



Joint Senior Phase Review

Action Plan December 2015



Overview of Priorities

1. Improve the effectiveness of the current curriculum framework, including enhancement courses, in meeting the needs of all learners.
2. Improve the effectiveness and impact of whole school approaches to tracking and monitoring learners' progress.
3. Improve the effectiveness of approaches to engagement and communication with key stakeholders.
4. Evaluate the school presentation policy and its impact on learners.



Key Actions

A number of key actions have been identified to securing improvement in outcomes for all young people attending Hermitage Academy. These include making changes to the current framework:

- Apply greater flexibility in the delivery of the current curricular pathways to improve further the outcomes for all young people. This should include increasing the range of opportunities for one and two years pathways to certification;
- Immediately implement changes to the current delivery of enhancement courses to maximise opportunities for all young people to attain highly;
- Review individual pupil progress across all subjects to ensure pupils are achieving at the appropriate level;
- Build on the recent review of Broad General Education (BGE) to ensure pupils have appropriate opportunities for specialisation (ensuring young people have a suitably broad experience in the BGE to support their subject choices in the senior phase) ;
- Develop further the recently revised processes in the senior phase for tracking and monitoring to inform appropriate and timely interventions to help secure improvements in attainment for all young people;
- Work with parents, staff and pupils to develop a shared understanding of progress (assessment, working grades, target grades, presentation levels);
- Ensure effective systems are in place to confirm the reliability and consistency of assessment information; and
- Develop further the school's strategic overview of pupil progress across subjects and courses.

Communicating the action planning to secure improvement:

- A letter illustrating the findings of the curriculum review was prepared and issued to all parents, noting the comments of Education Scotland;
- Further discussions are being taken forward between the school, Education Services and the recently elected Parent Council to share the findings of the review and subsequent actions;
- Individual pupil and family engagement for all S4 and S5 pupils have now been offered; and
- A further presentation to the Helensburgh and Lomond Area Committee to share information on the review took place in December 2015.

| Main Point for Action | 4.5.1 Overall effectiveness of the current curriculum framework (model), including enhancement courses in meeting the needs of young people. (S4-6) | | | |
|---|---|--|-----------------|--|
| Specific Action Point | Strategies | Impact and Benefit for Pupils | Time-scale | Review January 2016 |
| Apply greater flexibility in the delivery of the current curricular pathways to improve further the outcomes for all young people. | Review the current curriculum pathways to improve further outcomes for young people: <ul style="list-style-type: none"> • S4 • S5 • S6 | Curriculum pathways meet the needs of all S4, S5, and S6 young people. Improved attainment and achievement for all S4, S5, and S6 young people. | Nov 15 – Aug 16 | Curriculum adaptations implemented for all year groups as outlined in parental letters issued in December 2015. Senior Phase (S4-S6) curriculum pathways consultations complete resulting in the production of the Senior Phase Curriculum Roadmap for session 16/17. On-going consultation and review will take place through the option choice process, i-time and parent information evenings. |
| Immediately implement changes to the current delivery of enhancement courses to maximise opportunities for all young people to attain highly. | Review the current delivery of enhancement course to assess the impact and benefit for young people in: S4 S5 S6 | Achievement of enhancement courses supports young people in progression in their learning pathway and to a positive destination. | Nov 15 – Feb 16 | Changes were implemented in January for the current S5 and S6 leading to increased study time in SQA subjects. A Review group has been established to consult with staff, parents and pupils on further improvements to enhancement courses that support progression in learning pathways and improve positive destination opportunities. |
| | Implement a reduction in the number of enhancement courses in S5. | | | A reduction of one enhancement course has been implemented in January 2016. This has increased study time in SQA subjects to support raising attainment. There will be no Enhancement courses in S5 in session 2016-17 and additional periods will be allocated to SQA subjects. |
| | Introduce increased subject study time for S5 pupils. | | | All 6 SQA subjects will have 1 extra period allocated in session 2016-17 to increase class contact time with teacher to maximise teaching time. |
| | Undertake regular review of the impact and benefit of enhancement courses for young people. | | | A Review group has been established to consult with staff, parents and pupils on further improvements to enhancement courses that support progression in learning pathways and improve positive destination opportunities. Monthly updates will be provided by the group to stakeholders. |

