Baltasound Junior High School
Peerie School, Big Dreams

Standards & Quality Report
2020-21

and

## School Improvement Plan
2021-22

Introduction

Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child (GIRFEC), and Developing the Young Workforce.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation – involving staff, pupils, parents/carers, and other partners – is in the pages that follow, along with our main improvement priorities for session 2021/22. This report is based on the quality indicators in *How Good is Our School?* 4th Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

- ➢ Improvement in attainment, particularly in literacy and numeracy;

- ➢ Closing the attainment gap between the most and least disadvantaged children;

- ➢ Improvement in children and young people's health and wellbeing; and

- ➢ Improvement in employability skills and sustained, positive school leaver destinations for all young people

The National Improvement Drivers are:
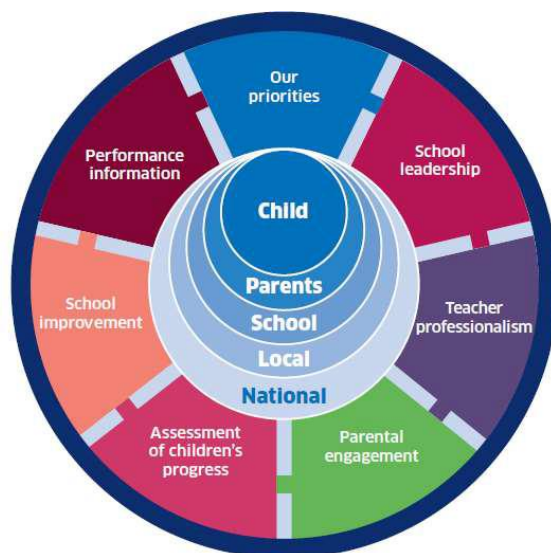
Contextual analysis of the school

Baltasound Junior High School (BJHS) serves the island of Unst, providing education for children from Nursery through to Secondary 4 (on occasion supporting students in S5 or S6). Fetlar Primary School students attend Baltasound JHS one day per week allowing access to specialist subject provision.

Our school motto is Peerie School, Big Dreams – as although we are the most northerly school in the UK and on an island with around 650 inhabitants, we can achieve anything we set our minds to. Our former pupils have gone on to varied and fulfilling careers all over the world and we want our young people in school to make their dreams a reality – all school stakeholders playing their part to allow this to happen.

Our school values are Ready, Respectful and Safe. These were introduced during the 2020-2021 session with pupils taking an active lead in their relevance, use and awareness in school.

In 2020-21 the school roll was 91 - 18 in Nursery, 23 in Lower Primary (P1-4), 20 in Upper Primary (P4-7) and 31 in Secondary (S1-S4).

There was a teaching staff of 15 part time and full time teachers; 1 full time Primary teacher, 1 job share Primary (0.6FTE and 0.4FTE), a part time ASN Teacher and 10 subject specialist teachers (equivalent to 5.85FTE) who also work at other schools in Shetland. 6 of our Secondary teachers teach in BJHS 2 days per week. Due to inability to recruit to the Business & Computing post, the Head Teacher takes on this 0.55FTE role within school. The school has 1 Learning Support Assistant, 1 part-time Nursery Teacher, 1 Early Years Senior Practitioner, 1 Early Years Practitioner, 1 Early Years Support Worker, 2 Early Years Graduate Trainees, and 3 Learning Support Workers. Instrumental tuition was provided by visiting instructors.

There were several changes in staffing over the course of the past year with changes in Early Years Teacher, Lower Primary Teacher, Social Studies Teacher, Art Teacher, H.E. Teacher and Science Teacher.

The school management team (Head Teacher, Depute Head Teacher and Principal Teacher of Pupil Support) were supported by Quality Improvement Officer Leanne Moss. The school library is run by Karen Malone from the Library Service. The school has a Janitor and a Clerical Assistant (job share between 2 members of staff). Kitchen staff provide healthy, nourishing meals daily. Cleaning staff are employed between 3.40pm and 5.30pm daily. There is an active Parent Council and Pupil Council in place.

With the COVID-19 pandemic, there was considerable disruption to learning with the school being closed for students from January 2021 until March 2021. All students worked from home using assigned paper based work (packs were created by staff) distributed through the post supplemented by Microsoft Teams. Secondary students were taught primarily using Microsoft Teams with some students taking textbooks and worksheets, based on personal circumstances. Senior Phase pupils were supported through the Alternative Certification Model during S4.

Several students with Additional Support Needs, for Emergency Childcare or for specific circumstances

accessed school regularly during this period, with dedicated provision in school. This was staffed by Early Years Staff, Learning Support Workers and Teachers and SMT.

SMT and ASN staff regularly checked in with parents (at least every fortnight per family) during Term 3 and assisted families with follow on paper materials, Glow help/tutorials, resources (paper, jotters, pens, pencils etc) and ICT equipment.

Curriculum For Excellence (CfE) - A Peerie School Journey To Big Dreams

	Broad General Education (BGE)											Senior Phase		
	EY	PI	P2	P3	P4	P5	P6	P7	SI	S2	S3	S4	S5 AHS	S6 AHS
CfE Level	Early Level		First Level			Second Level			Third Level					
											Fourth Level			
Wider Achievement			Volunteering / Whole School Events / Pupil Council / Ambassadors & Buddies / Inter Generational						DoE / John Muir / Saltire / Ambassadors / Pupil Council / Volunteering / Inter Generational					
SQA Accreditation											Enterprise & Employability			
											Religion Belief & Values			
												National I 2 3 or 4		
												National 5		
													Higher	
													Advanced Higher	
Our Values	⟶ Ready / Respectful / Safe ⟶													

Our curriculum rationale is based on:

Local & National Guidance

- GIRFEC
- Curriculum for Excellence
- Raising Attainment
- Developing the Young Workforce
- Digital Learning & Teaching Strategy
- Excellence & Equity
- National Improvement Framework
- SIC Quality Improvement Framework

The 7 Design Principles

- Breadth

- Depth   - Personalisation & Choice   - Progression   - Relevance   - Coherence   - Challenge & Enjoyment

Our Core Themes & Values

- Ready
- Respectful
- Safe

What Are Our Core Values?

