HARRIS ACADEMY

SCHOOL IMPROVEMENT PRIORITIES | 2024 - 2025

PROGRESS

- Improve attainment
- Implement our tracking & monitoring system in the Broad General Education
- Develop our refreshed whole school approach to Numeracy and Literacy in the Broad General Education
- Develop study methods at all stages

PARTICIPATION

- Implement a revised home learning strategy
- Embed our Standard for High Quality Learning, Teaching & Assessment
- Improve the experience for all learners
- Embed pupil voice at all levels

PRESENCE

- Reduce latecoming
- Implement our Harris Standard for Health & Wellbeing
- Improve Attendance

SCHOOL IMPROVEMENT PLAN

RESPECT EQUALITY ENJOYMENT ACHIEVEMENT

Improve attainment (3.2)

- Monitor the progress of all young people in S4 during the first year of our amended (7 National qualifications) curriculum.

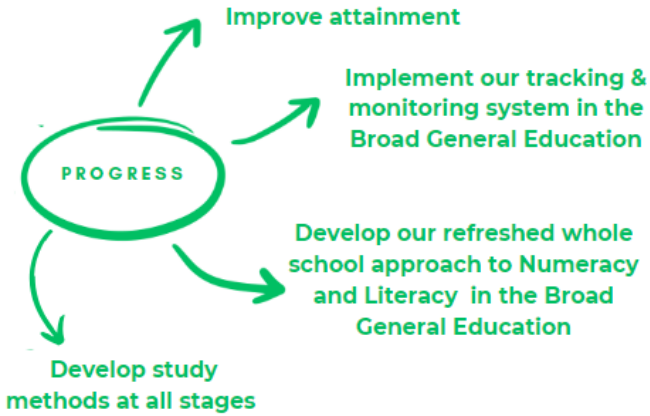
- Ensure all young people have at least 5 qualifications by the end of S4

- Identify specific areas for improvement based on the release of INSIGHT in September

- Increase the number of young people who achieve Level 3 or better by the end of S3, particularly young people who are from SIMDQ1, Care Experienced and ASN

Implement our tracking and monitoring system in the Broad General Education (2.3, 3.2)

- Ensure we have a robust tracking system that will impact on outcomes for learners in the BGE at classroom, department, and whole school level



Develop our refreshed whole school approach to Numeracy and Literacy in the Broad General Education (2.3, 3.2)

- Implement a 'Literacy Standard' across all departments

- Ensure all departments have, and use, a subject-specific word bank

- Audit Literacy and Numeracy Es and Os coverage across all departments

- Reintroduce our Numeracy strategy

Develop study methods at all stages (3.2)

- Agree standard, consistently used study techniques for use across all departments
- Offer a 'Study Hall' for young people to access at lunchtime and after school which is pupil-led
- Offer a course planner for all subjects at all levels

Implement a revised home learning strategy (2.3, 3.2)

- By October, have a revised policy, with all stakeholders' views taken into consideration, in place that is in full operation

Embed our Standard for High Quality Learning, Teaching & Assessment (2.3)

- Ensure all staff are fully aware of the key components within our Standard to enhance the consistency of approach observed throughout the school
- Offer appropriate CLPL to support the consistent use of the Standard
- Promote the Standard via improved visuals on display across the school and in every classroom
- Create and use a Microsoft Team for all individual classes in all year groups

Embed pupil voice at all levels (1.3)

- Ensure pupil voice is at the heart of classroom, departmental and whole school improvement processes
- Strengthen our current pupil voice model to incorporate a Pupil Parliament include groups such as Pupil Voice, UNCRC, LGBTQ+, Wider Achievement and Learning & Teaching groups

Improve the experience of all learners (1.3, 2.2, 2.3)

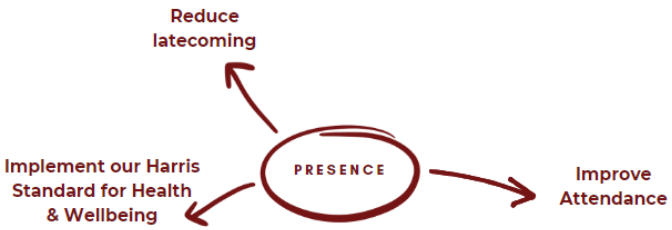
- Increase the number of social events for all year groups
- Review the S2 elective programme and decide whether there should be a place for School of Sport (and/or Expressive Arts)
  Complete a final review of our current RfL policy and increase the priority level of recognising positive behaviours in learning

Reduce latecoming (3.1, 2.3, 3.2)

- Agree shared messaging to staff, young people and families as to the negative impact of latecoming
- Implement a 'payback' system to account for lost learning

Implement our Harris Standard for Health & Wellbeing (3.2)

- Agree a process to track the wellbeing of all young people in all year groups and ensure appropriate interventions as a result of the collected data
- Reintroduce Mental Health First Aiders



Improve attendance (3.1, 2.3, 3.2)

- Review attendance policy
- Improve engagement to increase attendance
- Appoint a dedicated attendance team to focus on improved attendance (generic and targeted groups)
- Use P7 data effectively to work with young people with attendance concerns during their transitionary phase
- Arrange dedicated time for the Guidance team to focus on attendance and raise the expected impact on attendance tracking
- Agree a data set and tracking process
- Implement a registration period and ensure attendance monitoring is central to its purpose (for session 25-26)