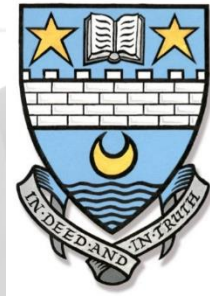


**East Dunbartonshire Council  
School Recovery Plan 2020-21**



**Name of School: Kirkintilloch High School**

**Head Teacher: Maureen Daniel**

The Council's Phased Local Delivery Plan has informed the development of the School / Centre Recovery Plan. It takes account of the current guidance from Scottish Government and Public Health. It is important to recognise the need for flexibility as the situation, due to Covid, will necessitate changes and the provision will require to be flexible and will evolve.

These key principles inform planning at authority and school level:

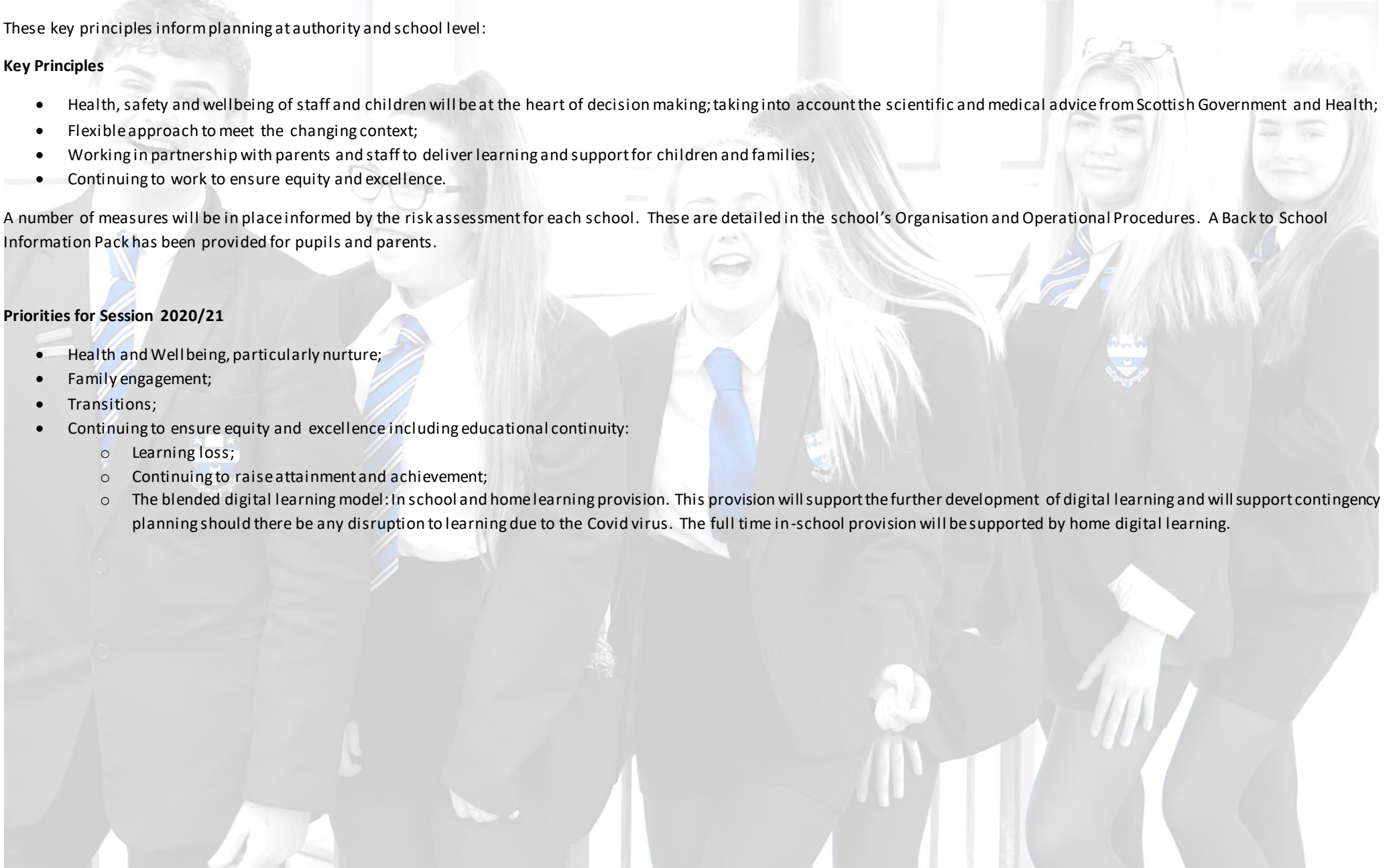
#### Key Principles

- Health, safety and wellbeing of staff and children will be at the heart of decision making; taking into account the scientific and medical advice from Scottish Government and Health;
- Flexible approach to meet the changing context;
- Working in partnership with parents and staff to deliver learning and support for children and families;
- Continuing to work to ensure equity and excellence.

A number of measures will be in place informed by the risk assessment for each school. These are detailed in the school's Organisation and Operational Procedures. A Back to School Information Pack has been provided for pupils and parents.

#### Priorities for Session 2020/21

- Health and Wellbeing, particularly nurture;
- Family engagement;
- Transitions;
- Continuing to ensure equity and excellence including educational continuity:
  - Learning loss;
  - Continuing to raise attainment and achievement;
  - The blended digital learning model: In school and home learning provision. This provision will support the further development of digital learning and will support contingency planning should there be any disruption to learning due to the Covid virus. The full time in-school provision will be supported by home digital learning.



Priority	Health and Wellbeing including Nurture		
Target	Actions	Timescales	Responsible