What Makes Our School Unique

- We are the most northerly school, on the most northerly island, in the UK
- Parents, students, staff and the wider community work well together
- We are an all-through school (from 3 to 16), all on a single campus
- We have caring and dedicated staff, who want the best possible outcomes for students
- We enjoy being active, healthy & outdoors in our fantastic environment
- We include everyone, in everything we do.

What Makes Our School Unique?

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Collaboration and consultation with our stakeholders in session 2020/21

Who?	When?	How?	What did we find out? *(bullet points on key themes)*
Staff	4 weekly meeting cycle	Meetings in person or using Teams. • Whole Staff • EY/Pri/Sec Staff • Working Groups • Tracking & Progress	• HGIOS priorities – areas of strength and areas to improve • Pupils who require additional support • SIP priority progress & next steps • Tracking of pupils • Considerable amount of pupil data acted on by the school.
Children and young people	Several sessions per term.	Pupil Council Pupil Focus Groups Individual Feedback Sampling	• Areas in school which cause the most concern – especially around COVID (face coverings) • Pupils have been remarkably resilient and are happy to be in school. • Pupils feel supported by staff • Pupils are making progress despite interrupted learning
Parent and Carers	Several sessions per term.	Parental Phone Calls Parent Evenings (phone) Parent Council (Vscene) Parent Feedback Questionnaire Newsletters Reports	• Parents feel supported by the school • Parents feel their children are safe and looked after. • Parents know how to raise concerns. • Parent Council school improvement activity severely limited by COVID • Parental engagement limited by COVID • Parents are happy with the progress of their children.
Community and other stakeholders	Several times per term.	North Isles Learning Partnership Active Schools Youth Services Shetland Library Cooke Aquaculture Sandisons Trust Scottish Fire & Rescue Service Police Scotland Unst Leisure Centre Unst Health Centre Swan Trust	• NILP action plan has made little progress due to number of activities that require parents in school. • Active Schools unable to support as they have been in previous years. • Youth Services able to support Skills For Work programme in school. • Local business and organisations still a fantastic support to the school (£13000 from Cooke and Sandisons).

Standards & Quality Report
2020-21

Progress made with the Priorities from our 2020-21 School Improvement Plan

NIF PRIORITIES -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people *(highlight as appropriate)*	NIF DRIVERS School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 1: Raising Attainment

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required
- To improve the digital literacy skills of students and staff members. - To ensure continuity and progression in literacy throughout the school. - To improve the quality of writing across the school.	- Use of Highland Literacy Developmental Overviews. - Self-evaluation using HGIOELC. - Develop effective monitoring systems for pupils not achieving expected levels. - Ensure the provision of activities designed to support pre-reading and writing skills. - EY Newsletter to contain advice for parents with regard pre-handwriting and digital literacy.	**ELC** Developmental overviews are used by the staff as a way of tracking progress and achievements alongside the tracking of benchmarks and learning stories for individuals. Staff have begun exploring the HGIOELC frameworks as part of discussions and self-evaluation and this has been linked to ELC meetings.	**ELC** Continue to develop use of Overviews as a way of tracking progression in Literacy and other areas of curriculum. Continue working through HGIOELC Develop provision for early writing and mark making skills in conjunction with ELC teacher, perhaps with input from peripatetic teacher of HL. Continue sharing good practice to support writing with parents through newsletters and phonics sessions if COVID mitigations allow. Termly monitoring meetings will be

• Revisit 2.4 (Nelson) • Ensure P1 letter formation is correct through use of messy play. • Use of Talk4 Writing for sentences and story development. • Use of Sumdog Spelling and targeted spelling activities for students (model up levelling). • Handwriting periods/groups in of Upper Primary and review of progressive correction code in place – making it accessible for different year groups. • Use of technology progression framework to upskill the digital literacy of students. • DHT to lead on Technology sessions for P2 to P4. • UP to use blogs for documenting their learning.	**PRIMARY** Messy/outdoor and practical learning was enjoyed by P1 and they all have good letter formation. Lower Primary teacher attended T4W CPD sessions with Pie Corbett and this has been used with success in Lower Primary and Upper Primary to support writing skills. Sumdog spelling was not successful as a lot of the words/ lists classes needed using were not available. Staff found Sumdog to be more useful for numeracy and the children agreed when asked and said they rarely used the literacy games. P2-4 ICT group ran during term1/2 and was successful in upskilling pupils in the use of Word and Internet skills. Pupils really enjoyed it. Stopped after COVID led to school being closed term 3. Handwriting periods in UP did not happen as planned due to staff priorities for support changing. The schools correction code still	held with ELC/Primary staff to discuss attainment and how to support and challenge learners. **PRIMARY** Teachers evaluated using Nelson Spelling and decided to use Jolly Grammar for P2-7 to provide consistency in learning from Aug 21. This will feature in next SIP. Outdoor and play based learning to take a central role in next SIP Talk4 Writing to be used with both primary classes during 2021/22 school year. With Lower Primary teacher supporting other teachers in the methods suggested. This will feature in next SIP. As part of the next SIP the schools writing correction code needs to be evaluated and adapted/differentiated for different learners. **SECONDARY** Linked up working between Upper and Primary and English/Maths in Secondary to continue and be expanded.

		needs to be evaluated, perhaps as part of WG meetings in 21/22.	Digital Learning & Teaching Strategy to be refreshed.

