Dunfermline High School

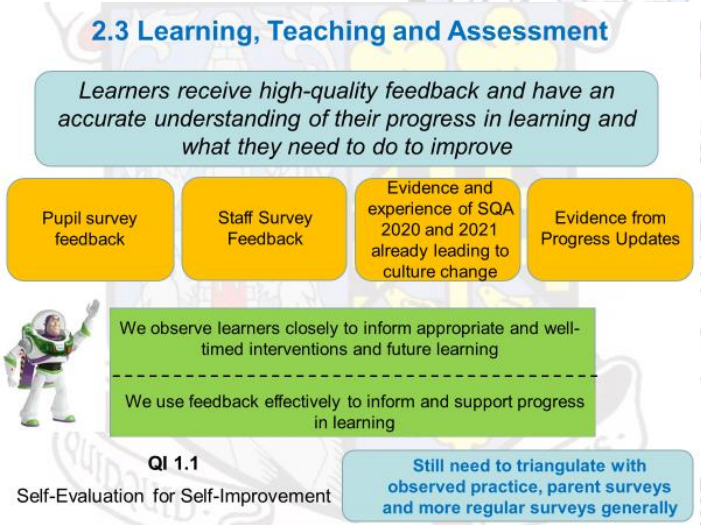
Faculty Improvement Plans 2021-2022

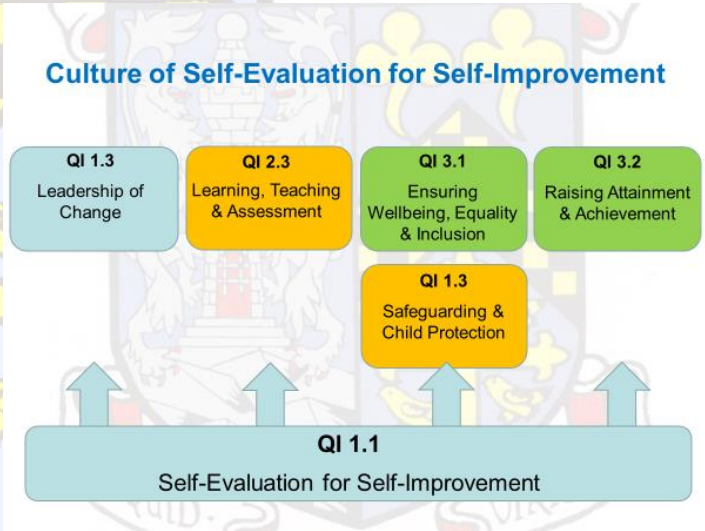
Faculty:

Our School Improvement Plan is focused on 3 key priorities:

- **Curriculum Rationale for Improved Learner Pathways and Positive Destinations**
- **Effective Assessment Generating High Quality Feedback to Inform Improvement**
- **Wellbeing**

Our priorities are informed by self-evaluation which has been heavily influenced by pupil feedback, staff feedback and our recent SQA experiences. A clear rationale has been shared and discussed with all staff and at ELT.





QI 2.3 *Learning, Teaching and Assessment* remains the key focus for our Faculty Improvement Plans for 2021-22. **Greater focus will be given to our use of QI 1.1 *Self-Evaluation for Self-Improvement* to support and drive improvements across all indicators**. Faculties should continually evaluate aspects of key quality indicators.

QI 2.3 *Learning, Teaching and Assessment*

Learning and Engagement	Quality of Teaching	Effective Use of Assessment	Planning, Tracking & Monitoring
The ethos and culture of our school reflects a commitment to children's rights and positive relationships. Our children and young people are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities. Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. Learners understand the purpose of their learning and have opportunities to lead the learning. Our learners are successful, confident and responsible. They contribute effectively to the life of the school and wider community in a range of well-planned activities. Pupils know that their views are sought, valued and acted upon	Our teaching is underpinned by our shared school vision and values. We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies. Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.	Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people. Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.	We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. Learners are fully involved in planning learning. As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas. This includes for those facing additional challenges, for example young carers, looked after children and those living with financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.

FIP Focus Priority 1: *Generating feedback throughout lessons and from effective plenaries to inform improvement*

Our key aim is to improve the following:

Learners receive high quality feedback & have an accurate understanding of their progress in learning and what they need to do to improve

FIP Focus Priority 2: *More engaging and challenging learning experiences*

FIP Focus Priority 3: *Creating and storing evidence that is valid and reliable.*

FIP Focus Priority 1: ***Generating feedback throughout lessons and from effective plenaries to inform improvement***			
What changes will we put in place which will lead to improvement in this faculty?	**Person Responsible**	**Timescale**	**What measures will we use to measure the impact on learners? (Qual/Quan measures)**
Use of target language across Faculty to embed language in feedback and pupil's vocab for LC. Target Language is being decided across Faculty currently for implementation post-Oct break.	*JL Lead Faculty responsible for implementing*	*Oct21-Oct22*	*Review of language used across all recorded LCs, jotter checks for written feedback and "customer surveys".* Observed lesson – focus on plenaries and oral feedback across faculty through to Easter
"Customer Surveys" More evidence of pupil voice throughout the faculty gathered on a monthly basis to inform and improve practice	*JL/CS*	*Oct21 - Ongoing*	*Survey will be available in every classroom to allow pupils to give feedback on 5/6 key areas tied to feedback received and the school toolkit for a good lesson.*

Faculty Improvement Plan Priority 1 Evaluation

Evaluative statement of progress	**Evidence of impact on learners/how do you know?**

FIP Focus Priority 2: ***More engaging and challenging learning experiences***			
What changes will we put in place which will lead to improvement in this faculty?	**Person Responsible**	**Timescale**	**What measures will we use to measure the impact on learners? (Qual/Quan measures)**
Modifying courses to improve challenge to pupils and look at further engagement S1/2 DET S3/4 Physics	*DET* *TR/ST*	*August 2021-Dec 2021*	*Pupil/Staff surveys specific to projects offered and feedback recorded to inform/adapt. (conducted in previous session and these were identified to be improved from pupil feedback).* *Attainment data over 3 year period to show improvement* Focus groups following survey responses. *Record of subject uptake and pupils better coursed. – Evidence through previous years subject uptake, (prior to Covid impacting subject choice.)*
Use of digital learning amongst staff within Faculty	*EM/JT*	*Sept 21 – June 22*	*Staff survey at points throughout the session to gauge staff confidence on use of and delivering ICT to students.* *Pupil voice to gauge use of ICT resources within Faculty.*

Faculty Improvement Plan Priority 2 Evaluation

Evaluative statement of progress	**Evidence of impact on learners/how do you know?**

FIP Focus Priority 2: *Creating and storing evidence that is valid and reliable.*			
What changes will we put in place which will lead to improvement in this faculty?	**Person Responsible**	**Timescale**	**What measures will we use to measure the impact on learners? (Qual/Quan measures)**
Creating a location that will allow transparency of all evidence generated in the faculty for assessment purposes and QIF. Staff will have greater understanding of QI.	*JL/EM* *Faculty Contribution*	*Oct21-Dec21* *Ongoing once operational*	*Staff contributions of evidence i.e. attainment statistics for each subject/level/session.* *Staff survey on QI and evidence contributions.*

Faculty Improvement Plan Priority 3 Evaluation

Evaluative statement of progress	**Evidence of impact on learners/how do you know?**