<p><b>Support the wellbeing of all pupils and staff within a positive, nurturing environment.</b></p>	<ul style="list-style-type: none"> <li>• <b>Wellbeing Provision:</b> We will continue to prioritise Wellbeing provision across the school and promote a range of positive, strategic interventions that support both young people and staff. This includes and extra PT Guidance post to cover Napier House.</li> <li>• <b>Staff Welfare:</b> As well as ensuring that all staff are fully supported through the EDC Wellbeing at Work Policy, we will also provide planned opportunities for staff to benefit from a positive, collegiate ethos.</li> <li>• <b>Examination Stress:</b> We will provide young people with the skills that enable them to cope with the pressure of exams/assessment. We will participate in a pilot with our educational psychology team in relation to exam stress.</li> <li>• <b>Counselling Services:</b> Continue to provide counselling services with a view to increasing provision and being equipped to deliver digital and hub appointments through the Sparks Service and our existing counsellor in the event of a young person being at home/further lockdown measures.</li> <li>• <b>Pupil Participation:</b> Extend pupil agency further through continuing to develop pupil voice and by establishing a pupil parliament to promote leadership.</li> <li>• <b>Outdoor Learning:</b> Provide young people and staff with a dry outdoor learning &amp; teaching area in support of outdoor learning and support staff to develop further skills in outdoor learning.</li> <li>• <b>Targeted Interventions:</b> Continue to develop alternatives to exclusion and safespaces such as our Wellbeing Bases and our Alternative Learning Environment. Recruit an additional SLA for Equity in support of this and develop effective strategies in support of Care Experienced Young People led by our Principal Teacher of Care Experience.</li> <li>• <b>Effective Partnership Working:</b> Sustain quality engagement with partner agencies in support of our young people, including digital systems to enable continuity of provision.</li> </ul>	<p>Ongoing throughout session.</p> <p>Ongoing throughout session.</p> <p>Ongoing throughout session.</p> <p>Ongoing throughout session.