



# School Improvement Plan

2023-24

Hawick High School



# INTRODUCTION - School Improvement Planning 2023/24

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This document outlines our identified priorities for Session 2023/24 which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2021/22. For more information on our performance see our School Improvement Report 2022/23.

## Self-Evaluation Summary

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Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation' -HGIOS 4? HGIOELC?

### Strengths 2022-23

- Learning and teaching experiences for young people. Staff are developing new skills, using a wider range of assessments and working together better to ensure national standards are applied when marking young people's work. A team of teachers are working together well to improve further the quality of learning and teaching across the school.
  - Updated Lesson Evaluation Framework (LEF) with specific focus on the 7 key aspects in the cycle of learning in lessons. This forms the basis of all observations in school.
  - We have clear plan for observations, professional learning and revisits to support staff throughout the year. This includes a programme of seen/unseen observations with peers. The recording of this on a Microsoft Form enables an overview of staff, department and whole school strengths / development's needs.
  - Most lessons use digital technology to enhance the learning. Ongoing self-evaluation in relation to their use of digital technology to enhance the delivery of teaching and learning, and the classroom experience of all our learners. A minority of staff have been developing their awareness of the SAMR model, adopting roles as pioneers across the school. The LEF includes an Appendix 2 – and this further exemplifies the SAMR model and supports staff in the evaluation of their use of digital technologies in the classroom.
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- Almost all learners can identify learner pathways in each Faculty areas, from SCQF Level 3 or 4 onwards. We have clear pathways through education identified, and support mechanisms are embedded to support those that require additional help, to ensure that all young people achieve a positive and sustained destination.
  - 95.8% of our young people have a positive and sustained destination; this is in line with SBC average and better than the Scottish average by around 3%.
  - Our most vulnerable learners have been given the opportunity to gain additional SCQF Level 4 and Level 5 qualifications through partnership working with Community Learning and Development and our own Partnerships Officer.

- We have employed a temporary Partnerships and Employment Development Officer who has focused our delivery on employability skills to a wider group of learners across the school, from S1 onwards. Each year group receives input from specifically around the development of employability skills. The Officer has built upon our existing employer and community partnerships to strengthen and embed these within the school. Volunteering has become an established part of the S5/6 experience, including certification.
- DYW Improvement Group have started to identify the revised HHS Skills, with whole staff and employer partner have contributed to this process. This will lead to the development of a whole school skills framework, focussing on the use of the Meta skills and associated language in the classroom so our learners are literate in the language of skills.
- Use of Showbie for S1 reporting, with view to expanding to S2 for next session. The improved learner journey and feedback for the parents, next steps and learner conversations.
- The House Championship has contributed to an increased ethos and participation in school life. Overall ethos, participation and inclusion has improved.
- BGE Celebration of Success Event builds upon the ethos and celebrating achievement agenda. We have introduced a series of Community Awards that have created a link between our local community in representing the learners that achieve many spectacular things outside of the classroom in the community and recognises the importance of a diverse representation of achievement.
- A BGE ceremony has been continued to be held to recognise the young people in respect of the school values, staff recognising those that have made the highest contribution to each subject area and those in general who receive a Gold, Silver or Bronze award.

**Areas for Improvement 2023-24**

	<b>Short Term</b>	<b>Medium Term</b>	<b>Long Term</b>
<b>Learning, teaching and assessment including Inspire Learning.</b>	<p>Focus on improving teacher pedagogy via engagement with the Teaching WalkThrus. QA Observation Programme. Practitioners Enquiry</p> <p>Identify skills based learning pathways in every subject / Faculty area.</p> <p>Engage in #SBCWay improvement sprints</p>	<p>Staff evaluate use of digital technology based on SAMR model.</p> <p>Develop teacher and student knowledge of skills and develop the creative use of technologies.</p> <p>Curriculum Pathways linked to the intelligent use of data to inform course progression.</p> <p>Participate in the development of the #SBCWay breakthrough curriculum</p>	<p>Embed effective use of digital technology to enhance learning</p> <p>Embed the language of skills across the curriculum</p> <p>Agile and timely curriculum review in line with Hayward Review .</p>
<b>Inclusion</b>	<p>MVP Programme</p> <p>Targeted group work for young people that is SCQF rich, and targeted to Christmas Leavers</p>	<p>Identify system to record wider achievements linking to parents and partners</p> <p>Learner Participation Policy to be developed and participation in decision making becomes a focus</p>	<p>Embedded nurture practices across the school.</p> <p>Embed the Rights of the Child.</p>

