

<p style="text-align: center;">BRAES HIGH SCHOOL Recovery Plan August - December 2020</p>

Context

Falkirk Council Children's Services, in recognition of the current circumstances, has amended the normal improvement planning cycle, to shift the emphasis onto schools having a Recovery Plan. Our Recovery Plan in Braes will reflect the 3 key priorities we set at the beginning of our restart and recovery of:

- ensuring our school environment is as physically safe as possible,
- a focus on emotional wellbeing
- learning and teaching

While the rationale for focusing on Recovery is evident, we are clear that our school must continue to look forward, be ambitious and continually seek to improve further. This view is based on the recognition that our young people in school deserve no less than this, and that we as colleagues wish continue our professional development.

Ongoing commitment to school improvement

Therefore, the findings of our self-evaluation activity, gathered across session 2019/20, digested with staff, pupils, parents/carers and partner agencies, remain pertinent to our school's overall strategic direction, and they will feature in our next Improvement Plan, as well as significantly informing our Recovery Plan. These findings and recommendations are noted below:

From consultation with **pupils**, among the main points were:

- how home learning should take place
- how we encourage consistently positive relationships between pupils
- how young people are encouraged to be healthy
- the awareness of young people as to how their views are taken into account

From discussion with **staff**, among the main points were:

- Focus on Numeracy with our Cluster
- Empowering families – how parents can support their young people in their learning
- DYW – appropriate pathways for pupils both in school and after school at this time
- Home Learning
- Engaging parents in how they influence decision-making – Hackathon, RRSA pupil video, Captains each term/Assemblies
- Engaging with pupils as to how they are encouraged to be healthy
- Differentiation

From discussion with **partner agencies**, among the main points were:

- Observation over discrepancy between parental and pupil views on support for making choices. Look to focus on building on this year's engagement with parents/carers from SDS.
- Focus on engaging with the most vulnerable pupils potentially at risk of leaving without a positive destination – look to design provision up until Christmas.
- Build further on ETU engagements from this session.
- focus on Recovery with input from families and pupils
- Videos showing new layout of the school and outlining new arrangements
- Bullying – keep mapping policy to pupils' needs and views

- Weave into regular communication the impact of parental views on

From discussion with **parents/carers**, among the main points were:

- Working to ensure parents/carers and pupils are informed of their ongoing impact on school planning, priorities and decision making
- Reviewing and refining our approach to home learning
- Supporting parents/carers to develop an understanding of how our young people are assessed, particularly in the broad, general education (S1-3)
- Publicising and refining our provision of opportunities for parents/carers and pupils to learn together
- Refining our approach to how young people are encouraged to be kind to one another, and to look out for one another
- Reviewing with pupils how they feel the school supports them to be healthy
- Refining our approaches to the celebration of our pupils' success in its many forms

Recovery Plan – Summary

Children's Services' have set 3 key areas for Recovery Plans, which connect closely with our key priorities for restart and recovery. These are:

- Wellbeing
- Moving learning forward
- Transitions

Overleaf, can be seen an outline of authority suggestions and expectations in each of these three areas, followed by the Braes-specific identified actions, along with key colleagues at the centre of leading activity in these areas.

Wellbeing

1. Relaunch of **Rights Respecting Schools** activity
2. Reintroduction of **opportunities for achievement** (clubs/activities)
3. **Talk to Me** relaunch
4. **MVP** relaunch
5. **Leadership** Academy, including Junior Leaders
6. Online **Family Learning** sessions & resources
7. Amended **Assembly** programme
8. Continuation of **Pupil Council** activity
9. Relaunch of **Friends at Braes** parent group
10. Relaunch of **Best of You** base & The Shore
11. Reintroduction of **House identity** activities
12. **Onwards and Upwards** – input with specific families/general support for all
13. **Staff** wellbeing
14. Recognising **Achievement** and Celebrating Success
15. Relaunch of **anti-bullying** approaches
16. Re-engagement with **Community Councils**
17. Redesigned **Senior Awards** Ceremony

Moving Learning Forward

1. Learning and teaching – delivering **engaging learning** in our current circumstances, through professional learning and practitioner enquiry
2. **Recovery of learning** – online sessions/traditional supported study
3. Redesign of **parents' evenings** & reconfiguration of **Tracking** calendar
4. Online **Family Learning** sessions
5. **Pupil Voice** – informing Learning and Teaching
6. **Digital** learning – capitalising on new skills and experience
7. Ongoing development of **wider achievement** qualifications
8. Engage with SQA as to **revised assessment approaches**
9. Engagement with families on **BGE assessment** approaches

Transitions

1. Focus on **positive destinations** for current leavers and in-school leavers
2. Support programme for **new S1**
3. Relaunch of **Cluster Professional Learning** & Practitioner Enquiry