

**“Our Learning community unites to create an inclusive environment where every young person can achieve their full potential as: Together Everyone Achieves More”
“Work Hard & Be Kind”**

CEC Vision

A fairer, healthier, greener future for everyone, where learning for life happens at school, in the wider community, at home and in the workplace.

In 4 Years time...

4 Years from now, QHS will host its 2nd Learning Festival. Invited guests will arrive to learn about the positive outcomes our approach to education has had on the young people within our school. We will demonstrate a collaborative approach to education, and be able demonstrate how our excellent partnership working has allowed us to best meet the needs of all our learners and achieve our 5 year targets.

Curriculum Rationale

Learners at QHS will experience a curriculum that gives opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and excel beyond school to enable them to contribute successfully to our ever-changing world.

Learning @ QHS

Learning & Teaching (AC) (SIG 1)

Curriculum (BL) (SIG 2)

Family Learning (AC)

“This year QHS will continue to focus on ensuring that all our learners experience appropriate and high quality pace and challenge in all their learning experiences. We will ensure that effective Professional Learning is available to all staff. We will undertake a robust and comprehensive review of our curriculum through both a rigorous consultation with all stake holders and looking outwards to work with partners.

Outcomes @ QHS

Tracking & Monitoring (BL)

Quality Assurance (AC)

“This year QHS will continue to deploy a range of universal and targeted interventions in order to help pupils achieve their full potential. Strategies and interventions for improving outcomes will continue to be data driven through significant enhancements to our Tracking, Monitoring and Reporting systems. Feedback and tracking of behaviours through Class Charts will be more focused on our values and expected behaviours. We will continue to improve our practice through rigorous quality assurance.

Inclusion@ QHS (SIG 3)

Equalities (MG)

Relationships for Learning (MG)

Whole School HWB (KM) (SIG 4)

“This year QHS will continue to develop inclusive practice across the school community. We will improve our Equalities strategy continuing to develop our UNCRC Rights Respecting journey and LGBT Charter as well as expanding other Equalities Themes. We will have a clear focus on supporting ALL our learners and their families through our continued development of our Relationships for Learning Policy with a key focus on pathways of support. We will develop a clear focus on Whole School Health and Wellbeing Strategies ”

QHS – What are we going to improve this year?

How will we measure impact?

QHS Improvement Plan 2022-2023

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Family Learning – We will support parent/carer engagement with the curriculum to build confidence in supporting their young people’s learning.

Learning, Teaching & Assessment – We will embed our QHS Learns approach whilst continuing to focus on ensuring appropriate pace and challenge for all learners. We will increase the quality and quantity of digital experiences for young people as we work towards the digital schools award.

Curriculum - We will engage all stakeholders in a comprehensive review of our current curriculum model, focusing on pathways, the experience of learners in the BGE with a Particular focus on Pace and Challenge.

Tracking & Targeted Interventions – We will action feedback from session 2022/23 to improve the quality of our tracking and monitoring systems – Tracking reports, Class Charts & appropriate interventions.

Outcomes – We will make data available earlier, more regularly and support with targeted interventions throughout the session.

QA – Staff at all levels will be clear on dept and whole school targets early in the session. Staff will follow our agreed QA calendar to ensure consistency of practice across the school

Relationships for Learning- We will improve and have a clear focus on the QHS Relationships for Learning Policy including our Nurture approach to supports.

Equalities – We will continue to develop our commitment to UNCRC Rights Respecting and LGBT Charter. We will improve our process and procedures for dealing with and actioning more positive outcomes in relation to discriminatory and bullying incidents.

Whole School HWB – We will audit responsibility for all through the HWB curriculum. Introduce Mental Health 1st Aiders and start the MVP programme.