| Main Point for Action | 4.5.1 Overall effectiveness of the current curriculum framework (model), including enhancement courses in meeting the needs of young people. (S6) | | | |
|--|--|---|---------------------|--|
| Specific Action Point | Strategies | Impact and Benefit for Pupils | Time-scale | Review January 2016 |
| Review and refine the current S6 curriculum framework including courses, programmes and enhancements to meet the needs of all young people. | Identify individual timetable adaptations to meet the needs of current S6 in consultation with relevant Principal Teachers Curriculum and Principal Teachers guidance and subject staff. | Appropriate curriculum to meet the needs of individual pupils. | Nov 15- May 16 | Individual S6 timetable changes are in place following consultation and agreement with staff, pupils and parents to meet the needs of all young people. |
| | Consult with S6 students on planned curriculum changes including timetabling | Revised curriculum framework meets the needs of individual students leading to improved educational outcomes and positive destinations. | Jan 2016 | Following consultation with the current S6 pupils appropriate timetable changes were agreed and implemented to support pupil success in the forthcoming examination diet. |
| | Ensure effective consultation and engagement of proposed revisions to the curriculum framework for S6 with: <ul style="list-style-type: none"> • Parent Council • S6 Parent Forum • Pupil Council • Students | | | Consultation and engagement with stakeholders of immediate revisions to the curriculum framework for the current S6 is complete. Consultation with staff, pupils and parents on curriculum framework for session 2016-17 is ongoing. |
| | This should include regular programmed meetings, preparation of advice and information, frequent letters, curriculum leaflets, individual parent meetings, revised tracking and monitoring reports. | | | Ongoing |
| Review and implement changes to existing presentation policy to meet the needs of all young people. | Students presented for appropriate external certification including dual presentation in key subjects as appropriate. | Success in gaining SQA attainment qualifications. | Dec 2015 – Jan 2016 | Where appropriate arrangements have been made for students to be re-presented or dual presented. Alternative timetables have been implemented to allow this to take place. |
| Provide support to young people in their application for application for employment and to further and higher education e.g. UCAS statement. | School provision of a supporting statement for UCAS applications and apprenticeship and employer references. | Increased number of young people achieving success in post-school destinations. | Feb-June 2016 | As per 2015 application process statement was included in all 100 UCAS applicants (as at 29/1/16 25% of applicants have unconditional offers, 25% conditional offers, 11% invited for interview). |

| Main Point for Action | 4.5.1 Overall effectiveness of the current curriculum framework (model), including enhancement courses in meeting the needs of young people. (S5) | | | |
|--|--|---|-----------------------|--|
| Specific Action Point | Strategies | Impact and Benefit for Pupils | Time-scale | Review January 2016 |
| Refine the current S5 curriculum framework including courses, programmes and enhancements to meet the needs of all young people. | Identify individual timetable adaptations to meet the needs of current S5 in consultation with relevant Principal Teachers Curriculum and Principal Teachers guidance and subject staff. | Appropriate curriculum increasingly meets the needs of individual pupils. | Nov 2015- May 2016 | Enhancement adaptations in place for current S5 students. Agreed changes to level of presentation following completion of prelim and coursework assessments to be made in consultation with subject departments, pupils and parents. |
| Implement the agreed actions from the Senior Phase review by refining and reducing the delivery of enhancement courses. | Consult with S5 students on planned curriculum changes including timetabling. | Revised curriculum framework meets the needs of individual students leading to improved educational outcomes and positive destinations. | Jan 2016 | One year courses. Increased period allocation. No Enhancements in S5 curriculum next session. |
| Continue to monitor and evaluate the effectiveness of enhancement courses. | Undertake a review of all enhancement courses. | | | |
| | Reduce the overall number of enhancement courses for all S5 pupils in Session 2015-16. | | | S5 students were offered the opportunity to reallocate an enhancement subject to individual study. 76 students took up this opportunity and revised timetables started on Tuesday 12th January 2016. |
| Review and implement changes to existing presentation policy to meet the needs of all young people. | Ensure effective consultation and engagement of proposed revisions to the curriculum framework for S5 with: <ul style="list-style-type: none"> • Parent Council • S5 Parent Forum • Pupil Council • Students | Success in gaining SQA attainment qualifications. | Dec-Jan | |
| | This should include regular programmed meetings, preparation of advice and information, frequent letters, curriculum leaflets, individual parent meetings, revised tracking and monitoring reports. | | | Parental letter – December 2015 Revised Tracking and Monitoring Report – January 2016 S5 Parents Evening – January 2016 |
| | Students presented for appropriate external certification including dual presentation in key subjects as appropriate. | | | 60 pupils in current S5 identified for recommended dual presentation in English. |