</p> <p>Ongoing throughout session.</p> <p>As soon as possible.</p> <p>Ongoing throughout session.</p> <p>Ongoing throughout session.</p>	<p>MD, CD, All staff.</p> <p>MD, CD, Teams.</p> <p>CD, Ed Psych Team, WB Staff.</p> <p>CD.</p> <p>MD, Pupils.</p> <p>MD, RDL, Staff.</p> <p>MD, CD, ALE/WB Teams, PT CE, PTs G.</p> <p>CD, PTs G, PT PS, PT WB.</p>
<p><b>Collegiate learning: Ensure that our staff have effective training to ensure children's rights are being met.</b></p>	<ul style="list-style-type: none"> <li>• <b>Staff training:</b> Ensure all staff are trained on key nurture practice approaches such as LIAM Interventions, ASD, Emotion Coaching and Adverse Childhood Experiences. This will include secure training from Tania Tennent and Nurture Training delivered by our Wellbeing Team.</li> <li>• <b>Positive Relationship Policy:</b> Continue to develop and promote the Positive Relationship Policy and monitor its success. Within this context, develop creative approaches to celebrating achievement.</li> </ul>	<p>Ongoing throughout session.</p> <p>Ongoing throughout session.</p>	<p>CD, GF, WB Team, All staff.</p> <p>GF, PRP Team, All staff.</p>
<p><b>Success criteria</b></p>	<ul style="list-style-type: none"> <li>• Staff and young people will feel supported and know that their welfare and well-being are be at the core of our practice.</li> <li>• Positive interventions and partnership working will improve outcomes for our young people.</li> <li>• Outdoor learning provision will be improved.</li> <li>• Our approach to effective differentiation will support and challenge all pupils to greater success in learning.</li> <li>• Staff will be given opportunities to engage in meaningful professional learning to support these aims.</li> </ul>		
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Funding for Head of Napier House - £4,765.</li> <li>• Funding for 1 x SLA for Equity - £11,167.</li> <li>• Laptops and trolleys to support equity of opportunity. £13,002 from care Experienced Funding and £13,002 from Pupil Equity Funding.</li> <li>• Pagoda / multi use outdoor area. Estimated at £10,000.</li> </ul>		