# Local authority priority: The #SBCway – a consistent BGE curriculum

QI	NIF Priority	SBC Framework	Intended outcome:			
2.2, 2.3, 3.2		LTA	To engage with, self-evaluate against and prepare to fully implement the #SBCWay in every school across the local authority. Engage and align!			
Process			Progress Tracker			
			St. lead and key people	Timescale (Date)	Measures of Success	Review Date
<b>1</b>	<p><b>The #SBCWay</b></p> <p>What we are going to do? 4 phases of engagement and alignment across Session 2023/24. ALL schools must engage with all 4 phases although the level of engagement can differ. This must be agreed at Cluster level.</p> <p>Phases:</p> <ol style="list-style-type: none"> <li>1. Oracy</li> <li>2. Reading</li> <li>3. Writing</li> <li>4. Numeracy</li> </ol> <p>Each phase will require schools to:</p> <ul style="list-style-type: none"> <li>• <b>engage in evaluation of the new materials</b></li> <li>• <b>compare with existing pathways, assessments and programmes/structures</b></li> <li>• <b>identify what are the key priorities for change at Cluster/School levels</b></li> <li>• Trial/experiment with an aspect of the new resource (if time)</li> <li>• <b>Reflect on learning, feedback etc for the phase and share with central lead team.</b></li> </ul>	<p>QIO</p> <p>Cluster Leads</p> <p>All HTs</p> <p>All School staff (at appropriate levels depending on role)</p>	<p><b>Whole Authority via Teams&gt;</b> 2hrs per In-set days: 14<sup>th</sup> Aug October February May = 8hrs</p> <p><b>Agreed by Clusters for each sprint:</b> Minimum 2.5 hours (for bold activities) = 10hrs WTA (min)</p> <p><b>Additional hours as decided</b></p>	<p><b>To complete 4 Alignment Sprints, each answering the reflective questions:</b> How do current practices align with new approach? How do current practices differ from new approach? What support is required to be ready to adopt new approach?</p> <p>Each sprint to comprise of:</p> <ul style="list-style-type: none"> <li>• 1 x cluster HT engagement day</li> <li>• Minimum 2.5hrs school level engagement</li> </ul> <p>Additional 'all-schools' engagement at each In-set day</p> <p><b>Alignment Sprint 1: Oracy (Aug – Oct)</b> <b>Alignment Sprint 2: Reading (Oct – Dec)</b> <b>Alignment Sprint 3: Writing (Jan – Feb)</b> <b>Alignment Sprint 4: Numeracy (Mar – April)</b></p>	<p>Sprint 1 = Oct 23</p> <p>Sprint 2 = Dec 23</p> <p>Sprint 3 = Feb 24</p> <p>Sprint 4 = Apr 24</p>	

	<p>Why we need to do it?</p> <ul style="list-style-type: none"> <li>• To achieve equity and equality of educational offer and experience no matter the learning setting a child/young person attends.</li> <li>• To support our staff to be able to know what to teach and how it can be effectively taught across Literacy, Numeracy and Health and Wellbeing in the BGE.</li> <li>• To achieve consistency across the local authority in terms of what and how children and young people learn.</li> </ul>		<p><b>per schools:</b></p>		
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# Priority 1: Learning, teaching and assessment, including Inspire Learning

