



Faculty Improvement Reports Review of Session 2022-2023

Modern Languages Faculty

Learning & Teaching Three Year Plan

- The key priorities for the Modern Languages Faculty identified at the beginning of the session centred on digitalisation. Resources are now streamlined across the faculty through an improved use of Teams - allowing staff to more effectively manage, collaborate on and upload resources. This has not only led to a more manageable workload for staff, but has ensured consistency of learners' experience across all classes.
- Course planning as well as Tracking and Monitoring processes have also been updated through digital means to allow for a broader scope of lesson plans, learning intentions and success criteria. This has improved teamwork within the faculty and a broadening of ideas from staff around the delivery of material and the use of a variety of different media which can be used to create engaging, effective lessons.
- On-going evaluation of the BGE curriculum. Due to a number of factors including the effects of online learning in primary schools during the pandemic and the changing dynamic of young people, the BGE curriculum has required some development in relation to suitable delivery, relevance to national benchmarks, and assessment criteria. This has led to an improvement in the pitch of lessons, ensuring each topic is more accessible to every learner.

Professional Learning and CLPL

- Developments in relation to the above have meant that professional learning has had to take place to support staff members. Within Faculty classrooms, daily teaching and learning has become more digitalised with the use of Showbie, PowerPoints and other apps increasingly used to deliver lesson material. This has allowed for a move away from the dependence on previously used paper booklets. Professional learning around the accessibility features of the iPad has also taken place to develop staff skills to support learners with varied needs. This has meant young people have experienced improvements in their classroom experience. Lessons are managed, chunked and varied

to suit learners' needs. The reduction in the use of paper booklets has also helped manage faculty budgets. Lesson observations have highlighted the positive impact these developments are having in Faculty classrooms.

- Professional learning twilight sessions via Inspire school links have supported staff to develop the skills required to take forward the Faculty initiative of developing DYW work related practices and to build the four key languages skills into learning. Initiatives have included setting up a pen pal and video link with partner schools to develop both talking and writing skills.
- NQT staff dedicated a significant amount of supported professional learning time on Practitioner Enquiry and individual teacher PLPs to develop their skills and knowledge. Staff skills and knowledge were further developed through the use of an assigned Practitioner Enquiry coach, attendance at twilight sessions, observations and in-school mentor meetings. Lengthy reflections on the impact of this professional learning on teaching and learning were highlighted in both interim and final profiling.
- All Faculty staff participated in the 2022-2023 whole school SEIC Research Schools programme with a focus on either Questioning or Improving Positive Behaviour.

Faculty Focus Groups

- The Faculty felt it important this year to ensure learners were positively recognised at all levels. Departmental Recognition Boards were created and staff regularly email home positive updates with the aim of ensuring that at least one junior and one senior pupil is recognised each week. In addition, the Faculty PT has ensured that school social media is regularly updated with examples of good work to showcase what learners are achieving and producing within Faculty classrooms. Feedback from staff suggests these strategies build learner confidence as a result of the recognition of their work and improve staff morale.

Attainment Data

- BGE Assessments have been tailored to ensure assessment data provides staff with a clear picture of progress, attainment and next steps. Further work needs to be carried out in session 2023-2024 in relation to the specifics of grade related criteria.
- Through data analysis at key points in the year, namely November and March, Senior Phase data highlighted the following points: Performance in the Speaking elements are slightly above average, with Reading, Writing and Listening lower in comparison to comparator school and national averages. However due to small presentation numbers, data interpretation was challenging. There is a shared understanding, however, that Modern Languages uptake - following national patterns - is decreasing and so curriculum

design and other strategies must be considered in the future to increase uptake and improve attainment.

HE and PE Faculty

Learning & Teaching Three Year Plan:

Showbie:

As per last year's plan, Showbie has continued to be used across both departments. Teachers continued to develop their competency and confidence in a variety of ways, for example completion of work, pupil reviews and analysis tasks. It will continue to be a standing development item in both BGE HE and PE.