<b>Professional learning</b>	<ul style="list-style-type: none"> <li>• Staff led CPD in wellbeing and nurture approaches and ASD.</li> <li>• Outdoor learning – training provided as necessary.</li> <li>• Continued focus on our positive relationship policy.</li> </ul>
<b>Monitoring and evaluation</b>	<ul style="list-style-type: none"> <li>• Monitored across the school for effectiveness using HGIOS 4 Quality Indicators within the context of the QI Machine to ensure that our self-evaluation of impact is highly effective. Consultation with stakeholders and data analysis will support evaluative judgements.</li> </ul>
<b>Progress update – March 2021</b>	<ul style="list-style-type: none"> <li>• <b>Wellbeing Provision:</b> Continued roll out of wellbeing provision throughout lockdown via high quality, targeted hub provision, live check-ins and regular phone-calls home. Ruth Gourlay continues in post as PT Napier House.</li> <li>• <b>Staff Welfare:</b> A number of social/wellbeing activities have been implemented such as Fizz Friday, Secret Friends, Moments of Magic and virtual social events. All staff were invited to complete a staff wellbeing survey. Each participant received a personal follow up from the head teacher. M Turner devised a live Mindfulness app for staff to interact with. S Reddie offered stress management sessions for colleagues. Ongoing implementation of the EDC Wellbeing at Work policy continues.</li> <li>• <b>Examination Stress:</b> In the absence of formal examinations, support is ongoing for pupils in relation to their wellbeing.</li> <li>• <b>Counselling Services:</b> Highly effective provision continues through our in-house counsellor and until recently, also through the SPARKS service.</li> <li>• <b>Pupil Participation:</b> A pupil survey was conducted on remote learning: Focus groups were led by staff: BGE focus groups were led pre-lockdown by S6 Pupil Voice leaders. Three of our young people also participated in an EDC Consultation on remote learning provision.</li> <li>• <b>Outdoor Learning:</b> Outdoor PE/Dance activities continue. Hub activities incorporate outdoor learning activities. BGE Wellbeing sessions in March encompassed outdoor learning sessions. Targeted support for individuals via EDC provision was delivered. Our garden has been prepared and is under development now. Ordnance survey points for orienteering have been installed around our school grounds.</li> <li>• <b>Targeted Interventions:</b> High quality targeted interventions remain a feature of our practice across our Pupil Support Resource. We have appointed a PT Care Experienced, another SLA for Equity, a family support worker and we have approval for a new youth worker.</li> <li>• <b>Effective Partnership Working:</b> Ongoing and effective.</li> </ul>