QI	NIF Priority	SBC Framework	Intended outcome: Create a culture of Professional Learning focussed on developing high quality Learning and Teaching that meets the needs of all learners resulting in improved attainment.			
1.1 1.2 2.3 2.4 3.1 3.2	Improvement in attainment	Learning Teaching and Assessment				
Process			Progress Tracker			
			Strategic lead and key people	Timescale (Date)	Measures of Success	Review Date
<b>1</b>	<p>What we are going to do?</p> <p>Develop whole school understanding and more consistent practice in the use of plenaries and structure to finish of lessons.</p> <p>Develop a consistent structure and finish to lessons using the following key points;</p> <ul style="list-style-type: none"> <li>Show the Dashboard again and review</li> <li>Evidence collection – in relation to success criteria</li> <li>Verbalise the learning with young people based on progress demonstrated from evidence gathered in lessons.</li> </ul> <p>Update the Wakelet and staff share or demonstrate to give examples of good practice and ideas to use in plenaries as a resource for staff to use to develop their own practice.</p>		<p>AR (DHT)</p> <p>LTA Improvement Team</p> <p>All teachers</p> <p>L&amp;T Team</p>	October 2023	<ul style="list-style-type: none"> <li>All staff consistently plan and use structure to ends of lessons including plenaries that gather evidence of learning to inform planning.</li> <li>All faculties have a L&amp;T calendar and this is discussed regularly at FM and 1:1s</li> <li>SLT calendar created and consistently used. L&amp;T focus at SLT meetings.</li> <li>Initial observations demonstrate present practice and baseline for measurement of progress with regards plenaries.</li> <li>Peer observations and return visits show improved practice in area identified as a focus</li> <li>Young people continue to be involved in evaluating and improving L&amp;T across the school at both whole school and department level.</li> </ul>	February 2024

	<p><b>Why we need to do it?</b></p> <p>Clearer framework and shared understanding around end of lessons and what is being looked for in a plenary.</p> <p>Clearer structure and more specific focus on improving pedagogy around formative assessment and plenaries in lessons.</p> <p>Learners experience in the classroom improves. They understand more of what they are learning and their next steps as a result of improved practice of teachers in plenaries and formative assessment methods.</p>			<ul style="list-style-type: none"> <li>• Observation data shows an improving picture of step change in the areas for development identified by staff.</li> <li>• Improved experience for young people in the classroom e.g. Lesson observations and feedback from young people show that they; <ul style="list-style-type: none"> <li>○ Are more clear about their learning in lessons,</li> <li>○ Are seeing a more consistent finish to lessons to verbalise learning.</li> </ul> </li> </ul>	May 2024
2	<p><b>What we are going to do?</b></p> <p>Staff develop understanding of own area by reading and engaging with the Teaching Walk Thrus by Tom Sherrington or investigating other CPD/resources or reading to develop own pedagogy and teaching strategies in one areas of LEF.</p> <ul style="list-style-type: none"> <li>• A whole school PL approach planned (CPD sessions, sharing practice drop-ins) focussed around identified areas of need. Staff being directed towards and attending CPD opportunities which are directly related to their areas for development. FM discussions can focus on areas for Faculty from feedback if themes arise.</li> <li>• Practioner Enquiry – Develop teacher pedagogy in relation to Mode B Teaching ( WalkThru Book 3) Cluster Approach. Complete a Practitioner Enquiry.</li> <li>• 6 observations a year <ul style="list-style-type: none"> <li>○ 2 x PT/SLT</li> <li>○ 1 x Unseen</li> <li>○ 2 x peer</li> </ul> <p>To support incremental improvement which is followed through in the cycle of observation.</p> </li> </ul>	<p>AR (DHT)</p> <p>LTA Improvement Team</p> <p>All Teachers</p> <p>Ongoing by March 2024</p> <p>Nov 2023/Jan 2024 / March 2024</p>		<ul style="list-style-type: none"> <li>• Whole school spreadsheet of identified needs for staff/dept. to use to plan CPD sessions/feedback to depts.</li> <li>• FM show L&amp;T discussion and sharing of practice and resources that have been identified and used.</li> <li>• Staff engaging with Walk Thru/ Wakelet resources to improve own pedagogy and transferring this into practice.</li> <li>• Peer observation data/records shows staff engaging and improved practice in one walk thru area.</li> <li>• Staff OneNote Data for unseen and peer observations show staff reflection on specific area and improved practice.</li> <li>• Observation data shows improved practice in area of development identified for each staff member in second PT/SLT observation cycle.</li> <li>• Lesson observations and feedback from young people show that; young people are more engaged in their learning, know where they are with their learning and can articulate next steps.</li> </ul>	February 2024