Next steps: Ensure a variety of teacher feedback methods are fully utilised at least once per term through Showbie.

Celebrating Success:

The HE Dept have regularly showcased lesson topics and learners' achievements this session through social media. These posts have helped to create a further buzz around the work of the department, in particular the learning taking place in the BGE. Engagement with these posts is high with the local community really getting a feel for the work of the department.

The PE Superstars Board allows learners to have their names up over a term for demonstrating our school values in lessons or Extra Curricular Sport. In some cases, learners have managed to appear on more than once occasion! Linking to the school values affords all learners the chance to shine.

Next steps: In 2023-2024 we will engage with learners to discuss other methods of capturing their achievements.

Professional Learning:

Professional Learning this year for most staff has been around school priorities including through Practitioner Enquiry and the Research Schools process, with a focus on supporting learner behaviour and relationships. Some staff have also undertaken roles of responsibility in both Guidance and English/RMPS to develop experience to further their career ambitions.

Both HE & PE have shared concerns about the lack of subject specific Professional Learning being provided for teaching staff. The lack of Understanding Standards events for HE subjects was a major disappointment. The re-introduction of Cross Schools Day for 23/24 has been unanimously welcomed.

Next Steps: Staff in both departments to attend Understanding Standards events early in session 23-24 to further develop knowledge and delivery of best practice.

BGE Learner Experiences:

HE Learner Experience:

This session HE staff continued to develop work in the BGE to develop learners' skills, abilities and enjoyment. A key focus was the introduction of mini topics in S2, including nutrition, dietary needs and contemporary food issues such as Fair Trade and Farm to Fork. Another development in S2 has been the introduction of more personalisation and choice within project briefs. This is allowing learners to create the same dishes, but with variation to suit their own tastes and or dietary needs, thus further increasing engagement.

PE Learner Experience:

Use of Microsoft Forms has been useful in gathering learner voice to shape provision moving forward. A good example of this was S3 indicating they wanted more class competition and also class crossover. This allowed us to plan blocks where classes played a variety of activities against each other. It also helped inform feedback from groups about what activities they enjoyed for considering future provision.

A key element of last year's plan was to introduce new experiences for learners within the BGE. This was achieved through offering new activities key points including lacrosse, re-introducing creative dance to the S1 programme and providing more inter-class challenge for S3. A delay in the rollout of the SportScotland School Sport award has meant that the introduction to the school sport council has been extended into the new session.

Next Steps: Develop an updated PE Literacy resource to support BGE learners. Using the HE Literacy mat approach may be a useful template for this task as it is well established and an excellent resource.

Attainment (Senior Phase):

Senior Phase attainment continues to vary in range with presentation and success from Level 3 to Level 6 in both departments across the suite of courses offered. In most cases, learners are able to generate evidence or complete final assessments to attain to a level they are capable of. It should be noted that in session 22/23 we did have a number of S4 learners who failed to achieve overall course awards due to attendance and engagement in both the PE and HE Departments. With a new plan in place regarding earlier tracking in senior phase we should hopefully be able to reduce this.

Next Steps: Feedback to the Tracking and Monitoring group regarding the requirement for the need to overhaul how we report on "Next Steps/Recommendations for Study" and link this to attainment to provide better information for the Tracking and Monitoring process leading into Senior Phase Coursing

Development of New Courses:

Physical Education: Uptake of PE at National and Higher Level continues to be strong, with 3 National classes and one (large) Higher class scheduled for session 23/24. This (in some part) is validation of the experience learners gain prior to this phase of education.

A decision to extend the choice of Sport & Recreation (Skills for Work) to S4 for the new session has seen a significant uplift in numbers who wish to take this opportunity. A strong indicator of a desire from learners for more learning opportunities in the PE Department.

A further new addition to course choice at S3 has been the timetabling of the Level 4 Developing Player Programme (Rugby Union) for 3 periods a week. This was previously offered outside of timetabled lessons, but often proved difficult to manage the work required. The new course is delivered by Murray Hastie (Rugby Development Office) and supported by Scottish Rugby and Borders College. Uptake has been strong across both boys and girls. Following this pilot, the possibility may exist to add Level 5 in session 24/25.