Collation of SAMR documents
Survey of strands of digital school award
Tracking of engagement with Edinburgh learns digital CLPL.
Curriculum audit evidence
Pupil and staff surveys (LTA)
ELT Learning Walk Observations
SLT Learning Rounds (Oct and May)
Collaborative Classrooms Programme
QHS Learns (Including new QHS Learns Hub)
[SIP Teaching Learning & Assessment.docx \(sharepoint.com\)](#)

Tracking interventions levels and their impact.
Comparison of April surveys from 2023 and 2024 of questions relating to tracking and monitoring.
Clear evidence of completion of QA tasks, ELT feedback that system is more supportive.
Launch of home school partnership planning

Evidence of Impact Folder – LGBT Charter
Evidence of Impact Folder – UNCRC Rights
T&M SEEMiS bullying and Equalities – QA
Track and monitor staff use of Class Charts – referral system to support RfL
CIRCLE document pathways resource and interventions document with Whole School Nurture Resources
SfL / Sfp/ WBH and ESB supporting pathway 1-3 interventions measured through engagement, attendance and positive outcomes – Using the CIRCLE document to evidence impact
Pupil/ Staff / Parent/Carer and Partners surveys/ focus groups
Audit tool for HWB – whole school

How we will achieve these targets and who has overall responsibility

Target	Responsible	Timescale	Tasks/ Interventions	Progress 1 (January)	Progress 2 (May)
We will launch our QHS Collaborative Classrooms programme	DHT Lead/ SIG/ All teaching staff	Sept 2023 & April 2024	Each member of staff will be paired with a peer to engage in two rounds of lessons observations focused on an identified personal focus, linked to the QHS Learning Standard.		
We will create our QHS Learns Together Standard	DHT Lead/ L&T Leads/ SIG/All staff/ Pupil focus groups	By Sept 2023	Staff and learner consultation.		
We will embed our programme of ELT Learning Walks and Rounds	DHT Lead/ ELT	Weekly Oct 2023 and May 2024	In addition to weekly short classroom visits we will undertake two Learning Rounds in Oct (Senior Phase) and May (BGE) with a focus on our whole school LT focus (Pace and Challenge and Digital learning)		
We will embed our QHS Learns focus on Pace and Challenge in order to continue to improve learner experiences and outcomes for all.	DHT Lead/SIG/ All staff	Across Session	This will be supported by INSET, CAT, our PL programme and Learning Rounds across session 2023-24		
We will introduce our bespoke QHS Learns CLPL programme including the QHS Learns Hub in order to support the professional development of staff	DHT Lead/ SIG/ All staff	September 2023	We will launch our QHS Learns PL programme which has been tailored to meet the identified PL needs of QHS staff. With effect from Aug staff will also have access to the QHS Learns Hub which will provide access to a range of resources from strategies to use in the classroom to contemporary research. 10 teachers will participate in the OSIRIS teaching intervention programme.		
We will increase opportunities for digital skills development for both staff and pupils	DHT Lead/ SIG/ All staff	Ongoing across session	Staff will be given time and CLPL (empowered learning) to develop digital lessons using the SAMR approach. Resources will be collated to share at a faculty and whole school level.		
We will offer an engaging Family Learning Programme across the session alongside curriculum mapping to support learning at home.	DHT Lead/ Lit. / Num. Leads	Oct 2023-Jun 2024	We will run a series of Family Learning Events across the session designed to provide targeted support for parents/carers (e.g., BGE Numeracy and Literacy and Senior Phase Subject Skills) Curriculum mapping will be developed, with linked resources, to support learning from home.		
We will undertake a curriculum model consultation with all stakeholders.	DHT Lead / SIG / All staff / Pupils and Parents/carers	April 2024	We will undertake a multi-staged consultation in term of the nature, purpose and models of curriculum. We will review our curricular pathways to ensure progression and increase personalisation and choice for learners in the senior phase		
We will review of BGE curriculum	DHT Lead/SIG/ELT	Dec 2024	We will undertake review of the BGE to ensure course content supports appropriate Pace & Challenge in all curricular areas		