	<ul style="list-style-type: none"> <li>Peer observations and resulting dialogue that is clear from Walk Thrus using a coaching approach focused on the framework helps staff to adapt their own practice in the classroom to reintroduce or embed techniques that improve their practice in identified areas for development.</li> <li>Student voice questionnaires/focus groups show improved learner experience</li> </ul>				
	<p><b>Why we need to do it?</b></p> <p>To ensure that all staff are involved in high quality professional learning and becoming increasingly confident in self-evaluation to identify their needs. Staff need to be confident in identifying needs – researching – measuring impact – providing evidence of impact.</p>				May 2024
3	<p><b>What we are going to do?</b></p> <p>Develop understanding of the digital literacy strategy that can be used to support learning and teaching in identified areas.</p> <p>Revise the SAMR framework (Appendix 2) to give examples for staff to relate to when reflecting on practice.</p> <p>Share SAMR examples and Appendix 2. Discuss with staff SAMR Appendix 2 to develop shared understanding for reflection.</p>	<p>LS (DHT)</p> <p>LT Improvement Team /LH.</p> <p>LT Improvement Team AR/LH</p>	<p>February 2024</p> <p>April 2024</p>	<ul style="list-style-type: none"> <li>Staff understanding of how and when to use digital technology to enhance learning is improved.</li> <li>Staff can reflect on own practice in using digital technology accurately using SAMR framework.</li> <li>Staff understand the differences between the different levels of SAMR and confidence is improved in the planning of use digital technology in lessons to move up the SAMR scale.</li> </ul> <p>Lesson observations, reflection data and feedback from staff and young people show;</p>	February 2024

	<p><b>Why we need to do it?</b></p> <p>All staff are using digital technology in their lessons but in many cases, such use is not creative. To ensure that lessons are stimulating, innovative and engaging for young people we have to move from technology being merely a substitute resource to one where technology is transforming the learning environment and classroom activities are redefined.</p>	<p>LT Improvement Team AR/LH</p>		<ul style="list-style-type: none"> <li>Increased use of digital technology including learners using iPads in each lesson.</li> <li>Staff survey shows confidence in use of digital technology is increasing.</li> <li>All teaching staff are more confident and plan to use creatively using technology to support learning and they have moved from substitution to at least augmentation on the SAMR scale.</li> <li>SAMR Appendix is being completed by staff in reflection shows more augmentation in lessons.</li> <li>Some teachers have reached the modification stage where they are significantly redesigning lesson tasks using technology.</li> <li>Young people are being involved in lessons that are more stimulating, innovative and engaging and less teacher led, therefore developing their creativity and digital skills as well as learning.</li> </ul>	<p>May 2023</p>
4	<p><b>What we are going to do?</b></p> <p>We are going to review our curriculum rationale and create a pathways document that maps progression through the Senior Phase.</p> <p>Continue to review attainment and current curriculum offer within department/subjects looking specifically at the Insight Data relating to progression through the subject area. Upskill PTs to examine their data to identify trends.</p>	<p>BMcM /AR (DHT)</p> <p>PTs/HT</p> <p>CP Improvement Team</p>	<p>Oct 2023</p> <p>Ongoing Sept 2023</p>	<ul style="list-style-type: none"> <li>Young people will attain more in S4 and S5 than currently, with a focus on the middle 60% of our SIMD 3 and 4 Learners.</li> <li>Young people will have a greater understanding of the range of pathway options through engaging with employers.</li> <li>Young people will understanding the connections between school subjects, specific industries and job roles.</li> <li>Tracking progress in the BGE will provide more accurate data on a student's level and rate / pace of progress.</li> <li>Tracking progress in the Senior Phase will identify those students that we focus additional help and support in order to attain an A-C Pass at N5. This will identify those in S5 that should progress onto Higher in S5.</li> </ul>	<p>February 2024</p>
	<p><b>Why we need to do it?</b></p> <p>While our curriculum is better meeting the needs of learners we still have some young people whose needs are not being met. Many young people are not aware of learning pathways through school. The pathways need to maximise the attainment journey for a young person.</p>				<p>May 2024</p>