| | | | | |
|---|---|--|-------------------------------|--|
| <p>Provide support to young people in their application for employment and to Further and Higher Education eg UCAS statement.</p> | <p>School provision of a supporting statement for UCAS applications and apprenticeship and employer references.</p> | <p>Increased number of young people achieving success in post-school destinations.</p> | <p>Feb- June 2016</p> | <p>Statement was included in all 100 UCAS applications (as at 29/1/16 25% of applicants have unconditional offers, 25% conditional offers, 11% invited for interview). Statement will continue to be included in all references – college/training/employment.</p> |
|---|---|--|-------------------------------|--|

| Main Point for Action | 4.5.1 Overall effectiveness of the current curriculum framework (model), including enhancement courses in meeting the needs of young people. (S4) | | | |
|--|---|---|--------------------|---|
| Specific Action Point | Strategies | Impact and Benefit for Pupils | Time-scale | Review Date(s) |
| Refine the current S4 curriculum framework including courses, programmes and enhancements to meet the needs of all young people. | Identify individual timetable adaptations to meet the needs of current S4 in consultation with relevant Principal Teachers Curriculum and Principal Teachers guidance and subject staff. | Appropriate curriculum to meet the needs of individual pupils. | Nov 2015- May 2016 | 71 parents took up the opportunity of a S4 Review Meeting. These appointments took place between Monday 18th January and Friday 29th January 2016 and mostly focused as a follow up to the Tracking Reports that were issued on Wednesday 13th January 2016. Arrangements had been made for appropriate S4 pupils to be presented for N5 Mathematics at the end of S4; to support a Prelim examination for N5 Mathematics has been arranged for Monday 1 st February 2016. 168 students will be sitting the prelim examinations. |
| Implement the agreed actions from the Senior Phase review by refining and reducing the delivery of enhancement courses. | Undertake a review of all enhancement courses. | Revised curriculum framework meets the needs of individual students leading to improved educational outcomes and positive destinations. | | No enhancements in S4 curriculum next session. |
| Continue to monitor and evaluate the effectiveness of enhancement courses to ensure they support progression for all learners. | Ensure effective consultation and engagement of proposed revisions to the curriculum framework for S4 with: | Increased confidence of students in assessing and evaluating the curriculum in meeting their learning needs. | Jan - May 2016 | Parents Meeting took place 20/1/16. |
| | Parent Council S4 Parent Forum <ul style="list-style-type: none"> • Pupil Council • Students This should include regular programmed meetings, preparation of advice and information, frequent letters, curriculum leaflets, individual parent meetings, revised tracking and monitoring reports. | Increased opportunities for parents to effectively support young people in decisions affecting their learning. | | Parental engagement has commenced with further consultation planned. |
| Review and implement changes to existing presentation policy to meet the needs of all young people. | Students presented for SQA qualification in Mathematics at the end of S4 as appropriate (National 3, 4 or 5). | Success in gaining SQA attainment qualifications. | Dec 15 – Jan 16 | Option to present at National 3, 4 and 5 at the end of S4 now in place as appropriate for individual pupils |