		SECONDARY S1 pupils took on responsibility for newsletter items this session. They also took school website updates. Maths Teacher (Mrs Fraser) worked alongside Upper Primary Teacher (Ms Nicholson) during Term 4 to aid transition. **WHOLE SCHOOL / OTHER AGENCIES** DHT completed Leadership Course with North Lanarkshire Council.	PEF to be used on staffing during 2021/2022 session.
- Secondary English and Maths teachers to work alongside UP Teacher (and using the progression frameworks) to ensure continuity in literacy/numeracy. - Secondary 1 students to take on the responsibility of regular school newsletter, communicating progress and school updated with parents.	HT continued to provide CPD and support to pupils, staff and parents on the use of Glow and Teams.	
- Use of Highland Progression Frameworks. - Review of Digital Learning & Teaching Strategy (DLTS) in light of accelerated progress in Term 4 2019/2020. - DHT to complete the Depute Head Teacher's Leadership Course – leading a change initiative in school. - HT to deliver technology specific sessions (linked to DLTS) to teaching staff, after school. - PEF to be directed towards technology access in school (and possibly provided to parents) and LSW hours in order to fully support students.	Digital Learning & Teaching Strategy still to be refreshed based on COVID disruption. PEF was used to support pupils in returning to school, with Lower Primary staff and LSW time	

• Bookbug sessions to be filmed and made available to parents. Pupil Council to take forward the HGIOURS, looking at learning and teaching. • School librarian to provide story times for EY students and ensure library collection reflects needs of pupils (which may have changed over the past 6 months). • Explore COVID-safe opportunities to engage with literacy – Bookweek, National Events and Book Tasting. • Wider achievement to be enhanced by the offer of Active Schools Leadership courses – COVID-19 permitting. • In Service programme activities to link in with this priority in the SIP.	allocated to work with pupils in small groups with a dedicated member of staff. Active School courses are currently on hold due to COVID.

Early Years	Primary	Secondary	Whole School / Other Agencies

NIF PRIORITIES -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people *(highlight as appropriate)*	NIF DRIVERS School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 2: Recovery & Resilience				
What were our outcomes?	**What did we do?**		**What was the impact on learners?**	**What are the next steps and how do you plan to evidence the impact of further actions required?**
• To ensure students and staff are supported effectively in their return to education. • To ensure students develop the necessary skills to work remotely. • To ensure NQ students are sufficiently prepared for certification.	• Soft starts will be offered to all parents. • Stay and play sessions offered to parents to support drop off. • Empathy and support offered to parents by EY staff.		**ELC** Soft starts and outdoor stay and play sessions were offered to all parents through the year and led to a successful transition for all. Observations were sent home so parents could see/feedback on what has been happening in the setting. Social Media/Newsletters used to keep parents informed/share remote	**ELC** Continue with regular newsletters throughout the session. Opportunity for Stay and Play available for all parents during transition. Parents are now allowed in setting to support these transitions. **PRIMARY** Explore pupil rights. Worry Box to continue in Primary classes. Book of Worries used in Lower
	• Use of Circle Time in Primary. • Lower Primary Worry Box to be used by teaching staff. • Seasons For Growth to be delivered to pupils. • Knowing You, Knowing Me surveys used. • Newsround Discussion. • Use of arts and crafts to promote reconnection and relaxation.			

 • Subject Teachers to discuss last year, COVID-19 related certification, evidencing and anxiety. • NQ subject teachers to regularly assess S4 students and record evidence of progress and ability. • Subject teachers to contribute towards SQA consultation activity and understand any changes to their subjects. • School counsellor to be in place to allow personalised support for pupils. • P.S.E. lessons to include opportunity for discussion and sharing concerns. • HT to commit to 2 days teaching in order to provide teacher time for life skills and independence building for targeted students. • Adjusted term plans to take account of personal circumstances of our pupils and their barriers to learning during lockdown and since our return. • Peer educators to deliver Wellbeing & Resilience workshops to S2 and S3.	learning tasks. Staff have close links to parents and are available to support.

• Regular use of Glow, Office 365 & Teams for Upper Primary and all Secondary subjects, including more resources uploaded so learners can continue making progress at home. • To examine the cost of a school day in BJHS and understand financial barriers for students/parents. • In Service programme activities to link in with this priority in the SIP. • To provide ICT equipment (laptops and routers) to targeted families. • Youth Services to deliver Skills For School course to S2. • Alternative methods of reporting of progress to evaluated during Term 1 and Term 2. • Ensure Library resources reflect the health and wellbeing needs of the school community across genres. Including mental health and resilience. • Intra house competition to be established , helping to promote teamwork and healthy competition. • HT to work with North Isles Learning Partnership (NILP) to understand the wider needs of the community and local projects that could support recovery & resilience on Unst. • SHANARRI audits to continue across the whole school. • Regular consultation with students and parents – classroom discussion,	**PRIMARY** Worry box in place for Primary pupils in classes and has resulted in pupils getting some support. Circle time used in Lower Primary as required through the year. Soft starts were very successful in early transitioning back to schools after lockdowns/events. Led to pupils being very happy and settled in school. UP pupils all have access to Teams / know how to use. Art activities/mindfulness colouring used a lot through the year. Seasons for Growth used as part of P7 transition.	Primary as and when required. UP learners have Microsoft Teams set up and will be shown how to use it to fully embed with all. **SECONDARY** Further work with SQA as to accreditation model for this session a d any necessary requirements/training. **WHOLE SCHOOL / OUTSIDE AGENCIES** SHANARRI audits to be re-designed for this session. Cost Of The School Day to feature in Pupil Council programme for this next session. NILP action plan to be continued.

	Pupil/Parent Council and through questionnaires.	Newsround used in UP class to promote discussion of events and worries. **SECONDARY** Teams fully embedded in all subjects. Teams also kept up to date as a contingency for blended or home learning. Secondary Teachers successfully took part and engaged in ACM for delivery of qualification accreditation. School Counselling Service now available all pupils old enough to be referred. P.S.E. lessons encouraged sharing of views, opinions and experience. HT taught 0.55FTE in order to generate additional teaching hours – these hours used to support pupils with ASN or personal issues. This included life skills and independence work. Peer educators worked with	

P.S.E. teachers in delivering the curriculum.

WHOLE SCHOOL / OUTSIDE AGENCIES

Laptops, iPads, materials vouchers and leisure centre vouchers provided to families.

Skills for School delivered to S2 by Youth Services.

HT continued to work with NILP and associated action plan.

SHANARRI audits were used across the school to understand the health & wellbeing of pupils.