A HWB Course has been created for a small group of learners to maximise their learning experience and potential for attainment across a range of awards.

Dependent on development in Senior Phase qualifications from the Hayward Report, there is scope for another offering at Level 6 in session 24/25, potentially NPA Achieving Excellence in Sport.

S1 Project Based Learning in PE is now firmly embedded into the programme, with a focus on delivery through the Sport Education Model. This is designed to develop Leadership, Responsibility and Creativity in the group through the opportunity to fulfil a range of roles in each block and a broad range of tasks.

Next Steps: There may be an interim option of additional Timetabling of an SQA HWB award for those learners with significant Work Experience/School Service on their timetable if appropriate. Further Senior Phase planning for session 24/25 will be heavily influenced by decisions from ongoing reviews. From these reviews we would hope for a broad range of courses (both academic and vocational) to be maintained and/or developed moving forward for the next 5 years and beyond. This will always have our learners needs as the priority.

Home Economics:

Uptake of National Courses is a huge positive, with the subject oversubscribed in the Senior Phase. The new session will see 2 National HFT classes, 1 Higher class, a National 4 Practical Cookery group and a National 5 Cake Craft. The success of this uptake continues to be the value placed on the BGE experience by learners - with recognition of the excellent experience learners get in the S3 Elective. The experience in this course innovative and hugely engaging for our learners. The staff have created a superb learning experience.

Introduction of other options in the learning pathway continues to be considered. Fundamental to this would school capacity to deliver in terms of staffing. Budget is also always a consideration for probable future provision due to the requirements around equipment/professional kitchen access.

A hugely positive step this session was S3 completing the REHIS Elementary Food and Health Course at SCQF Level 5. Over 30 learners developed their knowledge and studied hard for the final test in Early May 2023. Thank you to the HE staff for facilitating this opportunity and supporting S3 in their success.

Next Steps: A continued conversation about future opportunities in the HE Department in line with pupil demands and ambitions in terms of Senior Phase Opportunities.

Use of Data:

Teachers in both Departments continue to access data to support learning. The introduction of Knowing our Learners profiles for transition has been a useful tool in getting to know new S1. House Updates are also now an incredibly useful tool to support teacher knowledge of ongoing Pastoral issues as and when appropriate. The work of staff in pulling these together is much appreciated. Furthermore, staff continue to utilise NSA data and in-house data to inform their practice, progression and interventions for learners.

In Senior Phase, we continue to investigate our attainment data from both Prelim performance and final SQA Exams. To support knowledge development and evidence of learning, there has been an increase of class tests across both subjects and levels to have reflective data for the benefit of staff and learners.

Future attainment in PE is a slight concern moving into the new session with the re-introduction of a second graded performance at National 5 and Higher. We have a considerable number of learners who are one sport specialists and the last three years have benefited from previous Covid mitigations. Now these have been removed, we have already taken steps to adapt provision and have a focus on skill development tasks for those identified.

Next Steps:

- Higher and National PE will require adaptation to support learners access to practical marks. As such we will be using the extra Higher period as a Performance Development Period. In National PE, we will increase the number of activities we teach through and work intensively to upskill those with only one recognised activity.
- Reduce amount of No Awards in both subjects - achieved through earlier move towards to Units only or change of levels. This will always be supported by robust evidence and the proposal to bring Tracking forward before Christmas.

Expressive Arts Faculty

Learning & Teaching Three Year Plan

A challenging year in terms of staffing has impacted the progress made with the Faculty Improvement Plan and has created new challenges to be tackled next session. Due to a long-term absence in Art & Design, senior phase pupils were prioritised to ensure completion of National Qualification courses. BGE pupils did not therefore receive the consistently high-quality learning and teaching that they would have in normal circumstances. Unfortunately, this is reflected in the Art uptake for session 2023-2024 S3 and S4 courses. It is also anticipated that this will also have affected S2/3 pupils' development of knowledge and skills and is an area that Art staff will need to address as a priority in the 2023-2024 session.