5	<p><b>What we are going to do?</b></p> <p>Identify, establish, develop and sustain an Employer Board for Hawick HS. Build on the existing strong employer relationships and create an Employer Board to sit alongside our partners in school.</p> <ul style="list-style-type: none"> <li>• DYW Borders to identify employer partners that will participate in the Board</li> <li>• Create the strategic vision for HHS in the business community.</li> <li>• We will use local labour market information to develop an employability project based in the Textile industry that will be delivered alongside other vocational courses in the senior phase.</li> </ul>	<p>BMcM (DHT)</p> <p>DYW Coordinator</p> <p>Partnerships Officer</p>	<p>Sept 2023</p>	<ul style="list-style-type: none"> <li>• We will be able to work alongside the employer partners to plan strategic change in HHS.</li> <li>• We will use this group as a 'path finder' to discuss the changes to our curriculum in light of the Hayward Review.</li> <li>• Our young people will be involved in a work base vocational placement in a Textile based business two afternoons a week. They will develop employability skills in a real work place setting that will support their transition to employment post school</li> </ul>	February 2024
	<p><b>Why we need to do it?</b></p> <p>Learning is made more relevant if explicit links are made with employers and businesses related to the learning taking place. Improvement in attainment and employability skills will be achieved by enhanced learning experiences created by working more effectively with all partners and stakeholders</p>				May 2024
6	<p><b>What we are going to do?</b></p> <p>Build upon the work from last session in establishing common skills for HHS to expand the use of HHS into the L&amp;T dashboard and the everyday language of 'skills' across school and the BGE curriculum. We will develop a method to record students progress within a skill.</p> <ul style="list-style-type: none"> <li>• Students can identify skills in their learning.</li> <li>• Students can identify skills and record their progress.</li> <li>• Link CMS to Hawick High school skills</li> </ul>	<p>BMcM (DHT)</p> <p>Skills Improvement Team</p> <p>Teachers</p> <p>S Henderson</p>	<p>Sept 2023</p> <p>February 2024</p>	<ul style="list-style-type: none"> <li>• Teachers regularly refer to skills in lessons</li> <li>• Students can identify each skill and record their progress on a scale.</li> <li>• Young people will be able to identify the Hawick High Skills and give examples of how they relate to the world of work.</li> </ul>	February 2024
	<p><b>Why we need to do it?</b></p>				May 2024

	Learning becomes more meaningful when young people appreciate that the skills they are learning are relevant and will be valued in the work place.				
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# Priority 2: Inclusion

QI	NIF Priority	SBC Framework	Intended outcome: Improving the Health and Wellbeing of all young people by developing a culture and ethos of inclusive and celebratory practice throughout the school and a shared understanding of the value of every individual.		
3.1	Improving Health & Wellbeing	Inclusion	Strategic Lead : P.Beaton ( DHT/ LScott (DHT)		
Process				Progress Tracker	
		Strategic lead and key people	Timescale (Date)	Measures of Success	Date Reviewed
1	<p>What we are going to do.</p> <p>Review the current physical activity levels, emotional resilience and mental health of all our young people.</p> <p>Develop further support structures to improve all aspects of young people's wellbeing.</p>	PB (DHT)	Oct 2023	<ul style="list-style-type: none"> <li>• Young peoples activity levels increase, mental health is well supported and emotional resilience is developed. We will survey young people.</li> <li>• Parents are supporting mental health and wellbeing strategies in school and at home. Parents are engaged in our work. Increase parental involvement with mental health apps and supports.</li> <li>• We promote resilience across the school in our work through the house system and curriculum. Deliver assemblies and PSD lessons on resilience to young people</li> <li>• We will develop and deliver an Assembly Programme that develops the awareness</li> </ul>	Feb 2023