Feedback questionnaires used to gauge parental opinion.

Staff wellbeing surveys used twice during session to understand/support staff.

Early Years	Primary	Secondary	Whole School / Other Agencies

NIF PRIORITIES -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people *(highlight as appropriate)*	NIF DRIVERS School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 3: Embedding Our School Values			
What were our outcomes?	**What did we do?**	**What was the impact on learners?**	**What are the next steps and how do you plan to evidence the impact of further actions required ?**
• All students, staff members and parents understand our new school values. • All stakeholders should be confidently able to describe how our values apply themselves and the school.	• EY specific visual displays for our new values. • EY video made by staff and pupils to highlight and celebrate our new school values. • Our EY newsletter included links to our school values. • EY staff have embedded the values in our discussions with pupils and in our behaviours. • Ensure all pupils have a voice through Circle Time, speech bubbling their opinions. • New values on display (generated by pupils) and referenced in everyday activities. • Primary staff have embedded the values in our discussions with pupils and in our behaviours.	**ELC** ELC staff successfully demonstrated, instilled and displayed our new values with EY and in our EY newsletter. EY staff made superhero video which included pupils voice and was shared with	**ELC** ELC staff will continue to demonstrate and highlight how our values feed into what we do and say. **PRIMARY** Regularly revisit values and continue to promote them through all

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- English texts to include Black Lives Matter and multi-cultural awareness raising.
- Prejudice and bigotry to be discussed and evaluated by students in R.E.
- Road and water safety to be understood by S1 during P.S.E.
- First aid to be delivered to pupils by qualified staff members.
- P.S.E. lessons to include opportunity for discussion and sharing concerns.

- Embed the language of Ready, Respectful and Safe in day to day practice of all staff members in school; ensuring consistent messaging for students.
- Assemblies linked to whole school events.
- Newsletter articles, written by students, to be linked to the values.
- Social Media and school website to contain information and articles by students, linked to the values.
- SMT led activities to promote school values in other contexts.
- Library service to ensure careers materials are relevant and up to date.
- Explore opportunities for improved digital technology in the school library.
- Active Schools to use values in discussions around safety on bikes (Bikeability).

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parents and the wider school community.

Values shared in Newsletters and communications.

PRIMARY
Values fully embedded with all learners and staff through presentations, conversations, discussions and activities. Wall display started in Primary end.

SECONDARY
Texts in English linked to our values as well as topics covered in R.E. and P.S.E.

First aid delivered to be pupils by trained members of staff.

WHOLE SCHOOL / OUTSIDE AGENCIES

Values embedded in school through displays, presentations, competitions, videos and actions.

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conversations and in language with learners.

SECONDARY

WHOLE SCHOOL / OUTSIDE AGENCIES

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		Assemblies did not take place this session. HT/DHT did share the values and discuss with all age groups.

Active Schools linked values into Bikeability. | |
| **Early Years** | **Primary** | **Secondary** | **Whole School / Other Agencies** |

Project/intervention: Raising Attainment in Literacy / Numeracy

What was your gap? Many pupils were disadvantaged through learning from home; lack of available technology, lack of adequate broadband access or personal circumstances which prevented pupils from making sufficient progress at home.

Interventions for Equity   Interventions for Equity | Self-evaluation | National Improvement Hub (education.gov.scot)

(highlight the interventions that apply)

Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	**Targeted approaches to literacy and numeracy**	**Promoting a high quality learning experience**	**Differentiated support**
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact

Planned Outcome		**Measures of impact on learners**
Identified pupils will receive dedicated support in class with their Lower Primary teacher. This will allow the formation of small groups in class, allowing the teacher to understand and identify any gaps in learning and plan for the term as to how we bet support and fill these gaps. Identified pupils will receive additional LSW input as they return to school – providing the necessary support as required.		*Rationale*: P1 pupils have missed 1 term of direct, face to face teaching due to COVID 19 restrictions and lockdown of schools. P2, P3 and P4 have missed 2 full terms over the past 18 months. School staff believe that working in smaller groups would allow us to better understand their individual needs coming back and put in place the necessary literacy/numeracy support. *Intended Outcomes*: Learners will be supported in their return in smaller groups, targeting the individual needs of the pupils. This required additional staffing to allow this to happen. *Impact:* The majority of pupils were able to make progress at a faster rate, in smaller groups with personalised support. The pupils felt supported and the parents felt that the school were actively trying to close the gap in any learning that had been missed by pupils. Feedback from pupils and parents identified the fast progress pupils had made in reconnecting with school and reconnecting with learning.
Teaching and Learning	X	
Leadership		

Family and Community		

School self-evaluation, 2020-21, and priorities for further improvement

Leadership of Change (QI 1.3)

How well are you doing? What's working well for your learners?

Baltasound JHS has established its Curriculum Rationale, which is underpinned by the school's values and what makes our school unique. These new values are now fully embedded and understood by pupils and parents. Pupils took an active role in publicising these values in displays, presentations and competitions/activities. The values are understood and demonstrated by pupils and staff.

All staff have a clear understanding of our local context, knowing and working with pupils, families, stakeholders and members of the community. SMT in school ensure all staff understand the needs of the community as well as issues families have/face (many staff members do not stay on the island of Unst). All staff are involved in the improvement priorities of the school – all relevant data on pupils, attainment, attendance, vulnerability etc are shared with staff to allow the collective group to make an informed choice of priorities going forward.

Through the protected meeting schedule, school improvement is driven by staff at all levels and staff are clear on improvement priorities and how they fit into driving improvement. SMT encourage staff to take on leadership roles including Duke Of Edinburgh leaders, trainers of First Aid, SHARE, Seasons For Growth and Child Protection – several which are offered Local Authority wide and delivered by BJHS staff.

The school promotes opportunities for staff to inform pedagogy through the Northern Alliance (Emerging Literacy in Early Years and Lower Primary) and to work in conjunction with outside agencies and partners. The SIC Workforce Development Team provide training and CPD opportunities for all staff; with staff encouraged to train/retrain/learn/improve/lead all aspects of their work.