| | | | | |
|---|--|---|----------------------|--|
| Provide support to young people in their application for employment and to Further Education. | School provision of appropriate references for applications to employment, apprenticeships or Further Education. | Increased number of young people achieving success in post-school destinations. | Feb- June 2016 | Statement regarding curricular model to be included in all references – college/training/employment. |
|---|--|---|----------------------|--|

| Main Point for Action | 4.5.1 Overall effectiveness of the current curriculum framework (model), including enhancement courses in meeting the needs of young people. (S3) | | | |
|--|--|---|--|---|
| Specific Action Point | Strategies | Impact and Benefit for Pupils | Time-scale | Review January 2016 |
| Further develop the review of the current Senior Phase 2-year course for implementation in 2016-17 to meet the needs of the current S3 cohort. | Consult on the revised S4/5 framework with: <ul style="list-style-type: none"> • Subject departments and PTs • Parent Council • Parent Forum • Pupil Council • Pupils This should include regular programmed meetings, preparation of advice and information, frequent letters, curriculum leaflets, individual parent meetings, tracking and monitoring. | Appropriate curriculum to meet the needs of individual pupils. Revised curriculum framework meets the needs of individual students leading to progression through appropriate pathways. Increasing success of students in internal and external assessments. | Nov-Dec 2015 Jan-May 2016 Jan 2016 | Initial consultation has now taken place with PTs Curriculum. Further work will take place over the next few weeks involving the school, the authority and Education Scotland. S3 Parents Information Evening held on 20 th Jan 2016. |
| | Develop the role of the Pupil Council in supporting pupils to evaluate the effectiveness of the curriculum. | | | |
| | Refine curriculum pathway exemplars for pupils and parents. | | | Exemplars are currently being developed. Planned programme including: annual Employers Day held in school with over 60 employers in attendance; Assemblies; S3 Parents Information Evening 20/1/16. |
| | Refine the proposed framework to reflect the consultation outcomes. | | | S4 curriculum pathways now agreed for implementation in 2016-17. |
| | Prepare timetable programme to support the effective implementation of the revised S4/5 framework for Session 2016-17. | | | |
| | Undertake appropriate subject and course developments in collaboration with SQA. | | | On-going within Departments. |
| | Implement an ongoing review of the S4/5 curriculum throughout session 2016-17. | | | |
| | Identify S4/5 curriculum framework to meet the needs of current S3 in consultation with PT Curriculum. | | | S4 curriculum identified. |
| | Subject departments to undertake a review of course materials in all subject areas to ensure effective delivery of course content. | | | On-going within Departments. |

| | | | | |
|--|--|--|--|---|
| | Increased consistency of moderation and assessment in subject areas. | | | Continued successful participation in SQA verification processes. |
|--|--|--|--|---|

| Main Point for Action | 4.5.1 Overall effectiveness of the current curriculum framework (model), including enhancement courses in meeting the needs of young people. (Broad General Education) | | | |
|---|---|---|---------------------|--|
| Specific Action Point | Strategies | Impact and Benefit for Pupils | Time-scale | Review January 2016 |
| Undertake further evaluation of the current framework to ensure opportunity for breadth and depth of learning throughout the BGE (current S2 and beyond). | Review the BGE to ensure opportunities for specialisation as appropriate. | Increased opportunity for pupils for subject specialisation in S3. | Dec 2015 | BGE Review completed in June 2015. Engagement with PTs/Depts about Curriculum Roadmap and courses to be offered in S3. Detailed consideration given to the coverage of Experiences and Outcomes in S1/S2 and in S3. Further work will take place over the next few weeks involving the school, the authority and Education Scotland. |
| | Consult on the revised BGE framework with: <ul style="list-style-type: none"> • Subject Departments and PTs • Parent Council • Parent Forum • Pupil Council • Pupils | | Dec 2015 – Jan 2016 | PT Meetings held to discuss this in December and another one arranged for 28 th Jan 2016. S3 Parent letters issued in December 2015. |
| | Provide curriculum information to support pupils to make appropriate choices ensuring young people have a suitably broad experience in the BGE to support their subject choices in the senior phase. | | Jan 2016 | Exemplars are currently being developed. Planned programme including: annual Employers Day held in school with over 60 employers in attendance; Assemblies; S3 Parents Information Evening 20/1/16. |
| | Continue to review S3 course development to ensure it meets the needs of all learners. | S3 courses are more effective in meeting the needs of all learners. S3 courses enable pupils, where appropriate, to overtake Experiences and Outcomes at Level 4 and develop skills required for courses at National 4 and National 5. | Jan-May 2016 | On-going. |

