff will engage regularly in professional dialogue to develop collective understanding. For example, shared understanding of standards, pedagogy, assessment and strategies for raising attainment.</li> <li>• The SMT will facilitate a range of approaches to professional learning to enable staff to learn with and from each other. Where appropriate, this will include learning across sectors and with partner agencies.</li> <li>• There will be a very strong focus on improving learning among staff across the school.</li> <li>• There will be evidence of clear and measurable impact of professional learning on outcomes for learners.</li> </ul>	<p>What?</p> <ul style="list-style-type: none"> <li>• Professional learning of staff</li> <li>• Quality of learning and teaching</li> <li>• Attainment and achievement</li> </ul> <p>How?</p> <ul style="list-style-type: none"> <li>• Professional learning logs</li> <li>• Attainment and achievement data.</li> <li>• Self-evaluation data including staff feedback, observations, pupil feedback, parent feedback</li> </ul> <p>Who/when?</p> <ul style="list-style-type: none"> <li>• C Couser / termly review</li> <li>• <i>Excellence coordinator</i></li> <li>• PTs / annual ERD, termly review</li> <li>• All staff/ termly review</li> </ul>

### Learning, teaching and assessment (2.3)

We will ensure high-quality learning experiences for all young people.

Highly-skilled staff will ensure learning is motivating and meaningful.

Learners' experiences will be appropriately challenging and enjoyable and well matched to their needs and interests.

Effective use of assessment will ensure young people maximise their successes and achievements.

We will be able to demonstrate features of highly-effective practice, including:

- The learning environment will be built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.
- Learners' achievements in and out of school will be recorded and recognised. They will understand how these achievements help them develop knowledge and skills for life, learning and work.
- Learners will receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.
- Learners will be able to give effective feedback to peers on their learning and suggest ways in which they can improve.
- Staff will access and apply relevant findings from educational research to improve learning and teaching.
- Planning will be proportionate and manageable and clearly identifies what is to be learned and assessed.
- Assessment approaches will be matched to the learning needs of learners.
- Tracking and monitoring will be well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after.
- All teachers will have well-developed skills of data analysis which are focused on improvement.

What?

- Quality of learning and teaching
- Attainment and achievement

How?

- Self-evaluation data including staff feedback, observations, pupil feedback, parent feedback
- Attainment and achievement data.

Who/when?

- C Ross / termly review
- *Excellence Coordinator*
- *Equity Coordinator*
- PTs / monthly review
- All staff / termly review



### Raising Attainment and Achievement (3.2)

We will achieve the best possible outcomes for all learners. Our success will be measured in attainment across all areas of the curriculum and through our ability to demonstrate learners' achievements in relation to skills and attributes.

We will raise attainment in literacy and numeracy for all learners. We will have effective systems in place to promote equity of success and achievement for all our young people.

We will have raised the attainment of all our learners and in particular our most disadvantaged young people. All our learners will consistently move into sustained positive destinations when they leave school.

We will be able to demonstrate features of highly-effective practice, including:

- Almost all young people will be attaining appropriate levels and a few will exceed these.
- Young people will be fully engaged in their learning and will participate in decision-making about their learning pathways and future career aspirations.
- Attainment in literacy and numeracy will be high.
- All young people will be successful in moving on to a sustained positive destination after school.
- We will empower young people to have a say in the quality of their learning experiences and how to improve.
- Attendance rates will be high and improving and exclusion rates will be low and inclusion successful for all.
- Young people will actively participate in our local community, applying and increasing their achievements.

#### What?

- Evidence of equity in attainment and achievement
- Evidence of excellence in attainment and achievement

#### How?

- Tracking and monitoring data
- Attainment and achievement data
- self-evaluation data including 16+ data
- pupil progress reports

#### Who/when?

- D Macluskey / termly review
- *Excellence coordinator*
- *Equity coordinator*
- PTs / monthly review
- All staff / termly review
- Pupil Council