How do you know? What **quantitative** and **qualitative** evidence do you have of a positive impact on learners?

Baltasound JHS has an excellent relationship with the wider parent forum. Parents and the wider community believe the school is at the heart of the community and the staff clearly know and understand their children and their needs. The school regularly has 100% attendance at Parent Evenings (both Primary and Secondary) and the Bring Your Parent To School Days – although these have been affected by the disruption caused by COVID this session.

SMT and ASN Teacher regularly checked in with families (at least 1 phone call every 2 weeks) during the period of learning from home (due to COVID-19). This was appreciated by all families who used this opportunity to discuss technology access, additional learning materials, differentiated materials or as an opportunity to discuss anxieties or concerns linked to the current pandemic.

The school has a range of quantitative data, including attainment data (PIPS/SNSA), attendance, T&M, engagement, rural vulnerability, questionnaire feedback and minutes from GIRFEC reviews, IEPs, PRDs and collegiate meetings. Team teaching opportunities, focus groups, feedback and regular discussion with staff and parents are part of our qualitative data resource.

What are you going to do now? What are your improvement priorities in this area?

Continue embedding our values in everything we do. Further develop opportunities for staff to work with parents on School Improvement priorities.

Self-evaluation grade on the HGIOS?4 six-point scale: Good

Learning, teaching and assessment (QI 2.3)

How well are you doing? What's working well for your learners?

The school has a nurturing ethos where all staff understand and plan for individual students; this ensures the there is a healthy relationship between staff members, pupils and parents, with all parties understanding strengths and areas for improvement. Learners achievements are recorded and shared through wall displays, assembly pieces, achievement wall, newsletters, TV screen, school website and Facebook page.

Pupils play an active role in school through buddy programmes, pupil council and ambassador programmes; pupils are able to share views and are encouraged to share those views and/or experiences with the wider school community. Pupils know their opinions are listened to and acted upon, including through the SHANARRI audits performed.

Our learning environment makes use of the wider school estate and Unst community; with members of the community keen to be involved in programmes of work and staff keen to make use of the fantastic outdoor spaces on our island, tying topics and plans into what makes our school unique, visions and aims.

Planning for Primary and Secondary takes into account what makes our school unique and has shared/similar templates with other school within the North Isles cluster. Assessment is designed to have a positive impact on learners, ensuring key milestones are met at the end of each Curriculum Level. Assessment is used to demonstrate progress for teachers and for learners.

Tracking and monitoring is performed with a school wide system, using the benchmarks. This system was developed in-house as a way of consistently tracking students, across the whole school whilst tackling bureaucracy and minimising workload. The meeting cycle in school protects time for tracking progress and recording evidence for each student.

The school staff have been formalising the process and procedures within BJHS and this is in draft form as 'The 4 Tenets Of Teaching', how BJHS staff can ensure our 'Peerie School' helps our students 'Big Dreams' comes true. This will continue to be evaluated during the 2021/2022 session.

How do you know? What **quantitative** and **qualitative** evidence do you have of positive impact on learners?

Learners are confident and able to approach staff with the wish to deliver materials or share knowledge with younger students. Learners are enthused and keen to demonstrate their understanding by working with students further down the school. Wide and varied learning experiences throughout the year are evaluated by students at the start of the next academic year, feeding into planning for the forthcoming session.

Pupil feedback through Pupil Council allows issues to be addressed. Pupil Focus Groups are also being used to evaluate our 4 Tenets Of Teaching. Parent feedback at Parents Evenings, and BYPTSD (pre COVID) provide valuable input into L&T with parents able to be part of their child's learning; something hugely appreciated by parents.

The School Tracking & Monitoring system highlights the progress pupils are making from year to year, with tracking meetings at Pri/Sec collegiate activities examining this short termly. SQA results are analysed at the start of each new term, with INSIGHT data providing input into the discussion.

What are you going to do now? What are your improvement priorities in this area?

To make effective use of focus groups and pupil council to improve learning and teaching (using wee HGIOS as a basis for improvement in this area as well as the 4 Tenets Of Teaching @ BJHS). To refresh assessment strategies across the whole school

Self-evaluation grade on the HGIOS?4 six-point scale: Good

Ensuring wellbeing, equity and inclusion (QI 3.1)

How well are you doing? What's working well for your learners?

Baltasound JHS is a fully inclusive school in which pupils, parents and staff work together to get the best outcomes for students. All students feel safe and secure and are empowered to share their views, beliefs and opinions; knowing that these are listened to and acted upon. All students from Nursery to S4 (S5 for this coming session) understand the wellbeing indicators as do parents. The school adheres to the Anti Bullying in Shetland Schools policy which was a main focus on our 2018 2019 School Improvement Plan.

Pre-Covid disruption, the school would run a series of lunchtime clubs which are offered to all students and where participation is recorded and students not participating are supported and encouraged to take part or propose alternative arrangements.

Students have up to date IEPs and GIRFEC Child's Plans which successfully improve outcomes for learners.

How do you know? What **quantitative** and **qualitative** evidence do you have of positive impact on learners?

SHANARRI audits are performed twice a year in order to gauge how Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected and Included students feel. This is collected, analysed and acted upon with follow conversations and action points for staff. It is an extremely valuable process which highlights issues students are facing which may or may not be visible to staff. As a result of these actions, students are able facilitate change such as more female representation in Pupil Council, mental health being taken as a school improvement priority and additional members of staff brought in from the Local Authority to support staff and pupils.

GIRFEC review meetings and IEP feedback detail progress being made by students that may have been the case in another establishment. The ethos and values of school, combined with the dedication of staff are regularly complimented by outside agencies throughout the GIRFEC process.

The school successfully tracks and monitors based on vulnerability criteria specific to our community.

Feedback from parents is sought regularly – in person, over email and anonymously through end of year feedback form. This gets an understanding of what our parents feel we are doing well and what we need to improve. It allows parents to share issues they feel need addressed and it also highlights areas (and good practice) that the school should be proud of.