Priority	Family Engagement		
Target	Actions	Timescales	Responsible
<b>Targeted Family Engagement</b>	<ul style="list-style-type: none"> <li>• <b>PPP – Positive Parent (Programme/Partnership):</b> Two members of staff to undertake training on delivering the Triple P Programme in-house/online. Families should be identified through Guidance/SMT and invited to take part. Optional sessions may also be held.</li> <li>• <b>Growth Mindset/Resilience/Anxiety Management:</b> Staff to deliver sessions to families which can be accessed by pupils and parents. Families may be targeted by our Guidance Team/SMT.</li> <li>• Our Mathematics Team will engage with their SMT Link in the Winning Foundation Mindset Teams Programme. Thereafter, they will engage with families to share this learning.</li> <li>• <b>Cyber Bullying:</b> Family sessions to be coordinated remotely to support parents to identify and manage online risks.</li> </ul>	<p>From October 2020 onwards.</p> <p>From October 2020 onwards</p> <p>From September 2020 onwards</p> <p>Post-Christmas 2020</p>	<p>CD/PTsG/WB Team.</p> <p>All staff.</p> <p>Mathematics Team.</p> <p>CD/PTsG/WB Team.</p>
<b>Whole School Family Learning</b>	<ul style="list-style-type: none"> <li>• <b>Digital Drop in:</b> Session facilitated by staff and captains allowing parents and pupils to seek support with any issues with digital learning including access problems.</li> <li>• <b>Digital Family Learning Program:</b> A programme will be delivered which would include sessions on different aspects of digital learning, teaching parents and pupils how to submit assignments, access GLOW Teams/SMHW etc.</li> <li>• <b>Curricular Choices:</b> Parents to be given the opportunity to participate in curricular choice information sessions. These will be facilitated online by videos/live sessions produced by departments.</li> <li>• <b>Interview practice for UCAS/ Job Applications:</b> Parents invited to offer interview practice/coaching time to pupils via an appropriate online platform.</li> </ul>	<p>Ongoing throughout session.</p> <p>Ongoing throughout session.</p> <p>Post-Christmas</p> <p>October/December 2020.</p>	<p>RDL/SL/Staff Teams</p> <p>RDL/SL/Staff Teams</p> <p>PD/ RDL/SL/Staff Teams</p> <p>PD/PT DE/Staff</p>
<b>Departmental Family Learning</b>	<ul style="list-style-type: none"> <li>• <b>Subject specific family learning:</b> Family learning leaders will visit departmental meetings to promote the idea of family learning. Departments to identify areas of courses which could be embedded into family learning programmes. Programmes can run from 3 – 6 weeks to offer support with attainment and foster positive relationships for parents with the school.</li> </ul>	<p>From October 2020 onwards.</p>	<p>RDL/SL/All staff.</p>
<b>Success criteria</b>	<ul style="list-style-type: none"> <li>• Sessions are regularly running across areas of the curriculum.</li> <li>• Families attend sessions and there is a positive trend in attendees.</li> <li>• Feedback on sessions from staff, parents and pupils is positive and informs next steps.</li> </ul>		
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Staff time outside of school hours – Supported study pay (£20). Sessions will require staff volunteers to facilitate and run which will involve training and cost of payment for sessions outside school hours. £10,000 funded by East Dunbartonshire Council.</li> <li>• Budget for resources for any CPD or physical resources eg. Consumables - £4,000 - £5,000 approximately.</li> </ul>		
<b>Professional learning</b>	<ul style="list-style-type: none"> <li>• Triple P requires training.</li> <li>• Digital learning family learning would require a school visit/teams call.</li> </ul>		
<b>Monitoring and evaluation</b>	<ul style="list-style-type: none"> <li>• Monitored across the school for effectiveness using HGIOS 4 Quality Indicators within the context of the QI Machine to ensure that our self-evaluation of impact is highly effective. Consultation with stakeholders and data analysis will support evaluative judgements.</li> </ul>		
<b>Progress update - March 2021</b>	<ul style="list-style-type: none"> <li>• <b>PPP – Positive Parent (Programme/Partnership):</b> Contact details for trainer shared. On hold due to lockdown.</li> <li>• <b>Growth Mindset/Resilience/Anxiety Management:</b> Virtual LIAM Sessions have continued throughout lockdown.</li> <li>• Hannah Gillian has continued her work with the Winning Foundation Mindset Teams Programme. Thereafter, she will engage with pupils and colleagues to share this learning.</li> </ul>		

