

Gracemount High School – Vision of Excellence 2020

VISION



Learning and Teaching– Vision of Excellence

Deliver the highest quality learning and teaching experience for all our learners.

- Create a learning culture of high expectations where all young people are challenged, engaged and supported to achieve their full potential.
- In every classroom, learning and teaching is delivered to the highest standard, developing a thirst for learning.
- In every curricular area our learners are actively engaged and work in a collaborative and co-operative environment.
- All our learners are given opportunities to take responsibility for developing their own learning.
- A clear focus on meaningful learning experiences which underpin the development of skills is evident in our teaching. Central to this is prioritising our one to one policy.
- There is a clear focus on building capacity and professional development amongst all our staff to create the highest quality learning and teaching experience.
- We have a highly developed awareness of assessment practice and an effective assessment system that enables all learners to make significant progress in their learning.

Work and learn in a safe, happy, inclusive, nurturing and respectful environment

- Through our policy of better behaviour, better learning and better relationship we create a safe, secure and happy environment in which young people will thrive and where learning can flourish.
- We believe that with support, every student is capable of meeting our high expectations. This is characterised by unconditional positive regard and assertive authority.
- We model the desired behaviour and develop a culture of mutual respect.
- Our agreed values are shared and integral to every area of our school community.
- Restorative practice is central to our school community and to our ambition to become a Rights Respecting School.
- All staff work alongside young people to develop their resilience, sense of responsibility, respect, and community.
- With our focus on care and excellence we meet the needs of all our learners through our commitment to inclusion.
- All staff nurture and develop positive relationships which are built upon the highest expectations for every person in our school community.
- All members of our community are valued and cared for and their opinions are sought after.

Provide the highest level of personal support by knowing our pupils and supporting their needs

- All staff know each young person's individual learning needs and take positive and proactive steps to put in place coherent support which enables them to thrive, attain and achieve in our school.
- Through our rigorous monitoring and tracking programme and regular one to one interventions we are able to know and understand every pupil and support improvement in their learning.
- Our enhanced mentoring programme will provide a high level of support for targeted groups of learners.
- Our staff work with partner agencies to provide integrated services to support young people and their families and to break down barriers to success.
- Our school home links are vital and we strive to build positive relationships with all parents and carers of our young people.
- Our Broad General Education transition programmes will focus on the development of literacy, numeracy, health and wellbeing and resilience to enable a successful transition to the Senior Phase for all learners.
- All our young people are provided with relevant opportunities to access positive and sustained destinations.

Develop our curriculum and ensure all our learners are on a pathway to a positive and sustainable destination

- Develop a clear curricular rationale based on local and national guidance in order to best deliver relevant, meaningful and enjoyable experiences which fully develop the 4 capacities in all our learners.
- Consider our curricular structure to facilitate improved attainment, personal support, wider achievement and core entitlements.
- Review the Broad General Education experience across the 4 contexts of learning to ensure progression for all learners.
- Promote and track the "responsibilities for all" across the Broad General Education.
- Focus on the development of literacy and numeracy to the highest possible level for all learners.
- Instil a clear rationale and focus on the development of physical and emotional wellbeing for all learners.
- Foster a highly developed awareness of the progression pathways and further develop partnerships with employers, Community Learning and Development and other providers to enhance curricular opportunities.
- Develop a strong focus on the identification and development of skills for life, work and learning and provide opportunities for pupils to reflect on these.

Demonstrate a relentless commitment to self-evaluation and continuous improvement

- All staff are committed to self-evaluation and are positively engaging with GTC standards with a focus on professional learning and development to the benefit of our young people and wider school community.
- Clear quality assurance policy and procedures are in place to support self-evaluation at all levels across the school.
- Learning partners across authorities are established and sharing good practice at all levels is a key feature of school improvement.
- We remain committed to tackling bureaucracy and ensuring time for professional dialogue is available to all staff. Self-evaluation activities will focus on the key information required to support improvement.