



# **BREADALBANE ACADEMY**

All-through School

## **SCHOOL IMPROVEMENT PLAN**

**2020 – 2021**

**DRAFT**


**September 2020**



Belonging. Believing.  
**Breadalbane Academy**  
Aspiring. Achieving!

**BREADALBANE ACADEMY – SCHOOL IMPROVEMENT PLAN 2020-21**

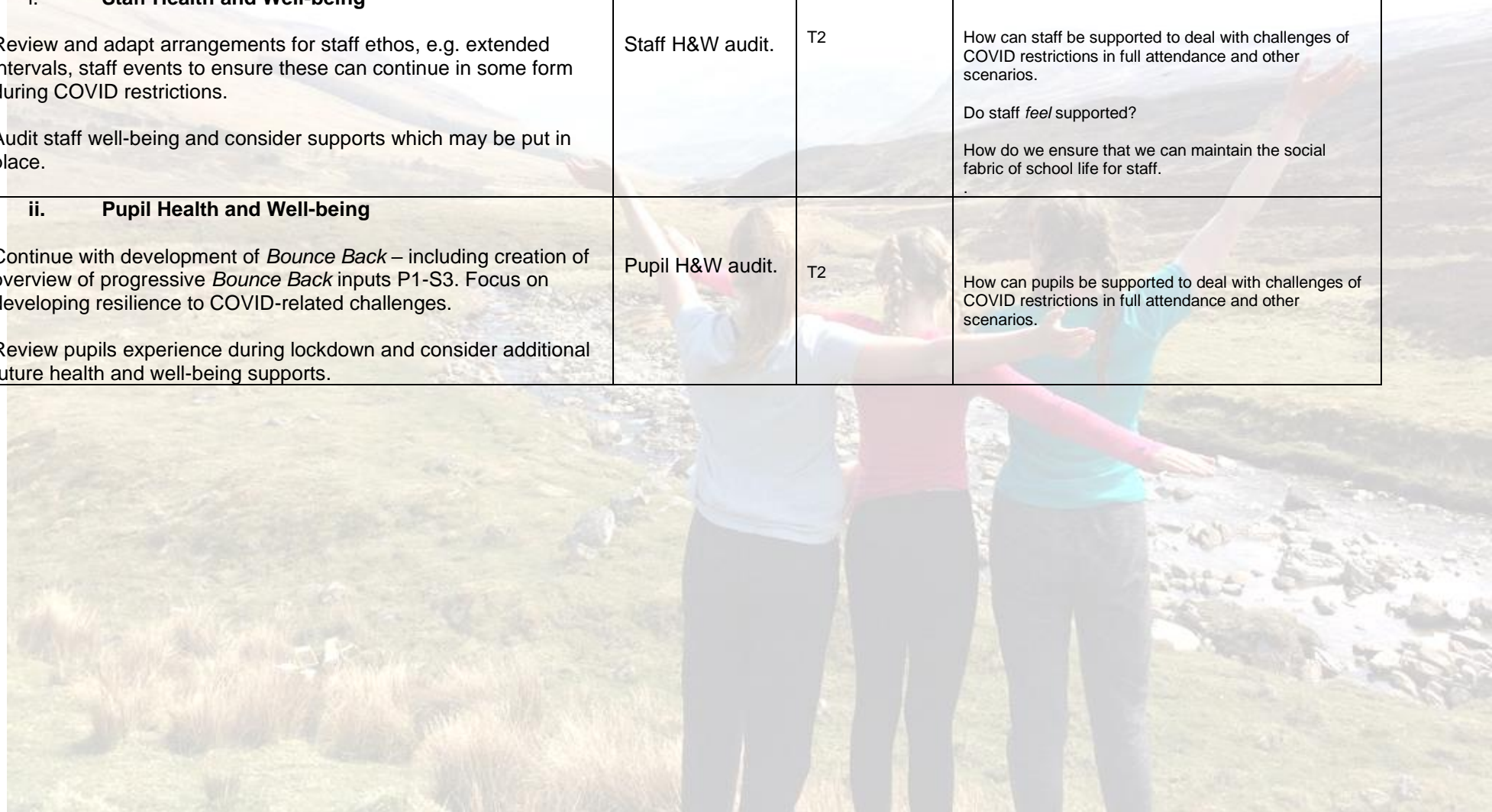
SECTION 1 – DIGITAL RESILIENCE	Evidence/Impact Measure	Timescale	Commentary/Challenge Questions
<p><b><u>Theme 1 – Staff Readiness</u></b></p> <p><b>i. Protocols for staff input</b></p> <p>Consult on an agree protocol for the following:                      - staff COVID absence when fit to work in context of full opening                      - staff input to teaching during full closure                      - staff input into blended learning model</p> <p>Agree department (primary and secondary) specific arrangements for these three scenarios in context of wider agreement</p> <p><b>ii. Staff training</b></p> <p>As initial step, ensure staff have sufficient training to provide required input as a minimum</p> <p>All staff to complete Microsoft Educator programme in course of session 20/21</p> <p>Whole staff and targeted training inputs to be organised for all staff in digital skills</p> <p>Departments to identify and address additional training needs specific to own context.</p> <p>All staff to engage in pilot lesson exercises in preparation for:                      - remote delivery during school opening by isolating staff                      - remote delivery during full closure</p>	<p>Clear and agreed guidelines and expectations for all. Equity of experience for pupils.</p> <p>Additional expectations agreed at dept level. Equity of experience for pupils.</p> <p>Staff have requisite ICT skills to cope with all planning scenarios.</p> <p>Improvements in staff skills audit,</p>	<p>By W3, T2</p> <p>By W5, T2</p> <p>By W5, T2</p> <p>End of session 20/21</p> <p>Throughout session, including INSET. Further staff skills audit: December.</p>	<p><i>There are a range of different scenarios for teacher engagement, all of which will need to be different to existing practice. This process will need wide consultation and involvement of SCC.</i></p> <p><i>In what ways may practice within departments need further exemplification due to context?</i></p> <p><i>Initial audit undertaken in secondary shows good general skills among staff. Staff and line managers must now consider what training needs are most urgent.</i></p> <p><i>We will allocate all working group time and a considerable amount of staff meeting and INSET time to this end.</i></p>