- **Cyber Bullying:** On hold due to lockdown.
- **Digital Drop in:** Lesley Eadie led sessions to support pupils with digital access.
- **Digital Family Learning Program:** Initial delivery of this was highly effective, led by S Law/G Rushford and L Eadie.
- **Curricular Choices:** Successful parents option information evenings and options market place events were delivered for S2 – S5 pupils.
- **Interview practice for UCAS/ Job Applications:** Top-up/Reach programmes supported a high number of applicants to success. SDS input continues to be a feature of good practice within our community. Social Mobility Foundation and Sutton Trust Successes were a notable achievement for specific young people this year.



Priority	Transitions		
Target	Actions	Timescales	Responsible
Provide effective recovery activities for the present S1 transition and deliver P7 transition activities within the context of Covid-19	<ul style="list-style-type: none"> <li>• <b>S1 Peer Support:</b> Provide support to all S1s through matching trained S3 buddies to support them socially and with learning.</li> <li>• <b>S1 Transition Activities:</b> Provide targeted, skills-based transitions to our current S1 pupils to support and promote social skills, maximising opportunities such as the long lunch hour to embed provision.</li> <li>• <b>P7 Transition Activities:</b> Develop high quality digital resources for our current P7 groups to experience a successful transition to Kirkintilloch High School.</li> <li>• <b>S1 Profile:</b> Develop a meaningful and appropriate digital S1 personal learning plan to mitigate against the loss of P7 Profiles.</li> <li>• <b>Strategic overview:</b> Appoint of a PT of Transition Pathways to implement P7/S1 transition planning.</li> </ul>	<p>October onwards.</p> <p>Throughout the session.</p> <p>Post-October.</p> <p>Post-October.</p> <p>Post-October.</p>	<p>GF/Staff Teams.</p> <p>GF/PTsG.</p> <p>CD/All staff.</p> <p>PT DT</p> <p>MD/CD</p>
Continue to ensure the whole school curriculum is fit for purpose, offering appropriate coursing and pathways at key stages of transition.	<ul style="list-style-type: none"> <li>• <b>Curricular transition support:</b> Continue to ensure that all pupils are supported as they transition between courses/levels.</li> <li>• <b>Curricular progression:</b> Continue to look for opportunities to develop new courses and provide challenging and appropriate progression pathways for all pupils.</li> <li>• <b>Personal Learning Profiles:</b> Develop a whole-school policy for digital PLPs to be used for key transitions at S2/3 and for S3 profiles.</li> </ul>	<p>Ongoing throughout session.</p> <p>Ongoing throughout session.</p> <p>December 2020 onwards.</p>	<p>PD/Staff Teams.</p> <p>RDL/PT DT.</p> <p>RDL/PT DT.</p>
Adapting approach to Developing our Young Workforce in response to Covid-19 to secure positive destinations.	<ul style="list-style-type: none"> <li>• <b>Digital Careers Events:</b> Develop and deliver digital careers events safely and remotely.</li> <li>• <b>Employability Partnerships:</b> Continue DYW work and develop links to: Foundation Apprenticeships; Virtual Work Experience; Tigers; FYI; Community engagement, Construction Academy. Adapt in response to Covid-19.</li> <li>• <b>SCQF Ambassador School:</b> Gain SCQF Ambassador Accreditation.</li> <li>• <b>Strategic overview:</b> Appointment of a PT of Transition Pathways.</li> </ul>	<p>From October 2020.</p> <p>Ongoing throughout session.</p> <p>Post-December.</p> <p>October 2020.</p>	<p>PD/PT DE/PTsG.</p> <p>PD/PT DE/PTsG.</p> <p>PD/PT DE</p> <p>MD/PD</p>
Success criteria	<ul style="list-style-type: none"> <li>• Our S1 cohort will become a successful and happy part of our learning community and they will make good progress with their learning.</li> <li>• Our Primary 7 pupils will be supported to feel confident about transferring to Kirkintilloch High School and we will meet their needs.</li> <li>• The curricular opportunities on offer to our young people will support and challenge our pupils to full potential.</li> <li>• Our young people will be well prepared for their journey after school and will be able to access a positive leaver's destination.</li> </ul>		
Resources	<ul style="list-style-type: none"> <li>• PT Transition Pathways - £3,119.</li> <li>• PT Blended Learning - £3,119.</li> <li>• Teacher of DYW 0.5/Youth Worker. Funded by East Dunbartonshire Council.</li> <li>• Time for staff to create online resources to support transitions, career events and work experience. Embedded within WTA.</li> </ul>		
Professional learning	<ul style="list-style-type: none"> <li>• As required to prepare online resources and experiences for young people.</li> </ul>		
Monitoring and evaluation	<ul style="list-style-type: none"> <li>• Monitored across the school for effectiveness using HGIOS4 Quality Indicators within the context of the QI Machine to ensure that our self-evaluation of impact is highly effective. Consultation with stakeholders and data analysis will support evaluative judgements.</li> </ul>		
Progress update – March 2021	<ul style="list-style-type: none"> <li>• <b>S1 Peer Support:</b> S1 pupils did receive an S3 buddy and our buddies underwent training by D Galasso.</li> <li>• <b>S1 Transition Activities:</b> Targeted support was provided daily at lunchtime, and a 'wee wellbeing room' was established for specific S1 pupils.</li> <li>• <b>P7 Transition Activities:</b> Individual sessions were delivered to each P7 class by the DHT Transitions and our PT Transition pathways, with support from S2 pupils. P7 Parent digital sessions were delivered to each school and were most successful with high attendance and positive participation.</li> </ul>		