| Main Point for Action | 4.5.1 Overall effectiveness of the current curriculum framework (model), including enhancement courses in meeting the needs of young people. | | | |
|---|--|---|---------------------|---|
| Specific Action Point | Strategies | Impact and Benefit for Pupils | Time-scale | Review January 2016 |
| <p>Implement the key recommendations of the Senior Phase Review: specifically evaluating and refining the current approach to the delivery of enhancement programmes.</p> | <p>Further Review the value and impact of enhancement programmes for students including:</p> <ul style="list-style-type: none"> • Objectives; • Time allocation; • Opportunities for progression within courses including leading to skills development and certification. <hr/> <p>Take forward a range of consultations on the revised enhancement programmes with:</p> <ul style="list-style-type: none"> • Subject Departments and PTs • Parent Council • Parent Forum • Pupil Council • Pupils • College Partners <p>Implement further recommendations arising from consultation and engagement.</p> | <p>Continued development of Skills for Work courses meets the needs of all learners.</p> <p>Continued development of certificated courses supports wider achievement for learners e.g. Health and Wellbeing, Leadership and Industry relevant qualifications.</p> | <p>Nov-May 2016</p> | <p>PTs consulted and feedback received regarding the option of S6 enhancements.</p> <p>No enhancements in S4 curriculum next session.</p> <p>Adaptations to current S5 Enhancements implemented.</p> <p>Working Group established.</p> <p>Discussion with Argyll College has taken place and is ongoing.</p> <p>Enhancement Review Group established.</p> |

| Main Point for Action | 4.5.2 Effectiveness and impact of whole school approaches to tracking and monitoring learners' progress. (Senior Phase) | | | |
|---|--|--|---------------------------|---|
| Specific Action Point | Strategies | Impact and Benefit for Pupils | Time-scale | Review January 2016 |
| <p>Ensure a strategic overview by the strategic leadership team of the educational progress of all learners.</p> <p>Improve tracking and monitoring approaches to support students to make effective progress through the Senior Phase.</p> | <p>Review departmental approaches to Tracking and Monitoring of student progress including:</p> <ul style="list-style-type: none"> • Sampling assessment and moderation evidence activities within all subject departments, leading to appropriate interventions for individual students • Shared understanding of levels and progress within levels • Consistency of feedback to students supporting effective intervention • Further develop systems to ensure the provision of meaningful reporting information to students and parents • Increase the effectiveness and use of i-time. <p>Further develop the range of approaches to parental engagement to ensure that students, parents and staff have a shared understanding of progress made by students.</p> <p>Amend Tracking and Monitoring calendar as appropriate to ensure continuity and progression in learning for all students.</p> | <p>Improved outcomes for all learners;</p> <ul style="list-style-type: none"> • Appropriate presentation policy to meet the needs of learners • Increased understanding of individual learners progress and next steps • Increasing student/pupil confidence in evaluating their own learning • Pupils effectively supported in making informed decisions with parents • Timely intervention by departments to support learners leading to improved attainment and achievement. | <p>Nov 15 - June 2016</p> | <p>Adaptation of January Tracking and Monitoring which included 'on track' or 'off track' information and a clear statement regarding presentation level.</p> <p>All level change conversations have taken place in full consultation with students and parents.</p> <p>The November tracking period allowed us as a school to continue the transition towards an updated approach to Tracking and Monitoring.</p> <p>In the January Tracking and monitoring period S5 and S6 moved onto the finalised version of our approach. S4 remained on the final transitional phase to allow for appropriate updates to be added to SEEMIS.</p> <p>The March Tracking and Monitoring process will allow for all S4-6 students to be recorded on the fully updated approach to recording and monitoring progress.</p> <p>Tracking and monitoring transitional stage to fully adapted process by 4th March 2016.</p> <p>Tracking Review form used to engage students in conversations about their learning with class teachers, i-time supporters and parents.</p> <p>Calendar will be adapted as appropriate for next session.</p> |