Despite these challenges, progress has been made within the following areas:

Digital Technology & Lesson Structure

- The implementation of Showbie across all S1-3 Art and Music classes has embedded digital technology within day-to-day teaching. Most learners are confident in using their devices and regularly bring them to school. This has improved consistency in expectations & lesson delivery.
- Many pupils have been using the Portfolio tool to showcase best work, but more needs to be done over session 2023-2024 to improve parental engagement in relation to this.

Parental Engagement & Communication

- Session 2022-2023 has seen improvements across the Faculty in relation to regular communication with parents/carers regarding senior pupil progress throughout the year and particularly around coursework submission deadlines to ensure pupils have every chance to succeed and achieve of their best. This has impacted positively on pupil engagement and ensured a good turnout for Easter Study sessions. Session 2022-2023 has also seen an increase in learners coming in during exam leave to complete outstanding units and being dual presented for courses.

P&C & Supporting Learners

- It is clear Faculty staff have good relationships with learners and in particular many challenging and/or vulnerable pupils due to the supportive and nurturing ethos of the Faculty and the range of courses and extra-curricular activities/opportunities which are offered to allow learners to achieve and feel valued.
- Learner Voice has been used throughout the year to gather pupil feedback on Learning and Teaching and to allow pupils to feel part of the planning process.

Positive Classroom Environment & Relationships

- Faculty led (Music Department) Christmas concert, Open Mic night and various drama productions have been successful this year in showcasing and celebrating learner talent.

Improving the BGE Curriculum

- A BGE exam for S3 learners focusing on the written aspect of the course was introduced. This has helped encourage learners to revise and consolidate their learning as well as preparing them more effectively for the Senior Phase.

- Introduction to Art - Why do we study Art? Developed for S1 by J Bonnar with links to Careers and Career research tasks. This has improved learner engagement and improved learner knowledge and understanding of the relevance of the subject and the role of art and creative skills in the world of work. This has therefore further improved learner knowledge of possible career paths and developed learner aspirations.

Improving the SP Curriculum

- Implementation of Visual Benchmarks used within Senior Phase Art & Design and Fashion & Textiles courses made clear to learners the standard expected for each level and facilitated the setting of high expectations for learners.
- Increase in use of written exemplars/model answers used with Art & Design and Fashion & Textiles. This has supported pupils with the written elements of courses and learners are now more confident in this area.

Social Subjects & Business Studies Faculty

Learning & Teaching Three Year Plan

Improving Classroom Experience and Learning and Teaching

All Faculty staff continued to work on their Learning, Teaching and Assessment practices by following the KHS 'What does an Excellent Lesson Look Like?' document. Staff are building on previous years' work by ensuring all lessons have starter/learning intentions and success criteria so that pupils know what they are learning and what success looks like. Retrieval practice also takes place on a regular basis. From Faculty discussions, it has become clear that an increasing number of BGE pupils struggle with literacy skills. Faculty staff are therefore building up a bank of comprehension tasks which pupils and staff read together and pupils then answer questions with an emphasis on definitions and grammar. This is not only designed to improve Literacy skills, but to develop learner knowledge and understanding to support with transition to Senior Phase.

Professional Learning

All Faculty staff carried out their Practitioner Enquiry as part of the whole school SEIC Research Schools 2022-2023 project. The focus was either on Questioning or Improving Positive Behaviour. All staff have produced detailed, research driven pieces of work which demonstrate the impact of these enquiries on classes or across the wider school. A number of Faculty staff showcased their Practitioner Enquiries at a whole school Celebration and Sharing event in June 2023. All Faculty staff also participated in a number of Showbie Support sessions to further develop their skills in this area.