What are you going to do now? What are your improvement priorities in this area?

The school needs to improve the communication with parents so they understand all the issues that have been addressed and what the school plan to action to change/modify practice.

Self-evaluation grade on the HGIOS?4 six-point scale: Good

Raising attainment and achievement (QI 3.2)

How well are you doing? What's working well for your learners?

Interventions are based on professional judgement and assessment data including the use of SNSA. The majority of students are attaining appropriate levels in literacy and numeracy. Pre-COVID, students wider achievements are celebrated through SALTIRE and Shetland Volunteering Awards; at present achievements are recognised by class teachers and displayed around the school on wall displays. The school has a wide range of data on students and these inform practice and intervention. Pre-COVID participation of students was high as the school (in conjunction with Active Schools) track after school and lunchtime activity involvement – when the situation returns to normal we intend on ensuring this returns.

All young people move onto positive destinations after leaving BJHS. Overall attendance levels are high although are affected due to remoteness and lack of available childcare.

Pre-COVID, BJHS students are very active in the local community and regularly volunteer for organisations on the island. Students participate in selecting their own work experience placements (during S3) with students working elsewhere in Shetland. There are no barriers to achievement linked to poverty – all of our pupils are able to take part in all trips, activities, excursions and placements – the school will put in the necessary arrangements for our pupils, whether this is financial, staffing or alternative arrangements.

How do you know? What **quantitative** and **qualitative** evidence do you have of positive impact on learners?

The school tracks summative assessment information, SNSA attainment, P1 PIPS data, attendance, participation and SHANARRI data which feeds into next steps and associated intervention. The school is able to assist students in their participation and work together to improve attainment, through homework clubs, parental involvement and learning and teaching strategies.

What are you going to do now? What are your improvement priorities in this area?

Further explore opportunities for accreditation beyond what is offered through SQA. This will hopefully working with ASDAN through other partner schools. To look at what further accreditation can be offered through the Primary school year stages.

Self-evaluation grade on the HGIOS?4 six-point scale: Good

School Improvement Plan
2021-22

Factors Influencing the 2021/22 School Improvement Plan

Local authority factors	National factors and drivers
 • Shetland Islands Council National Improvement Framework Plan • Children's Services, Recovery and Renewal Plan • Children's Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting • SIC Strategy for Parental Involvement 2018	 • Curriculum for Excellence • Realising the Ambition • National Improvement Framework • The Scottish Attainment Challenge • Education Reform and Empowerment • Getting It Right for Every Child • Developing Young Workforce • Digital Learning and Teaching Strategy • The Equity Audit • "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021
School factors	**Local factors**
 • To ensure learning and teaching in our school meet the needs of our students and adhere to our curriculum rationale. • Self-evaluation activities with staff over 2019/2020 highlighted several areas for improvement. • Team Improvement Visit from the Shetland Islands Council highlighted areas for improvement. • Self-evaluation activities with the Parent Council. • Self-evaluation activities with the Pupil Council. • Self-evaluation and quality assurance activities undertaken with QIO. • Feedback from Pupil Council and Parents.	 • Self evaluation activities undertaken at Head Teacher Development Days. • North Isles cluster moderation activities
UNCRC	**Tacking Inequalities, Poverty Proofing and Cost of the School Day**
 • Rights Respecting School and UNCRC are part of our School Improvement Plan priorities for this session. This will be led by pupils in S1 and S2 and expanded on throughout the school.	 • BJHS makes no charge for school trips (within Shetland) or materials throughout the school year. Trips outwith Shetland are heavily subsidised through fundraising and grants from local companies (Cooke Aquaculture - £10,000) and organisations. Our most recent Edinburgh Trip cost all pupils £50 - families in receipt of FSM did not contribute. • Pupil Council to investigate Cost Of School Day as part of their annual programme this session.

Improvement Priorities for 2021-22

NIF PRIORITIES	NIF DRIVERS			
-Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people	School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 1: Raising Attainment – Literacy Focus
Continuation from 2020/21? YES   Link to COVID-19 recovery YES

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
- SNSA - School Sampling Data - Feedback and discussion from/with staff	- To improve the quality of writing across the school – to target a 4 year average SNSA writing performance increase of 5%. - To improve the digital literacy skills of students and staff members – to ensure 100% of pupils are Teams/Glow confident. - To ensure continuity and progression in literacy throughout the school.	- Continue use of Highland Literacy Developmental Overviews. - Self-evaluation using HGIOELC. - Use of Highland Literacy Progression Frameworks - EY Newsletter to contain advice for parents with regard pre-handwriting and digital literacy. - Use of Talk 4 Writing in Early Years - Staff will promote phonological awareness and auditory discrimination through games and activities. - A range of mark making activities/resources will be available throughout the setting. - Staff taking part in LA Emerging Literacy Network - Input from LA Teacher of Highland Literacy - EY/Primary Teacher taking part in QAMSO Training <hr> - Use of Talk4 Writing for developing text structures across multiple genres across the curriculum – across Lower and Upper Primary. - Use of Jolly Grammar across Primary - To use Highland Literacy as an intervention strategy for learners. - Highland literacy assessments/screeners to be used as a tool to assess and plan interventions - Handwriting periods/groups in of Upper Primary and review of progressive correction code in	DHT / Working Group Staff Members ELC Staff Primary Staff Secondary Staff Workforce Development Team SNSA Highland Literacy Framework	Working Group Cycle – collegiate time working together and evaluating progress/impact (4 weekly) Whole Staff Cycle – sharing and disseminating with staff (4 weekly)

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- place – making it accessible for different year groups.
- UP to use blogs for documenting their learning.
- Staff taking part in LA Emerging Literacy Network
- Input from LA Teacher of Highland Literacy
- EY/Primary Teacher taking part in QAMSO Training

- Secondary English and Maths teachers to work alongside UP Teacher (and using the progression frameworks) to ensure continuity in literacy/numeracy.
- Secondary 1 and 2 students to take on the responsibility of regular school newsletter and school website updates, communicating progress and achievements.