	<p>Why we need to do it.</p> <p>Young people in the BGE are to be given the opportunity to develop resilience, as with Covid the opportunity to do this has been hampered.</p> <p>The physical activity levels of young people to increase so that every young person has an additional hour of physical activity outside of school each week.</p>			<p>of young people in relation to their physical, mental and emotional health.</p> <ul style="list-style-type: none"> <li>Physical activity levels increase for all, with an aim of an extra hour every week. Young people are involved in one additional activity each week outside of school.</li> <li>Increased sustained engagement with external partners such as Quarriers and sports clubs.</li> </ul>	May 2024
2	<p>What we are going to do.</p> <p>Develop a Participation Policy , that includes a Student, Parental and Community Engagement Strategy. This will focus on three main areas –</p> <ol style="list-style-type: none"> <li>Pupil Voice</li> <li>Parental Engagement</li> <li>Wider Community partners Involvement</li> </ol> <p><b>We will continue with our Family learning programme.</b></p> <p>To support parents and carers and enable them to develop the skills, knowledge and confidence to effectively support their young person more effectively in school. Within the programme parents and young people will work in parallel on a variety of activities and come together at planned points to share learning. The parents group will be led by a CLD partner with expertise in an adult leaning while the young person’s group will be led by the Inclusion Officer. Both groups will focus on building positive relationships between parent and young person. Areas covered within this programme include Getting to know you exercises, up to date teenage stresses, exploring the teenage brain and developing an understanding around this, exploring issues around being a parent and developing skills and strategies to manage relationships at home.</p>	<p>PB (DHT) LS</p> <p>S Irvine (Inclusion Officer)</p> <p>CLD partner</p>	Commence November 2023	<ul style="list-style-type: none"> <li>Young people are better able to manage personal, social and formal relationships. (YLS Outcome 2).</li> <li>Young People are better able to identify challenges and work together to improve family relationships</li> <li>Parents increase confidence in supporting children’s learning</li> <li>Families are better able to identify challenges and work together to improve family relationships.</li> <li>Partnerships are sustained and participating in planning of the schools improvement.</li> <li>Increased Participation in the parent council and school community.</li> </ul>	<p>February 2024</p> <p>May 2024</p>

	<p>Why we need to do it.</p> <p>For some of our young people their relationships with their parent is a barrier to them successfully engaging with learning. We will work in partnership with our local community to plan for a approach to learning and wellbeing that builds for improved outcomes.</p>				
3	<p>What we are going to do.</p> <p>Continue to develop a culture of inclusive practice in the school;</p> <ul style="list-style-type: none"> <li>• Embed our nurturing approach across the whole school and continue with targeted support in both the Nurture Base and Support for Learning Dept.</li> <li>• Extend Nurture training for all staff; staff training on Nurture Principle 6 &amp; 3. Continue to work on Nurture Principle 4.</li> <li>• Work with staff and young people to maintain the set of expectations around Safe (in school) and Respectful (relationships) that are exemplified in the Respectful Relationships Policy – weekly focus from Teacher Toolkit.</li> <li>• SLT to regularly drop into classrooms to engage with the students around their learning experiences.</li> </ul>	<p>PB (DHT)</p> <p>B McM Teachers</p> <p>Young people</p>	<p>From August 2023</p> <p>Feb 2024</p> <p>Dec 2024</p> <p>From Sept 2024</p>	<ul style="list-style-type: none"> <li>• All children feel valued and are achieving their potential.</li> <li>• All young people feel able to challenge discrimination and intolerance</li> <li>• All staff and partners model behaviour that promotes and supports the wellbeing of all. All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleagues Survey staff and young people to baseline how they feel included within the school.</li> <li>• All staff and partners take due account of the legislative framework related to wellbeing equality and inclusion.</li> </ul>	<p>February 2024</p>
	<p>Why we need to do it.</p> <p>Not all young people in the school feel valued and are achieving their potential. Not all young people show consideration for others and demonstrate positive behaviour and relationships. Not all staff understand their role and responsibility in supporting learner health and wellbeing. We need to develop an increased understanding around the language of Nurture and embed this into our everyday practice.</p>				<p>May 2024</p>