Digital Technology

Faculty staff have continued to develop their digital literacy skills with some major progress. All staff are now using Teams in order to organise resources for pupils in Senior Phase courses so that all learners can now access all required resources, assessments and revision documents in order to be able to attain at their highest level. This has led to improvements in attainment and greater consistency across the Faculty. All Faculty Staff have made significant progress with Showbie over the course of this session. This has led to improvement within S1-S3 classes in the organisation of assignments and allows pupils to have ready access to materials. A next step for session 2023-2024 in relation to Showbie is to increase parental engagement.

Attainment Data

The Faculty response to rigorous analysis of SQA Insight data has seen Faculty staff undertake a number of improvement initiatives. These have included visiting other school departments, engaging in moderation activities and improving their knowledge of SQA standards. In addition, staff have spent greater time and focus on the importance of exam technique and this has been shared on a regular basis with pupils.

Staff have made great efforts this year to contribute to a Faculty Tracking and Monitoring system for both BGE and Senior Phase classes. This tracks all assessments in detail and allows interventions to be put in place in order to raise attainment. Interventions have included an increase in contact with home and targeted classroom support.

Positive Recognition

Staff have continued to recognise pupil efforts in class on a regular basis with the continued use of Recognition boards in both Social Subjects and Business Studies. Together with emails home, the showcasing of learner achievements and attainment on Social Media and the use of the merit system, learners' achievements have been recognised and celebrated throughout the session.

Developing the Young Workforce

Staff have continued to promote links with the World of Work by encouraging links with business and other workplaces. This has been embedded within course topics. Modern Studies has continued to promote links with Police Scotland and Saughton Prison as well as having guest speakers from journalism backgrounds such as Oliver Wright and Glenn Campbell from the BBC. History has developed links with Paxton House and Business - as well as S3 carrying out their Enterprise projects - has engaged with The Social Enterprise company and Tempur Mattresses.

English and RMPS Faculty

Throughout session 2022-2023 there were various challenges, including staffing changes, rotation of temporary PTs (and some uncertainty about the future of the position), as well as the standardisation of our BGE curriculum in relation to content, mode of delivery and assessment. However, despite a challenging year, we have made progress in the following areas:

Learning & Teaching Three Year Plan

The English Faculty have created a new Curriculum Plan for BGE classes This has invigorated and standardised Faculty approaches to teaching and learning and was informed by discussions with S1/S2 pupils. The Curriculum Plan includes lesson content, teaching suggestions, assessment frameworks and scaffolded tasks to promote learner understanding, success and attainment. Course outlines have been organised on a half termly basis which supports pupil learning, but also provides development clarity and support to staff members who have input into further/future development, successful learning ideas/interventions and classroom management principles. We have committed protected time to teaching team planning sessions- e.g. S1 Teachers planning course resources, assessment, rubrics and reviewing in 'real time'. This will be better supported in session 23/24 with unit reviews conducted with all teaching classes per unit. Next steps will see a session 23/24 faculty focus on Transition information between all year groups through portfolio evidence gathered, alongside class teacher communication and informed by use of P & C data and information.

Digital Technologies

- Throughout session 2022-2023 class teachers worked to become familiar with Showbie and to embed the use of digital technologies into day-to-day teaching with BGE classes. This was challenged by technical difficulties with accounts, but by May/June 2023 all class teachers had established BGE Showbie classes. This has allowed a healthy transparency amongst class teachers and facilitated the sharing of resources, enhanced the application of marking and increased the accountability of work completed by students.
- The use of Showbie for examination classes at both National Five and Higher is being trialled by BCL to allow a comparison between Showbie and Teams in relation to the allocation of tasks and organisation of assessments.
- Teams continues to be used at Senior Phase to organise learning materials.

Lesson Structure

- Session 2022-2023 saw a Faculty focus on routines: Meet & Greet, Starter, Learning Intentions, Success Criteria, Plenary, class dismissal and expectations and standards within the faculty area. Over the year this has progressed in a positive direction and session 23/24 will see a further focus upon aspirational and excellence expectations within English & RMPS classrooms.
- Next steps for session 2023-2024 will see a Pedagogical focus - faculty planning focused upon pace and challenge of lesson content, consideration of all learners (P&C inclusive) accessing learning through thoughtful scaffolding and carefully selected materials.
- Next steps for session 2023-2024 will also include further development of course outlines and resources containing shared / developing / exploratory starters & learning activities to compliment, engage and extend learning as well as further development in relation to activities and learning relating to Reading, Writing, SPaG, Talking and Listening.