| Main Point for Action | 4.5.2 Effectiveness and impact of whole school approaches to tracking and monitoring learners' progress. (Broad General Education) | | | | |
|---|--|--|---------------------------|---|---|
| Specific Action Point | Strategies | Impact and Benefit for Pupils | Time-scale | Review January 2016 | |
| <p>Ensure a strategic overview by the strategic leadership team of the progress of all learners.</p> <p>Improve tracking and monitoring approaches to support students to make effective progress through the Senior Phase.</p> | <p>Review departmental approaches to Tracking and Monitoring of student progress including</p> <ul style="list-style-type: none"> • Sampling assessment and moderation evidence activities within all subject departments leading to appropriate interventions for individual students. • Shared understanding of levels and progress within levels. • Consistency of feedback to students supporting effective intervention. • Further develop systems to ensure the provision of meaningful reporting information to students and parents • Increase the effectiveness and use of i-time. | <p>Improved outcomes for all learners through;</p> <ul style="list-style-type: none"> • Appropriate presentation policy to meet the needs of learners • Increased understanding of individual learners progress and next steps • Increasing student confidence in evaluating their own learning • Pupils effectively supported in making informed decisions with parents • Timely intervention by departments to support learners leading to improved attainment and achievement. | <p>Nov 15 - June 2016</p> | <p>Further work to be undertaken by the Senior leadership team to develop whole school approaches to tracking and monitoring.</p> | |
| | <p>Further develop parental engagement to ensure that students, parents and staff have a shared understanding of the progress students are making.</p> | | | <p>Continued progression in learning for pupils.</p> | |
| | <p>Amend Tracking and Monitoring calendar, as appropriate.</p> | | | | |
| | <p>Review and amend, where appropriate, current procedures for P7/S1 data transfer.</p> | | | | <p>Spreadsheet created for whole-school Tracking and Monitoring overview.</p> |

| Main Point for Action | 4.5.3 Effectiveness of approaches to engagement and communication with key stakeholders. | | | |
|--|--|--|-----------------------|---|
| Specific Action Point | Strategies | Impact and Benefit for Pupils | Time-scale | Review January 2016 |
| <p>Take forward a range of key strategies to ensure improved communication with:</p> <ul style="list-style-type: none"> • Staff • Pupils • Parents | <p>Regular and effective communication with the parent forum including, but not limited to:</p> <ul style="list-style-type: none"> • Communication regarding the outcome of the Review and confirming proposed actions to all parents including the opportunity for individual pupil/family engagement for all S4 and S5 pupils • Tracking and Monitoring Reports (S1-S6 as per calendar) • Full Reports (S1-S6 as per calendar) • Parent Consultation Evenings (S1-S6 as per calendar) • Parent Information Evenings eg S2/S3 Options in January | <p>Improved communication between school and home leading to improved outcomes for young people.</p> | <p>Jan – Jun 2016</p> | <p>Letters were provided to parents and carers of the S4, S5 and S6 cohorts outlining the proposed changes for their young people and offering the opportunity for individual consultation meetings, as necessary. Careful consideration is being given to the terminology and phraseology used in letters for parents and carers.</p> <p>Further work has been undertaken in establishing positive working relationships between the school and the newly formed Parent Council with a number of meetings having been held.</p> <p>The schools website is being routinely updated with relevant information and this includes curricular information, powerpoint presentations, notification of Prelim timetables and a question and answer section.</p> <p>S6 options booklets are currently being revised to include information on SCQF levels.</p> <p>An approach to engaging with pupils, through the work of Pupil Council is currently being implemented.</p> |
| <p>Implement an improved range of strategies to ensure effective and improved communication with:</p> <ul style="list-style-type: none"> • Staff • Pupils • Parents | | | | |

