



School Improvement Plan 2023/24 Summary

Strategic Priority 1	Strategic Priority 2	Priority 3
<ul style="list-style-type: none"> Improve links with parents to improve continuity of learning at home Remove barriers to communication and provide a safe and accessible learning environment consistently across home and school 	<ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged young people 	<ul style="list-style-type: none"> Improvement in skills and sustained, positive school leaver destinations for all young people
2.2 Curriculum	2.3 Learning, teaching and assessment	1.3 Leadership of change
<ul style="list-style-type: none"> Majority of parents and young people are informed of subject course content and can support learning at home Majority of parents and young people have good engagement with a range of media forums Improved attendance of most young people to close the gap between equity group and non-equity group 	<ul style="list-style-type: none"> Very good tracking of attainment for almost all young people in BGE and Senior Phase Most young people receive very good benefits of achieving Nurture UK School Award Almost all young people in BGE demonstrate engagement and motivation to learn with use of good pedagogy 	<ul style="list-style-type: none"> Almost all young people will have good engagement with a variety of SCQF courses



	<ul style="list-style-type: none">• Improved attendance of most young people to close the gap between equity group and non-equity group	
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School Improvement Plan 2023/24
Strategic Priority 1
2.2 Curriculum

<ul style="list-style-type: none"> • Improve links with parents to improve continuity of learning at home • Remove barriers to communication and provide a safe and accessible learning environment consistently across home and school 	
What do we want to achieve?	How will we do it?
Majority of parents and young people are informed of subject course content	<ul style="list-style-type: none"> • Promoting Home Lending Library for Literacy and Numeracy
Majority of parents and young people have good engagement with a range of media forums	<ul style="list-style-type: none"> • Media and Marketing Promoter (MMP) to produce a balanced view of promotion through school, website, social media, traditional media and reporting • Create a clear media and marketing strategy for raising the profile of the school both in media and school environment • Create a visual home school diary with links to learning opportunities at home
Improve attendance of most pupils to close the gap between equity group and non-equity group	<ul style="list-style-type: none"> • Weekly parent monitoring form between HSL and Pastoral Care link • HSL to make weekly contact with targeted group of low school attenders and non-attenders • Weekly community learning opportunities

School Improvement Plan 2023/24
Strategic Priority 2
2.3 Learning, Teaching and Assessment

Close the gap between the most and least disadvantaged young people	
What do we want to achieve?	How will we do it?
Very good tracking of attainment for almost all pupils in BGE and Senior Phase	<ul style="list-style-type: none"> • CLPL Bsquared / Mentoring and support groups • Evisense piloted by targeted groups • Boxall Profiling for all young people – H&WB targets
Most pupils will receive very good benefits of working towards Nurture UK School Award	<ul style="list-style-type: none"> • In depth sensory profiling for targeted young people • Sensory Development transition packs • Proactive (active) room, re-active (calm) room, individual learning areas (pods), nurture areas (pods), nurture room and break away areas • Nurture Audit – parents & support staff • HWB PEF - Play equipment
Almost all young people in BGE demonstrate engagement and motivation to learn with use of good pedagogy	<ul style="list-style-type: none"> • CAT – Emotion Works – to plan proactive strategies to promote PPRUDB • IDL Thematic Planning for Supported Classes (Subject Specialist and Base Staff) • Activity guidelines to identify links to wider areas of the curriculum • Experiential Play
Continue to strengthen literacy and numeracy strategies for almost all young people to close the attainment gap	<p>Literacy Strategy Continue to demonstrate:</p> <ul style="list-style-type: none"> • A clear direction for closing the education gap in literacy between highest achieving and young people from economically disadvantaged backgrounds • Consistency of delivery and high expectations of both young people and staff. • To continue to develop staff knowledge of target setting for literacy using B Squared and gathering evidence using Evisense. • continue to offer weekly check ins at literacy period times, CAT night training and support through the Literacy Google Classroom where staff can access teaching resources and professional learning resources to embed phonics teaching pedagogy. • further develop staff and pupil knowledge of the use of ICT to support accessibility. • raise the profile of literacy using S4-S6 literacy ambassadors. • have literacy games incorporated into the literacy period for exploration of literacy skills. • Interactive Literacy for All display for young people and staff to engage with.

Further Develop;

- staff training for delivery to support staff to confidently use the speed sounds and blending cards within phonics level literacy classes to improve learners' phonological awareness and blending skills.
- To engage in research regarding the development and/or purchase of literacy resources, including assessment materials, for supporting learner with complex needs.

Numeracy Strategy

Continue to demonstrate;

- a clear direction for closing the education gap in numeracy between highest achieving and young people from economically disadvantaged backgrounds
- consistency of delivery and high expectations of both young people and staff.
- To continue to develop staff knowledge of target setting for numeracy using B Squared and gathering evidence using Evisense.
- Set up a pupil's numeracy committee with pupils from S1-S6
- Prepare whole school activities for Scottish Maths Week.
- Create maths games club at lunchtimes for autumn and winter.
- Create a parent lending library for numeracy, where parents can request and borrow numeracy resources.
- Continue to offer weekly check ins at numeracy period times, further training, and support through the Numeracy Google Classroom
- have experiential play incorporated into the numeracy period for exploration of numeracy skills.
- Interactive numeracy display for young people and staff to engage with

Further Develop;

- staff training for support staff
- To engage in research regarding the development and/or purchase of experiential play resources, including assessment materials (with a view to changing to MALT), for supporting learner with complex needs.
- Research use of the Leuven scale to monitor enjoyment and engagement during numeracy period

School Improvement Plan 2023/24
Strategic Priority 3
1.3 Leadership of Learning

Close the gap between the most and least disadvantaged young people	
What do we want to achieve?	How will we do it?
Almost all young people will have good engagement with a variety of SCQF courses	<ul style="list-style-type: none">• CAT sessions for collegiate SQA professional dialogue• Robust learner journey from BGE to National Qualifications• Clear links with GtCC• Agreed consistent assessment format for SQA with photographic input and witness statements• Robust in-house moderation and verification system• Pilot study with one larger class and one base class Evisense for SQA evidence• SCQF Ambassador Award