Parental Engagement and Communication

- Session 2022-2023 has seen the introduction of a frequent & standardised approach to parental emails - celebration / praise and concerns. All Faculty staff have applied the KHS agreed standards and method in relation to email communication.
- Next steps in relation to session 2023-2024 will include development work relating to the use of Showbie's Portfolio feature to share learner progress with parents/carers.
- Session 2023 - 2024 will also see the introduction of a Performance Evening,

P & C Supporting Learners

- Inset time was spent familiarising class teachers with P&C information.
- Session 2023-2024 will see the co-ordinating and sharing of P & C and relevant pastoral notes within an internal -Faculty document.
- Embedded use of iPad assistive technologies within classes - through personalisation of iPads

- Session 2023-2024 will see targeted teaching, facilitated by co-ordinating and communicating teaching content at both BGE and SP

Positive Classroom Environments / Relationships

- Faculty have continued to work on embedding our school values within day to day classes. Significant time has been spent in Faculty Meetings addressing expectations in relation to behaviour and attainment within Faculty classrooms.
- Highlighting and celebrating success through display boards in both classrooms and corridors.
- The introduction of Broad Band Setting in S2 - mirroring the Mathematics Department - has allowed for high expectations and targeted teaching and support.
- Session 2022-2023 also saw significant time spent conducting Learner Voice sessions where feedback and ideas were used to inform planning and improve relationships.

Improving the BGE Curriculum

- The collation of Learner Voice in session 2022-2023 saw young people input to session 23/24 course outlines, with continued unit review and contribution. Our 2023-2024 focus is to normalise young person input- through frequency and presence of Learner Voice within the faculty.
- Session 2023-2024 will also see closer working with primary colleagues - observation, sharing of good practice, assessment discussions. BCL has extended an invitation to cluster heads to forge a meaningful and purposeful link with, in particular the P6 to S2 curriculum.
- Significant links with the wider community have been established. S1 link with Floors Castle has exacerbated the exploration and craft of travel writing, S2 link with Abbotsford- Witch Corner.

Improving Senior Phase Curriculum

- Dual entered a number of students at National 4 & 5 to allow for best chance of attainment success.
- The majority of S4 students gained National 5 Literacy, whether they were sitting National 4 or 5.
- Internal and cross-regional verification and moderation of both English & RMPS Senior Phase assessments.

- Session 2023-2024 course outlines structured with standardised internal assessment points with in-house moderation built in.

Professional Learning / CLPL

- All faculty staff participated in the KHS whole school SEIC Research Schools Practitioner Enquiry programme with a focus on either Questioning or Improving Positive Behaviour.
- All English staff participated in Professional Learning Development sessions alongside Dr Mackenzie of Abbotsford and Dr Thompson of Floors Castle- collaborating on creation of learning materials and focus.
- Collaboration with Aberdeen University researcher Anna Fancett.
- BCL has attended School House sessions, Showbie workshops to support Showbie roll out.
- All Faculty staff have participated in whole school Showbie Support sessions.

Learner Voice / Learner Focus groups

- BGE focus groups to inform curriculum planning were facilitated throughout May 2023 and will continue throughout session 2023-2024.

Lesson observations

- Observations of all faculty by acting PT English / RMPS throughout the session.

Attainment data

- A focus for session 2023-2024 is to improve Literacy attainment levels at BGE- through targeted teaching with some changes to learner placement.
- Session 2023-2024 National 5 classes are now structured in a set structure- with particular focus given to improvement from the borders of 3-2, 5-4 and those of 7 and below and to allow for targeted and earlier support for those learners to allow them to secure a pass or explore an alternative pathway.