- Review of Digital Learning & Teaching Strategy (DLTS) in light of accelerated progress in Term 4 2019/2020.
- HT to deliver technology specific sessions (linked to DLTS) to teaching staff, after school.
- Bookbug sessions to be filmed and made available to parents.
  Pupil Council to take forward the HGIOURS, looking at learning and teaching.
- Explore COVID-safe opportunities to engage with literacy – Bookweek, National Events and Book Tasting.
- Wider achievement to be enhanced by the offer of Active Schools Leadership courses – COVID-19 permitting.

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		- In Service programme activities to link in with this priority in the SIP. - Dedicated working group to take forward this SIP priority this session.	
Early Years	**Primary**	**Secondary**	**Whole School / Outside Agencies**

Improvement Priorities for 2021-22

NIF PRIORITIES -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people *(highlight as appropriate)*	**NIF DRIVERS** School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 2: Outdoor & Play Based Learning Continuation from 2020/21? NO Link to COVID-19 recovery YES				
Data/evidence that informs this priority:	**Planned Outcome**	**How exactly are we going to do it?**	**Resources and Lead Person**	**Monitoring the impact of the priority on learners**
• Pupil Feedback • Parental Feedback • COVID safe arrangement in school.	• To develop the school's approach to outdoor and play based learning. • To design, plan, implement, disseminate and evaluate an Outdoor/Play Based Learning action plan for BJHS. • To ensure 100% learners in school have regular access to outdoor learning. • To ensure 100% of primary and early years learners have weekly access to high quality, evidence backed, designed, play based learning.	• EY Teacher on LA Outdoor Learning working group • Full use of EY polycrub/planters to grow own produce. • Continue to develop and improve outdoor space • Activities based on the Forest School © Principles • Share benefits of outdoor/play based learning with parents through newsletters/conversations • Make full use of the new polycrub to plant, grow, sell produce. • To ensure science based tasks take place outdoors – developing the area adjacent to the new polycrub. • Activities based on the Forest School © Principles • Continue to develop outdoor space for free play and structured activities • Primary Teacher on Shetland Wide Play Pedagogy Network • Primary Teacher on LA Outdoor Learning Working Group • Apply for Play Based Pedagogy funding to enhance provisions available. • Risk assessments in place for outdoor play • Parents informed about benefits on outdoor and play based learning (newsletter, letters etc) • P4 working together in small Outdoor group to	Pupil Support Teacher / Working Group Staff Members SMT Possible finding applications and wider community. Parent forum	Working Group Cycle – collegiate time working together and evaluating progress/impact (4 weekly) Whole Staff Cycle – sharing and disseminating with staff (4 weekly)

Early Years	Primary	Secondary	Whole School / Outside Agencies
	plan polycrub opening and do some activities		
		• Secondary staff to be included in the Working Group and to develop policies for the school. • Outdoor and Active Learning to be developed in the Secondary curriculum.	

		• Working Group formation to:
		  o Baseline our current provision.
		  o Self-evaluation activities linked to outdoor and play based learning.
		  o Examine existing policies/procedures/practices.
		  o Research excellent practice from other schools.
		  o Understand available funding, CPD and Professional Learning opportunities.
		  o Develop short term and long term action plan & strategy.
		  o Self-evaluation against HGIOS4 and NIF.
		  o Implementation and evaluation.
		  o Dissemination for all stakeholders and sustainability plan.		

Early Years	**Primary**	**Secondary**	**Whole School / Outside Agencies**

Improvement Priorities for 2021-22

(A maximum of four priorities is recommended)

NIF PRIORITIES	NIF DRIVERS			
-Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children ==-Improvement in children and young people's health and wellbeing== -Improvement in employability skills and sustained, positive school leaver destinations for all young people *(highlight as appropriate)*	School Leadership Teacher Professionalism ==Parental Engagement== ==Assessment of Children's Progress== ==School Improvement== Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change ==1.4 Leadership and management of staff== 1.5 Management of resources to promote equity	==2.1 Safeguarding and child protection== 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	==3.1 Ensuring wellbeing, equality and inclusion== 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning

Priority 3: Recovery & Resilience

Continuation from 2020/21? YES   Link to COVID-19 recovery YES

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
• Pupil Feedback • Parental Feedback • Local Authority & National Priority • COVID-19 recovery	• To ensure students and staff are supported effectively in their return to education. • To ensure students develop the necessary skills to work remotely, if required. • To students develop skills to support themselves through periods of change and uncertainty. • To ensure pupil voice and children's rights form the basis of everything we do in school.	• Soft starts will be offered to all. • Stay and play sessions offered to parents to support drop off. • Newsletter/Social Media/ Learning stories regularly shared and shown to parents • Children's Rights explored in ELC • Graduate Apprentices to feedback on 'Children's Rights Perspective' in ELC • Use of Circle Time in Primary. • Seasons For Growth to be delivered to pupils. • Children's Rights explored with both Primary classes. • Microsoft Teams fully embedded with Upper Primary Pupils • Worry Box and the Bag of Worries Book used in Primary to reassure and support pupils • Staff work on building resilience with all pupils • Subject Teachers to discuss last year, COVID-19 related certification, evidencing and anxiety. • NQ subject teachers to regularly assess S4 students and record evidence of progress and ability. • Subject teachers to contribute towards SQA consultation activity and understand any changes to their subjects. • School counsellor to be in place to allow personalised support for pupils.	Head Teacher / Working Group Staff Members UNCRC / RRS Local Authority Lead SQA Coordinator School Counselling Service Workforce Development Team ASN Teacher	Working Group Cycle – collegiate time working together and evaluating progress/impact (4 weekly) Whole Staff Cycle – sharing and disseminating with staff (4 weekly) Pupil feedback Staff feedback

• HT to continue teaching 0.55FTE in order to provide teacher time for life skills and independence building for targeted students and additional Learning Support Worker hours for targeted pupils. • Give Us A Break training to be undertaken by ASN Teacher.	
• Pupil Council to explore Cost of the School Day. • Rights Respecting Schools to be taken on by S1/2 pupils, disseminating/sharing with the wider school. • Regular use of Glow, Office 365 & Teams for Upper Primary and all Secondary subjects, including more resources uploaded so learners can continue making progress at home. • Youth Services to deliver Skills For School course to S2. • HT/DHT to work with North Isles Learning Partnership (NILP) to understand the wider needs of the community and local projects that could support recovery & resilience on Unst. • Regular consultation with students and parents – classroom discussion, Pupil/Parent Council and through questionnaires.	