- **Virtual, Interactive Tour of KHS:** R McKay developed a virtual, interactive tour of the school including messages from key staff and interactive experiences in departments. This was launched to all Primary 7 pupils and parents. Some departments have uploaded small tasks for P7 pupils/parents to complete at home.
- **S1 Profile:** On hold due to lockdown.
- **Strategic overview:** Rebecca McKay was appointed as PT Transition Pathways.
- **Curricular transition support:** PTs Guidance provided invaluable support here, both remotely and in person.
- **Curricular progression:** A number of new courses have been introduced to enhance curricular pathways, including the introduction of our Construction Academy in partnership with Tigers. A 0.5 DYW post was created to support this innovation.
- **Personal Learning Profiles:** On hold due to lockdown.





Priority	Continuing to ensure equity, excellence and educational continuity		
Target	Actions	Timescales	Responsible
<p><b>Ensure equity in the learning experiences for all young people.</b></p>	<ul style="list-style-type: none"> <li>• <b>Gathering information:</b> Audit of digital technologies to ensure learners and staff have all resources they require to deliver courses</li> <li>• <b>Targeting families with device assistance:</b> Families with lack of devices or unsuitable devices to be targeted with support through the EDC Devices for Schools Programme.</li> <li>• <b>Learning loss:</b> Secure opportunities for subject teams to ensure subject specific resources are in place to support learning loss and home learning materials for pupils who are self-isolating. In addition, teams to be cognisant of identifying and plugging gaps in learning due to Lockdown issues.</li> <li>• <b>Securing equity of opportunity:</b> Continue the positive work of 'Cost of School Day' committee.</li> </ul>	<p>By September 2020</p> <p>Stage 2 data submitted.</p> <p>Development days and October inset time underway.</p> <p>Ongoing throughout session.</p>	<p>RDL/LE/Staff</p> <p>RDL/EDC</p> <p>RDL/All staff</p> <p>MD/PP/ Staff team.</p>
<p><b>Develop the skills, knowledge and systems required to ensure all members of our community can access blended learning opportunities effectively.</b></p>	<ul style="list-style-type: none"> <li>• <b>Digital Literacy – Pupils:</b> Create opportunities for pupils to develop essential digital literacy skills through immersion days/weeks.</li> <li>• <b>Blended learning:</b> Share approaches to blended/digital learning to secure consistency of approach across the school.</li> <li>• <b>Enhancing communication platforms:</b> Implement consistent streamlined digital platforms to ensure that communication is highly effective and easily accessed by staff, parents and pupils.</li> <li>• <b>Blended learning CPD:</b> Professional learning opportunities to support staff in digital processes (CLPL channel videos, sharing practice, drop-in sessions by staff)</li> </ul>	<p>Ongoing throughout session.</p> <p>Ongoing throughout session.</p> <p>Ongoing throughout session.</p> <p>Ongoing throughout session.</p>	<p>RDL/PTs.</p> <p>RDL/All staff.</p> <p>MD/Staff teams.</p> <p>GF/RDL/Staff.</p>
<p><b>To continue to deliver the high quality learning, teaching and assessment</b></p>	<ul style="list-style-type: none"> <li>• <b>Learning and Teaching:</b> Continue to actively develop a professional learning culture and share classroom practice (learning rounds, learning festival (parents and staff).</li> <li>• <b>Raising attainment sessions:</b> Explore alternative ways of delivering raising attainment sessions (online, flexible timings etc) to address learning loss.</li> <li>• <b>Lesson toolkit:</b> Developing a lesson toolkit to ensure consistent high standards of learning and teaching.</li> <li>• <b>Assessment:</b> Develop whole-school assessment Glow calendar to aid pupils and staff wellbeing and manage pupil workload within context of working time agreement. Ensure planning is cognisant of the volume of assessment required to support young people to achieve SQA qualifications whilst mindful of their welfare.</li> <li>• <b>Moderation:</b> Create consistent approaches to whole-school moderation and refresh staff with the Moderation Cycle.</li> <li>• <b>Self-evaluation:</b> Embed meaningful self-reflection and strategic improvement through quality indicators and national standards using processes such as quality indicator machine.</li> <li>• <b>S5/6 Mentors:</b> Provide targeted peer support for young people sitting National Qualifications from their S6 peers who have experienced success in the same curricular areas through a planned mentoring programme.</li> </ul>	<p>Ongoing throughout session.</p> <p>Post-October 2020</p> <p>TBC</p> <p>October 2020</p> <p>Ongoing throughout session.</p> <p>Ongoing throughout session.</p> <p>September 2020 onwards.</p>	<p>RDL/Staff teams</p> <p>RDL/Staff Teams</p> <p>RDL/Staff teams.</p> <p>MD/RDL/WTA Group.</p> <p>RDL/Staff Teams.</p> <p>MD/All staff</p> <p>PD/Pupils.</p>
<p><b>Differentiation: In line with the nurture principle of learning being</b></p>	<ul style="list-style-type: none"> <li>• <b>Developing staff capacity in differentiation:</b> Create a whole school Professional Learning Community focussing specifically on differentiation techniques on Microsoft Teams.</li> <li>• <b>Sharing best practice:</b> Share examples of best practice to be developed and discussed online.</li> </ul>	<p>Early in Term 1</p>	<p>RDL</p> <p>RDL, All staff.</p>

