

Kyle Academy School Improvement Plan Priorities 2022 - 2023

1. Wellbeing

Improve the wellbeing of our young people and staff

- 1.1 Continue to develop an inclusive school ethos with a culture of high expectations and respect for all
- 1.2 Continue to develop our approaches to supporting the mental health and wellbeing of our young people

2. Learning, Teaching and Assessment

Develop a culture of professional learning that promotes high quality learning and teaching across the school

- 2.1 Continue to improve the quality of our learning and teaching through collaborative professional learning
- 2.2 Continue to develop approaches to assessment

3. Attainment and Achievement

Raise attainment and achievement for all

- 3.1 Increase opportunities for pupil leadership, participation and achievement
- 3.2 Develop the curriculum to provide a wider range of appropriate and relevant learning that meet the needs of all learners
- 3.3 Continue to raise attainment in the Senior Phase

Priority 1: Improve the wellbeing of our young people and staff

1.1 Continue to develop an inclusive school ethos with a culture of high expectations and respect for all

<p>Implement our Positive Relationships Policy consistently across the school with a focus on our responsibilities, our language and our repair.</p>	<p>M Byrne</p>
<p>Roll out restorative approaches training to whole school led by early adopter group.</p>	<p>J Little</p>
<p>Revisit Anti-Bullying Policy, revise procedures and recording and develop preventative approaches</p> <ul style="list-style-type: none"> • Reinforce a shared understanding of bullying across staff and pupils • Develop a risk assessment (physical, social and emotional) to inform an appropriate support plan for the victim • Review recording procedures • Further develop preventative approaches including a focus on responsible use of social media 	<p>M Byrne J Little PTG</p>

1.2 Continue to develop our approaches to supporting the mental health and wellbeing of our young people

<p>Implement our staged approach to mental health supports</p> <ul style="list-style-type: none"> • Establish Core Team and implement strategy 	<p>J Little Core Team</p>
<p>Continue the work of our Wellbeing Committee of pupils and staff to lead health and wellbeing across the school.</p> <ul style="list-style-type: none"> • Organise Guide to Mental Health training for key staff and pupils • Establish pupil-led drop ins • Support Wellbeing Ambassadors to lead whole school events to raise awareness and support mental health 	<p>J Little D Wilson Wellbeing Committee</p>

Priority 2: Develop a culture of professional learning that promotes high quality learning and teaching across the school	
2.1 Continue to improve the quality of our learning and teaching through collaborative professional learning	
<p>Continue to develop a professional learning culture across all staff</p> <ul style="list-style-type: none"> • Develop Learning and Teaching Group as leaders of learning who use research-informed readings to inform their practice • Continue joint observations and professional dialogue • Establish professional inquiry trios to promote collaborative professional learning • Develop a 'Sharing the Learning' toolkit to support joint observations and professional dialogue 	<p>M Byrne L Gardner</p>
<p>Involve all Curriculum PTs in the work of the group to increase number of 'expert' staff and drive learning and teaching across depts</p>	<p>L Gardner Curr PTs</p>
<p>Appoint a PT of Professional Learning to distil research for staff and coordinate professional learning and sharing of practice across the school</p>	<p>M Byrne</p>
2.2 Continue to develop our approaches to assessment in BGE	
<p>Continue to develop approaches to assessment in the BGE to ensure young people experience learning activities and assessment tasks at an appropriate level to them.</p> <ul style="list-style-type: none"> • Continue to develop understanding of the Indicators of Progress • Make links with Cognitive Load Theory to support assessment that 	<p>L Gardner</p>
<p>Review the definitions of the four stages of progress to improve the meaningfulness of tracking and reporting in S1 to S3</p>	<p>M Byrne</p>
2.3 Increase parental engagement in young people's learning	
<p>Review effectiveness of learner conversations and pupil-led reports in S1 to S3 to improve parents' and young people's understanding of their progress and next steps in learning</p>	<p>M Byrne</p>
<p>Increase opportunities for parents to share in young people's learning and the life of the school following Covid</p> <ul style="list-style-type: none"> • Sharing the learning event in September for S1 to S3 • Introduce learning show cases at parents' evenings 	<p>M Byrne</p>

Priority 3: Raise attainment and achievement for all

3.1 Increase opportunities for pupil leadership, participation and achievement

<p>Plan and implement new S4 leadership programme</p> <ul style="list-style-type: none"> • Coordinate and oversee leadership opportunities • Deliver SQA Leadership Award @ SCQF level 5 	<p>L Harper</p>
<p>Plan progressive experiences for leadership and achievements</p> <ul style="list-style-type: none"> • Map current opportunities at all stages • Align opportunities with Kyle Skills Framework • Develop tracking 	<p>L Harper</p>
<p>Continue to develop opportunities for pupil participation and decision making</p> <ul style="list-style-type: none"> • Further develop role of Pupil Council • Introduce Class Leaders to work with House Captains • Introduce House Assemblies 	<p>M Byrne A Thomas Heads of House</p>
<p>Achieve Rights Respecting Schools re-accreditation</p>	<p>M Byrne G Galloway RRSA Group</p>

3.2 Develop the curriculum to provide a wider range of appropriate and relevant learning that meet the needs of all learners

<p>Appoint Temp PTG with responsibility for skills and employability to:</p> <ul style="list-style-type: none"> • Further develop relationships with Ayrshire Chamber of Commerce and DYW Ayrshire to develop sustainable partnerships with employers that will enhance the opportunities for work-related learning available to our young people. • Develop and coordinate mock interview and CV writing programmes with partners • Further develop partnership working with SDS and Ayrshire College to promote apprenticeship routes with pupils and parents. 	<p>M Byrne L Harper PTG Skills and Employability (Temp)</p>
<p>Continue to develop sustainable work-related learning opportunities for S2 to S4 through Kyle Skills Academy with relevant accreditation</p>	<p>L Harper</p>

3.3 Continue to raise attainment in the Senior Phase

Mentor Programme

- Use tracking data and threshold lists to identify learners who would benefit from the mentor programme
- Identify mentors and provide training (mentoring conversations, study skills)
- Implement and monitor mentor programme
- Peer support organised with S5 and S6 pupils supporting S4s

PT Raising Attainment

Literacy and Numeracy Intensive support

- Identify S4 pupils at risk of not achieving at least SCQF level 4 in literacy and numeracy for targeted support.
- Identify pupils in PEF cohort to target additional support with SCQF level 5 literacy and numeracy

J little
V Sutherland
J Stewart
D Lake

Targeted support for learning

- Close monitoring of at risk group in S4 (including PEF cohort) and interventions such as targeted supported study; mentors; family support clinics
- Support from Wellbeing Officer for families of targeted PEF cohort

J Little
V Sutherland
M McPherson