Early Years	Primary	Secondary	Whole School / Outside Agencies

Pupil Equity Fund – Planning and Reporting

PEF Allocation 2021/22: £10,567	Carry forward from 2021: £8,474

Project/intervention: BJHS require additional learning support workers to adequately provide for pupils with Additional Support Needs.

What data/evidence informs this? (what is your gap?) These pupils have been identifies through self-evaluation activities within school, collegiate discussion at whole staff meetings, IEP and GIRFEC reviews/evaluations. Several of our pupils require time out of mainstream class during the school day and to be supported in their learning outwith class. This can only be achieved by having access to dedicated staff working with pupils – working on individual life skills, independence skills, ASDAN accreditation and phonics support. This is funded through PEF and the Head Teacher teaching commitment of 0.55FTE. This funding allows BJHS to be staffed to allow this to be planned, implemented and evaluated effectively.

Interventions for Equity [Interventions for Equity | Self-evaluation | National Improvement Hub (education.gov.scot)](#) *(highlight the interventions that apply*)

Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact

Planned Outcome			Details of project/intervention:	Resources and Lead Person	Measures of impact on learners
Identified pupils will receive dedicated support to ensure the foundations of phonics and literacy are secure. Identified pupils will work through ASDAN and life skills modules in order to promote independence and develop strategies for life beyond BJHS – be it at the AHS or in the community (supported by Adult Services).			• Lower Primary teacher to develop outline plan to support targeted students who require to meet phonics levels identified. • LSWs to work with plan in order to deliver, implement and evaluate phonics sessions. • BJHS to partner with ASDAN accredited school(s) within Shetland so allow delivery of core life skills / independence modules. • LSWs to deliver designed programme to match the needs of targeted pupils. • Targeted pupils have an effective and successful transition into receiving school or adult services. • Evaluation of phonics sessions and life skills (ASDAN) based on pupil assessment, pupil/parent feedback and staff discussion.	Lower Primary Teacher (0.2FTE) LSWs (26.5 hpw) ASN Teacher(s) DHT HT HT FTE + PEF funding	Recorded and evaluated on individual PEF plan. Phonics assessments used to show progress. ASDAN accreditation to be achieved by targeted pupils. Life Skills experiences to be evaluated by pupils, parents and staff.
Teaching and Learning		X			
Leadership					
Family and Community		X			

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Department of Education and Social Care

Schools Service

School Agreement on 35 Hour Working Week

BALTASOUND JUNIOR HIGH SCHOOL
Session: 2021/22

A full time teacher's working week should be considered as consisting of (pro rata up to):

- 22.5 hours of class contact
- 7.5 hours for preparation and correction (may be undertaken at a time and place of the teacher's own choosing in consultation with their line manager).
- 5 hours for collegiate activities.

Breakdown of Collegiate Time Allocations (1.0FTE)	Agreed Hours (20/21)
Parents Evenings / Engaging with Parents	14
Daily Morning Meetings	16
Whole Staff Meetings	10
Nursery/Primary/Secondary Staff Meetings/ASN & Pupil Support Liaison	10
Working Groups	10
Tracking & Progress, Formal Assessment	40
Professional Review and Development & Self Evaluation	5
Report Writing	10
Forward Planning	10
Staff Led CPD / IDL	10
Moderation / Internal Verification	10
Preparing Resources For Online Learning	15
Flexibility	20
COVID-19 (Awareness, preparation, CPD)	15
Total	**195**

The total per annum must be a maximum of 195 hours (5 hours x 39).

CONTINUING PROFESSIONAL DEVELOPMENT

Continuing Professional Development as it appears above must not be confused with the additional contractual obligation teachers now have to undertake 35 hours of CPD out with the 35 hour, 39-week school year. All staff members are responsible for keeping their own record of CPD activities, using myGTCS.

Part Time Teacher's Working Week

FTE	1.00	0.80	0.65	0.60	0.40	0.22	0.20	0.10
Class Contact	22.5	18	14.625	13.5	9	4.95	4.5	2.25
Preparation & Correction	7.5	6	4.875	4.5	3	1.65	1.5	0.75
Collegiate Activities	5	4	3.25	3	2	1.1	1	0.5

Part Time Teacher's Collegiate Breakdown:

FTE	1.00	0.80	0.65	0.60	0.40	0.22	0.20	0.10
Parents Evenings / Engaging with Parents	14	11.2	9.1	8.4	5.6	3.08	2.8	1.4
Daily Morning Meetings	16	12.8	10.4	9.6	6.4	3.52	3.2	1.6
Whole Staff Meetings	10	8	6.5	6	4	2.2	2	1
Nursery/Primary/Secondary Staff Meetings/ASN & Pupil Support Liaison	10	8	6.5	6	4	2.2	2	1
Working Groups	10	8	6.5	6	4	2.2	2	1
Tracking & Progress, Formal Assessment	40	32	26	24	16	8.8	8	4
Professional Review and Development & Self Evaluation	5	4	3.25	3	2	1.1	1	0.5
Report Writing	10	8	6.5	6	4	2.2	2	1
Forward Planning	10	8	6.5	6	4	2.2	2	1
Staff Led CPD / IDL	10	8	6.5	6	4	2.2	2	1
Moderation / Internal Verification	10	8	6.5	6	4	2.2	2	1
Preparing Resources For Online Learning	15	12	9.75	9	6	3.3	3	1.5
Flexibility	20	16	13	12	8	4.4	4	2
COVID-19 (Awareness, preparation, CPD)	15	12	9.75	9	6	3.3	3	1.5