<p><b>iii. Whole school business continuity</b></p> <p>Undertake review of all whole activities to create contingency plans e.g. tracking and reporting, parents nights, homework, quality assurance programme, school trips and event (including outdoor programme), celebration of success, prizegiving</p> <p><b>iv. Department business continuity</b></p> <p>Primary and secondary departments to undertake review of all annual activities to create contingencies e.g. assessment and moderation, arrangements for SQA; practical inputs, homework collaborative planning activities, line management arrangements, department meetings etc.</p>	<p>School able to undertake most functions irrespective of scenario.</p> <p>Departments able to undertake most functions irrespective of scenario.</p>	<p>Initial review of all calendar activities with contingency planning commencing: W3, T2</p> <p>Initial review of all department activities with contingency planning commencing: W3, T2</p>	<p><i>Irrespective of scenarios we want to the school to be able to undertake almost all of its functions by some means. In some cases, this may require small tweaks; in others it may require quite radical re-envisaging.</i></p>
<p><b><u>Theme 2 – Pupil readiness</u></b></p> <p><b>i. Protocol for pupil engagement:</b></p> <p>Consult on an agree protocol for the following:</p> <ul style="list-style-type: none"> <li>- When self-isolating during full opening</li> <li>- During full closure</li> <li>- During blended learning model</li> </ul> <p>Agree department (primary and secondary) specific arrangements in context of wider agreement.</p> <p><b>ii. Pupil digital training</b></p> <p>A whole school programme of training to be put in place for all pupils to ensure they have appropriate skills to engage in learning in all above contexts</p> <p>Departments to identify and address additional training needs specific to own context.</p>	<p>Clear and agreed guidelines and expectations for all. Equity of experience for pupils.</p> <p>Additional expectations agreed at dept level. Equity of experience for pupils.</p> <p>Pupils have requisite ICT skills to cope with all planning scenarios.</p>	<p>By W3, T2</p> <p>By W5. T2</p> <p>Term 2</p>	

<p><b>iii. Pilot lessons</b></p> <p>All departments to pilot arrangements for remote learning for contexts above.</p>	<p>Pupil have had actual experience of expectations.</p>	<p>By W5, T2</p>	<p>We want out pupils to be clear on the expectations we will have of them in various scenarios and also to have the skills to fulfil these.</p>
<p><b><u>Theme 3 – Technological Requirements/Resources</u></b></p>			
<p><b>i. ICT requirements for classrooms</b></p> <p>Whole school and department level audit undertaken to identify additional hardware and software required to implement protocols for all three scenarios (full opening, full closure, blended learning)</p> <p><b>ii. Review of Resources</b></p> <p>Departments to review existing resources (digital and physical) to ensure they are fit for purpose for all planning scenarios. Further process for additional resource bidding to be instigated.)</p> <p><b>iii. Preparation of digital resources for possible closure/blended learning</b></p> <p>Departments to ensure that all digital resources are in place to support continuity of learning in these scenarios. Consideration should also be given to how a digital approach can be built into learning and teaching to increase teacher and pupils readiness.</p>	<p>Technology available to support all planning scenarios</p> <p>Resources available to support all planning scenarios</p> <p>School is in state of readiness for any planning scenario.</p>	<p>By W5, T2</p> <p>By W5, T2</p> <p>By W5, T2</p>	<p><i>It is worth considering what we would have liked to have had in terms of ICT/resources at the outset of last session's lockdown and how we can now put those in place.</i></p>
<p><b><u>Theme 4 – Digital Pedagogy</u></b></p>			
<p><b>i. Professional discussion on digital pedagogy</b></p> <p>Whole school training inputs to be arranged to encourage staff engagement in digital pedagogy.</p> <p><b>ii. Departmental discussion on digital pedagogy</b></p>	<p>Staff can articulate and justify their</p>	<p>Ongoing</p>	