4	<p>What we are going to do.</p> <p>Continue to embed the House System &amp; Championship into the school calendar.</p> <ul style="list-style-type: none"> <li>Establish house mentor staff for each house ( two members of staff for each house)</li> <li>All departments should provide a subject based challenge to be incorporated into the whole school calendar</li> <li>Organise and plan funding for House Championship Reward</li> <li>Plan a final championship event/celebration.</li> </ul>	T Anderson	Ongoing August 2023	<ul style="list-style-type: none"> <li>All departments identify and run activities that contribute to the House Championship</li> <li>All departments have Positive Recognition notice boards/displays to celebrate success of young people</li> <li>The achievement and contributions of all young people are recognised and shared.</li> <li>A wide range of young people take part in House activities</li> </ul> <p>Both staff and pupils report a sense of belonging to their House</p>	February 24
	<p>Why we need to do it.</p> <p>We need to continue to develop the culture and ethos of the school and develop a sense of belonging with young people and staff.</p>	PTs			May 2024
5	<p>What we are going to do.</p> <ul style="list-style-type: none"> <li>Continue to develop our celebration events across the school to include the celebration the wider achievement activities of the students.</li> <li>Develop our system to record the wider achievements of students that allows us to link with partners and parents.</li> </ul>	T Anderson	<p>January-June 2024</p> <p>Jan -April 2024</p>	<ul style="list-style-type: none"> <li>BGE and Senior Phase celebration evenings take place that focus on endeavour as well as academic excellence linked to school values. Involving the wider community of Hawick.</li> <li>All students report that they feel valued and that their efforts are rewarded.</li> <li>Evaluations on progress made</li> </ul>	February 24
	<p>Why we need to do it.</p> <p>We need to continue to celebrate the achievements of all of our young people to make them feel valued within our school.</p>				May 2024



**Ongoing Improvements 2023-24**

Process		Progress Tracker		
Improvement		Strategic lead	Measures of Success	Expected completion date
<b>1</b>	Showbie Pared reading for targeted young people Weekly literacy lessons	HT/ PT Languages	<ul style="list-style-type: none"> <li>Continue to use Showbie in S2 reporting</li> <li>Reading ages for all targeted young people will improve</li> <li>Spelling ages of all targeted young people will improve</li> </ul>	Ongoing to June 24
<b>2</b>	#SBCWay Numeracy; Success@Arithmetic for targeted young people Sumdog adaptive learning programme for all S1&S2 students	HT/PT Numeracy	<ul style="list-style-type: none"> <li>Improved numeracy skills of all targeted young people.</li> <li>S1 and S2 students will have regular, relevant, individual targets to achieve, based on diagnostic assessments which will enable them to demonstrate progress made towards achievement of a level</li> </ul>	Ongoing to June 24
<b>3</b>	Continue Student Forum	DHT Support SW and CW	<ul style="list-style-type: none"> <li>Young people are better prepared for the transition from P7 –S1</li> <li>Teachers have a more comprehensive understanding of the abilities of young</li> </ul>	Ongoing to June 24

			<p>people moving to high school and can better support them</p> <ul style="list-style-type: none"> <li>• Parents are more secure in their child's move to high school.</li> </ul>	
<b>4</b>	Maintain and develop the Tracking system – BGE and Senior Phase	DHT - BMcM	<ul style="list-style-type: none"> <li>• Tracking spreadsheet to support young people and put in interventions for the Senior Phase.</li> <li>• Target Young people at risk of underperforming and put in a series of interventions to support them Identified group of young people.</li> </ul>	