Target	Responsible	Timescale	Tasks/ Interventions	Progress 1 (January)	Progress 2 (May)
We will action feedback from session 2022/23 to improve the quality of our tracking and monitoring systems – Tracking reports & Class Charts	All Staff	May 2024	Staff will engage with updated systems for tracking, monitoring and reporting. This will include more frequent internal tracking in the senior phase, along with more details in relation to Pathways. In the BGE there will be gradation of levels and moderation discussions in advance of assigning these levels. We will pilot in June then deploy in August renewed expectations around Class Charts, including simpler recording of our key behaviours, full use of the referral system and the expectation that all staff are awarding positive points each lesson.		
Continue to follow our long-term targets for attainment.	All Staff	Apr 2024	Through rigorous analysis of August attainment data, Insight data and tracking data we will identify any additional target groups who would most benefit from targeted interventions. We will then track and monitor the impact of those interventions as we progress through the session.		

Target	Responsible	Timescale	Tasks/ Interventions	Progress 1 (January)	Progress 2 (May)
Achieve UNCRC Rights Respecting Silver Award	MG/ AR/ SS-H - SIG All Staff	Aug - Oct 22 Aug 22- June 23	<ul style="list-style-type: none"> QHS UNCRC Rights Respecting Charter will be used to support staff and pupils to develop their knowledge and understanding of young people's rights. We will have a UNCRC event which will engage parent/carers and partner agencies. All teaching staff will use the QHS UNCRC RRS Charter to support learning and teaching at relevant key points within the curriculum Expand awareness to parent/carers and wider community 'Right of the Month' will help focus and engagement with the Charter and a A calendar of rights will be linked to the EDGE Equalities group and other equalities themes QHS UNCRC Pupil Group will create resources and led sessions through events, assemblies and focused lessons AR/ SS-H will update an evidence impact folder - Children's Rights and Wellbeing Impact Assessment. 		
Achieve LGBT Charter Gold Award	MG/ HH – SIG All Staff	Sept 23	<ul style="list-style-type: none"> Training: Staff champions will deliver LGBT Charter training to all staff – Aug Inset Policy: update relevant policies when required to support the Gold standard Leadership: Evidence impact folder will be maintained – all staff will contribute to promoting the LGBT Charter and when relevant incorporate into L&T and whole school events Practice Action Plan: Staff Champion Group and Pupil Group will implement and share action plan and Calendar of events for 23-24 		
We will audit responsibility for all through the HWB curriculum. Introduce Mental Health 1 st Aiders and start the MVP programme	KM All Staff KM/ S SH/ AM	Dec 24 Aug 23- June 24	All faculties will evaluate and revise their HWB outcomes - responsibility for all of this will be led by KM An introduction will be set out for staff to volunteer as 1 st Aid Mental Health Champions and A SH and AM will lead the MVP Peer Programme Launch HWB Parent/carers padlet		
We will improve and have a clear focus on the QHS Relationships for Learning policy We will improve our Equalities / Anti-bullying process and procedures	MG SIG All staff	Aug 23 – June 24	<p>Create a Relationships for Learning staff school improvement group to focus on: Improved referral system using Class Charts – linked to QA calendar Use Class Charts to track and monitor behaviour incidents at faculty level, IST: at our weekly at HTM and through targeted pathway supports i.e. GIRFEC plans Link to a clear reporting system and expectations of staff create a summary document – How staff support positive relationships at QHS Staff will focus on 2 of the Nurture Principles next session; the 6th principle of Nurture: The importance of transition in young peoples' lives, and the 5th principle of nurture: All behaviour is communication There will be a clear will be a clear focus on pathway 1 and 2 supports for SEBN/ ASN and CE young people.</p> <p>Create a Relationships for Learning pupil voice action plan: Observations and pupil focus groups – faculty and SLT (House Teams) Create a clear expectation and summary document – How pupils support positive relationships at QHS</p> <p>This will also be launched through Class Charts to engage parent/carers</p> <p>This will be linked to positive relationships at QHS staff and pupil responsibilities to tackle discriminatory incidents</p>		

Expectations @ QHS

Outcomes @ QHS

Interventions

We will maximise our available resources to implement faculty and whole school based interventions.