| | | | | |
|--|---|--|--|---|
| <p>Ensure the development and implementation of an effective parental engagement strategy.</p> | <p>Develop a comprehensive Parental Engagement Strategy.</p> <p>Review and refine approaches to consultation and engagement with the Parent Council and wider Parent Forum.</p> | | | <p>Education Services have agreed to provide a range of support to the newly formed Parent Council to allow them to undertake their role as described within the Parental Involvement Act. This includes recently agreed timetable of training and development session to meet the identified needs of Parent Council members. These are being planned to be taken forward over the next few weeks in conjunction with Scottish Parent Teacher Association.</p> |
|--|---|--|--|---|

| Main Point for Action | 4.5.3 Effectiveness of approaches to engagement and communication with key stakeholders. | | | |
|---|---|--|-----------------------|--|
| Specific Action Point | Strategies | Impact and Benefit for Pupils | Time-scale | Review January 2016 |
| <p>Improve approaches to communication and engagement with parents.</p> | <p>Improve the range and presentation of information for parent including:</p> <ul style="list-style-type: none"> • Regular website updates • A programme calendar of curricular events, consultations, parents discussion and review and tracking and monitoring timescales • The range of curriculum documentation, advice and support • News <p>Assess the current and future impact and value of further use of social media, text messaging, email, specific education media.</p> <p>Work together to develop a shared understanding of educational terminology, its context and application including:</p> <ul style="list-style-type: none"> • Clear definitions/explanations in documentation • Website – glossary. | <p>Improved communication between school and home leading to improved outcomes for young people.</p> | <p>Jan – Jun 2016</p> | <p>On-going</p> <p>Website has been updated with</p> <ul style="list-style-type: none"> • Curricular information • Powerpoint presentations • Question and answer section • Information for pupils of the scheduled dates for Prelim examination |

| Main Point for Action | 4.5.3 Effectiveness of approaches to engagement and communication with key stakeholders. | | | |
|---|--|--|----------------|--|
| Specific Action Point | Strategies | Impact and Benefit for Pupils | Time-scale | Review January 2016 |
| Improve approaches to communication and engagement with pupils. | Improve opportunities for pupils to engage in the evaluation of learning and teaching including: <ul style="list-style-type: none"> • Focussed Learning Conversations – subject classroom and i:time • Pupils encouraged to be included in parental meetings, where appropriate • Departmental communications • Assembly • Daily Bulletin | Clear and shared understanding of progress and next steps in learning Clear and shared understanding of key events e.g. option process, exam diet | Jan – Jun 2016 | Tracking and monitoring and Transition spreadsheet. Tracking Review form used in itime to engage students in conversations about their learning with class teachers and tutors. S6 Option Booklet being revised – adding in SCQF levels. |
| | Further develop Pupil Voice across the broad range of schools activities. | | | Existing Pupil Councils will be further developed. |
| | Improve pupil access to information to support learners to participate effectively and achieve success through: <ul style="list-style-type: none"> • Focused classroom discussions • Review of the effectiveness of learning and teaching • Regular website updates/news bulletins • Revised curriculum documentation, exemplars and advice | | | Tracking Review form used in itime to engage students in conversations about their learning with class teachers and tutors. Website has been updated with <ul style="list-style-type: none"> • Curricular information • Powerpoint presentations • Question and answer section • Information for pupils of the scheduled dates for Prelim examination |
| | Consideration of further use of social media, text messaging, email | | | On-going |