Departments to consider challenges as well as possible advantages to digital teaching.	pedagogical approaches involving digital technology.		<i>We need to consider what needs to be different and how we can still maximise opportunities for good learning and teaching irrespective of scenario.</i>
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SECTION 2 – Health and Well-being	Evidence/Impact Measure	Timescale	Commentary/Challenge Questions
<p><b>i. Staff Health and Well-being</b></p> <p>Review and adapt arrangements for staff ethos, e.g. extended intervals, staff events to ensure these can continue in some form during COVID restrictions.</p> <p>Audit staff well-being and consider supports which may be put in place.</p>	Staff H&W audit.	T2	<p>How can staff be supported to deal with challenges of COVID restrictions in full attendance and other scenarios.</p> <p>Do staff <i>feel</i> supported?</p> <p>How do we ensure that we can maintain the social fabric of school life for staff.</p>
<p><b>ii. Pupil Health and Well-being</b></p> <p>Continue with development of <i>Bounce Back</i> – including creation of overview of progressive <i>Bounce Back</i> inputs P1-S3. Focus on developing resilience to COVID-related challenges.</p> <p>Review pupils experience during lockdown and consider additional future health and well-being supports.</p>	Pupil H&W audit.	T2	<p>How can pupils be supported to deal with challenges of COVID restrictions in full attendance and other scenarios.</p>



SECTION 4 – OUTSTANDING ACTIONS 19/20	Evidence/Impact Measure	Timescale	Commentary/Challenge Questions
<p><b>i. Secondary department peer reviews</b> Organise peer reviews focussing on digital learning</p>	Improved quality through peer scrutiny	First review in T2	<i>This develop was scheduled for term 4 last year and could not take place. It would be useful to use this collaborative model as a means of quality assuring our digital offer.</i>
<p><b>ii. Visible Learning</b> Implement aspects of visible learning approach with focus on numeracy in secondary and feedback in primary.</p>	Impact measures to be agreed. CAT scores numeracy?	Over course of session 20/21	<i>This is a PKC L&amp;T development which we will continue with in Session 20/21. The focus on the core skill of numeracy should fit well with work we are doing on supporting pupils who may experience detriment due to COVID-related scenarios.</i>
<p><b>iii. Continue to develop restorative approaches</b> Review and update PBM policies</p>	Impact measures to be agreed.	Ongoing	<i>This was a key development in session 19/20 and we will continue with implementation in 20/21</i>
<p><b>iv. Skills Wheel</b> Continue to develop explicit teaching of skills wheel skills in primary and secondary BGE.</p>	Observations	Term 3	<i>This session we will focus on the themes of 'resilience' and 'digital literacy.'</i>
<p><b>v. Digital Schools Award</b> Continue to pursue this award, aligning digital developments during this session with criteria for ward.</p>	School receives award which is proxy measure of high digital learning capacity.	By end of session	<i>This is more relevant than ever at the moment.</i>
<p><b>vi. Career Standard</b> Create overview of <i>Career Standard</i> entitlement delivery P1-S6</p>		By end of session	<i>We have mapped this in the secondary and now need to ensure that CS inputs in primary cohere with those in secondary.</i>
<p><b>vii. BGE Tracking</b> Implement new PKC BGE tracking in S1-3 Engage with development in primary with a view to implementation in 21/22.</p>	Improved data of pupil progress. Improved pace and challenge in BGE.	Pilot repots to be agreed S1?	<i>This is a major PKC development.</i>
<p><b>viii. Pupil Support Policy</b> Finalise whole school Pupil Support Policy</p>	Greater clarity of roles and responsibilities and whole school approaches.	Finalised Dec '20	
<p><b>ix. Family Learning</b> Continue with this development aligning approaches with ongoing scenario planning.</p>	Greater parental engagement in learning. Impact measure to be agreed.	Ongoing	
<p><b>x. Continue PEF interventions</b> (See separate PEF planning document.)</p>	See PEF plan	See PEF plan	