Evidencing latest and best work

All subjects have the opportunity to gather the evidence of the latest and best work for identified pupils that would be suitable for certification earlier in their learning.

Achievement of a Level in Literacy and Numeracy

We will track this data and compare it with our Edinburgh Comparator schools, as well as continue to use the NSA data to inform judgements and interventions.

Wider Success

We will communicate with pupils and parents/carers at key stages regarding successes demonstrated on Class Charts.
We will collate and recognise participation in school based and non-school based extra-curricular activities and clubs.

Quality Assurance

We will integrate the City of Edinburgh Council tracking and monitoring document into the QHS Quality Assurance Calendar.
We will engage with the Quality Assurance calendar in faculty, link and SLT meetings.

Positive Destinations/16+

Continue to promote positive destinations for all, and track these against the aspirations of the pupils.

Inclusion @ QHS

'We Know our Pupils':

Seemis Flagging – used when registering pupils in class, note if they have a yellow or red box for a snap shot of information.
Class Charts – staff will use the flip function which will provide additional profile of the pupil and interventions and strategies.

Pathway 1:

All teaching staff will continue implement pathway 1 supports to improve inclusion of universal and targeted interventions for all pupils.
The continued use of the resources such as CIRCLE Document/ Pathways & Intervention Resource Document / Whole School Nurture strategies.

Pathway 2 – 4:

IST (SfL/ SfP/ WBH/ ESB) work collaboratively across the whole school community. T&M of Interventions and impact will continue.

Link with EP and ASL Service – Agreed targeted for Annual Service Agreement

Robust T&M of Inclusion:

AON/ GIRFEC Planning – QA

HTM: Weekly: CE/ Monthly: Expected Behaviours (report from Class Charts Dash Board: uniform, mobile phone, referrals), Below 85% Attendance / 6 Wks GIRFEC Plans / Flexible TT prior to PSG/ Termly: Following Reporting period
PSG: 6 x per year: Referred GIRFEC Cases, Spreadsheet: CE/ GIRFEC/ Attendance Cause for Concern/ Flex TT/ Exclusions & Risk Management Plans

Care Experience: check in weekly with key adult in addition to T&M at HTMs
Develop Care Experience profile (celebration of success) by Pupil Support.

Attendance:

Shared Learning Community Leaflet/ Support from PSOs / T&M (HTMs, PSG, SLT) T&M of interventions and Attendance figures to continue

PEF / Equity:

PEF Plan 23-24

Learning Community

P7- S1 Transition – link with (transition teacher) – update calendar for 23-24
Cluster HTs IP

Pathway Planning

We continue to focus on providing high quality information to support pathway planning and opportunities for young people at points of transition.

Learning @ QHS

Digital Learning

We have effective procedures around iPad deployment and repair.
We have effective mechanisms to receive iPad support for pupils and staff, through our digital leaders and our office drop off.
All teaching staff have access to meaningful training to enhance their digital skills progression.
Resources are readily available and accessible to staff for self-directed digital learning.

Learning, Teaching and Assessment

Learners' experience across QHS centres on the QHS Learns Together Standard. All staff and learners can articulate this.
All staff have access to a variety of regular CLPL opportunities – these include professional reading, CLPL Calendar, QHS Learns resource hub, "Ferry Focus" newsletter and CAT sessions.
All parents / carers have regular opportunities to engage with school to support their young person's learning journey.

Learning for Sustainability

There will be opportunities throughout the curriculum for lessons with a focus on learning for sustainability.
Following the analysis of session 22/23 we will provide opportunities for outdoor learning across the curriculum and explore where further opportunities can be created.

Parental Engagement

We will support parent/carer engagement with the curriculum to build their confidence in supporting their young people's learning with curriculum mapping with associated resources for learning from home.