<p><b>developmental, we must ensure that our differentiation supports and challenges all learners.</b></p>	<ul style="list-style-type: none"> <li>• <b>Prior progress:</b> Refresh on prior strategy of differentiating using ‘Some, Most and All’ learners.</li> <li>• <b>Meeting individual needs:</b> Work collegiately to develop and share pupil specific differentiation strategies by liaising with SFL and utilising the confidential file.</li> <li>• <b>Scaffolding Blended Learning:</b> Develop a robust approach to differentiation strategies within blended learning that is easily accessible to young people and their families.</li> </ul>	<p>Ongoing throughout session. Ongoing throughout session. Ongoing throughout session.</p>	<p>CD PT S, All staff  RDL, All staff.</p>
<p><b>Success criteria</b></p>	<ul style="list-style-type: none"> <li>• Pupils will have access to the technology that they need to be able to fully participate in remote learning.</li> <li>• Staff will be supported to develop effective resources that will mitigate against learning loss.</li> <li>• Pupils will be provided with opportunities to participate fully in school life, irrespective of their family income.</li> <li>• We will compile a bank of shared resources to enable staff learning to be effective.</li> <li>• Our learning and teaching will be highly effective and will lead to continued raised attainment for all young people.</li> </ul>		
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>• Devices from East Dunbartonshire Council. Budget supported by East Dunbartonshire Council.</li> <li>• CPD and collaboration to be implemented to support the development of differentiation.</li> <li>• Time to prepare effective resources and share practice. Embedded within WTA.</li> <li>• Time to assess and moderate pupil work. Embedded within WTA.</li> <li>• Time to consult with stakeholders and engage in meaningful self-evaluation. Embedded within WTA.</li> </ul>		
<p><b>Professional learning</b></p>	<ul style="list-style-type: none"> <li>• As required to deliver highly positive learning experiences and equity for young people.</li> </ul>		
<p><b>Monitoring and evaluation</b></p>	<ul style="list-style-type: none"> <li>• Monitored across the school for effectiveness using HGIOS 4 Quality Indicators within the context of the QI Machine to ensure that our self-evaluation of impact is highly effective. Consultation with stakeholders and data analysis will support evaluative judgements.</li> </ul>		
<p><b>Progress update – March 2021</b></p>	<ul style="list-style-type: none"> <li>• <b>Gathering information:</b> A comprehensive audit of digital provision was undertaken and needs addressed.</li> <li>• <b>Targeting families with device assistance:</b> Full roll out of EDC Devices for School Programme.</li> <li>• <b>Learning loss:</b> Support to be targeted here through differentiated supported study post-Easter.</li> <li>• <b>Securing equity of opportunity:</b> Cost of the school day committee making good progress. New Twitter account created.</li> <li>• <b>Digital Literacy – Pupils:</b> An immersion day was led for S4 Pupils to target digital competency and develop skills. Pre-recorded resources were produced for young people and families to support their digital literacy.</li> <li>• <b>Blended learning:</b> Good practice shared and opportunities to share progress through Inset Days was well received.</li> <li>• <b>Enhancing communication platforms:</b> Good progress made with Teams across the school.</li> <li>• <b>Blended learning CPD:</b> Good progress made here by sharing practice and collegiate discussion.</li> <li>• <b>Developing staff capacity in differentiation:</b> Learning &amp; Teaching Committee shared strategies for supporting differentiation across subjects.</li> <li>• <b>Sharing best practice:</b> See update below in relation to the work of our Learning and Teaching Committee.</li> <li>• <b>Prior progress:</b> Refresh on prior strategy of differentiating using ‘Some, Most and All’ learners.</li> <li>• <b>Meeting individual needs:</b> Overtaken and continuous progress made.</li> <li>• <b>Scaffolding Blended Learning:</b> Continuous progress being made.</li> <li>• <b>Learning and Teaching:</b> Excellent progress made with online CPD through a weekly SWAY resource, developed and devised by our Learning and Teaching Committee.</li> <li>• <b>Raising attainment sessions:</b> Prior to lockdown, these were run successfully. Targeted and differentiated raising attainment sessions will be offered post-Easter, to scaffold success for all.</li> <li>• <b>Lesson toolkit:</b> On hold at present. Still to be taken forward.</li> <li>• <b>Assessment:</b> In line with EDC updated assessment policy, a whole school strategy is being implemented.</li> </ul>		

- **Moderation:** In line with EDC and SQA guidance, moderation activities are ongoing – both in-house and cross-school.
- **Self-evaluation:** Department and whole school updates were added to the QI Machine. Staff, parents and pupils surveys were carried out and focus groups led and delivered both by pupils and staff.
- **S5/6 Mentors:** Mentors were identified and assigned and meetings were conducted prior to lockdown. This service is now being facilitated virtually through Microsoft Teams.