| | | | | |
|--|---|--|--|----------|
| | <p>Develop an increased, shared understanding of educational terminology</p> <ul style="list-style-type: none">• Clear definitions/explanations in documentation• Website – glossary | | | On-going |
|--|---|--|--|----------|

| Main Point for Action | 4.5.3 Effectiveness of approaches to engagement and communication with key stakeholders. | | | |
|--|---|---|----------------|---|
| Specific Action Point | Strategies | Impact and Benefit for Pupils | Time-scale | Review January 2016 |
| Improve approaches to communication and engagement with staff. | Develop a staff engagement strategy. | Improved communication within school leading to improved outcomes for young people | Jan – Jun 2016 | Scheduled to begin in February. |
| | Revise existing approaches to staff communication and engagement in curriculum planning, assessment and reporting. <ul style="list-style-type: none"> • Daily Bulletin • Evaluate the effectiveness and impact of Departmental Meetings • Evaluate the effectiveness and impact of Whole Staff Meetings • PRD • Working Groups | Clear and shared understanding of language associated with courses, levels, progress and next steps in learning Clear and shared understanding of key events eg option process, exam diet and timelines. | | |
| | Improve website through regular updates <ul style="list-style-type: none"> • Calendar • News • Documentation | | | Website has been updated with <ul style="list-style-type: none"> • Curricular information • Powerpoint presentations • Question and answer section • Prelim information |
| | Consideration of further use of social media, text messaging, email, specific education media | | | On-going |
| | Develop and agree shared understanding of educational terminology across all subject departments to include: <ul style="list-style-type: none"> • Clear definitions/explanations in documentation • Website – glossary of terms | | | On-going |

| Main Point for Action | 4.5.4 Evaluation of the school presentation policy and its impact on learners. | | | |
|---|---|--|---------------------|---|
| Specific Action Point | Strategies | Impact and Benefit for Pupils | Time-scale | Review January 2016 |
| <p>Evaluate the school presentation policy and its impact for learners.</p> <p>Revise the current presentation policy to ensure that young people are presented at the right time at the right level to achieve the right outcomes.</p> | <p>Ensure greater flexibility for a range of 1 and 2 year pathways to certification including:</p> <ul style="list-style-type: none"> Current S4 - Students will continue to follow a 2 year course of study for the remainder of S4 and S5 in the majority of subjects. In Mathematics the option for presentation, at the appropriate level for each student, at the end of S4 will be made available. | <p>Revised presentation policy secures increased improvement in educational attainment and achievement for students.</p> | <p>Nov-May 2016</p> | <p>Prelim examinations and course assessment analysis will be used as a measure to consider dual presentation in particular subjects (ie English) for S6 students.</p> <p>Prelim examinations and course assessment analysis are being used with increasing effectiveness to consider dual presentation in particular subjects for S5 students.</p> |
| | <ul style="list-style-type: none"> The current S5 enhancement programmes will be reduced, where appropriate for students to enhance study in core curriculum subject and provide individual study time. | | | <p>S5 students were offered the opportunity to reallocate an enhancement subject to individual study. 76 students took up this opportunity and revised timetables started on Tuesday 12th January 2016.</p> |
| | <ul style="list-style-type: none"> Ensure appropriate curriculum to meet the needs of individual pupils including dual presentation. | | | |
| | <ul style="list-style-type: none"> In session 2015-16 consider options for dual presentation for S5/6 students as appropriate. | | | <p>Candidates for recommended dual presentation are currently being identified.</p> |
| | <ul style="list-style-type: none"> On-going review and development of presentation policy to be contained within School. Improvement Plan - introduce option for presentation, at appropriate level, in S4 from 2017 (current S3). | | | |
| | <ul style="list-style-type: none"> Ensure effective consultation and engagement with parents, staff and pupils on future presentation policy adjustments. | | | |

Date: January 2016