

Renewal Plan for session 21/22 - What will we do next?

COVID-19—School Recovery Planning

The priority for all schools at the moment and going forward is to maintain the safe re-opening of schools and to address the following priorities in ensuring pupils are properly supported in this period.

· **Learning Teaching & Assessment** - with an emphasis on supporting digital teaching and learning.

We will continue to embrace digital learning the use of teams and will explore Apple Teacher and the use of apps.

As a department our use of teams to feed future learning and as a resource for learning & teaching is embedded within our day to day teaching, channels within teams proves a valuable method to promote differentiation and store assessment evidence, celebrate success and makes links with home.

We have piloted the use of using I-pads across all year groups and curricular areas and students have embraced the opportunity research, create and explore these as tools to lead learning. Future curriculum planning will be based heavily on the use of teams and digital learning.

To share good practice and engage with CLPL and the learning and teaching group priorities.

We will continue to develop the use of rubrics to give timely, consistent and accurate feedback using benchmarks, whole school tracking and SQA criteria.

To use assessment data to track, monitor and develop strategies for every learner.

· **Equalities**- with an emphasis on tackling racism and increasing diversity.

We have reflected on this key development area and have decolonised our curriculum, reviewing and developing new strands of work to increase diversity. We are keen to make links with the equalities group and RMPS to look at key areas such as religion and food to celebrate the diverse cultures within our school community.

All staff have completed the necessary training in the key area of how to tackle and act on any incidents of racism that they may observe.

· We will support and engage with any school initiatives around equalities and support the work of our colleagues in RMPS.

Equity & Inclusion supporting equity for pupils; sign posting and providing support to families via financial and other mechanisms

We will aim to provide high quality teaching, to provide a platform for high quality engagement and learning for all.;

We will develop strong relationships with families and opportunities to engage parents in learning through social media, the school website and events.

We will know our pupils well, accessing data, to provide differentiated materials to support inclusive practices and we are piloting the use of exclusive learning areas on teams to provide bespoke differentiation.

We will use the Scottish Governments Covid Recovery fund to ensure every learner has access to the resources and opportunities to develop skills for like and work and make links between nutrition and physical and mental health. It is encouraging to see a wide gender representation within our pupil cohort at subject choice level.

Health, Well being & Resilience- with an emphasis on supporting pupils and staff H&WB during this time.

HFTT is part of the faculty of HWB and we have been implicit in developing the HWB rota. We are very privileged to work with every S3 and S4 pupil and have reviewed and developed key units of work that raise awareness of HWB as a key strand in the curriculum. We have brought a highly successful P7 Transition unit that ties in with the Wellbeing Award online and plan to create and organise a festival of wellbeing with our future learners in 2023. Additionally the CL organised the gathering of key data to implicate an experience that drove the development of the Treehouse rota section and worked directly with PSE and RMPS to implicate an experience that could tackle a more holistic and wide choice of issues around HWB, be pupil led and develop stronger relationships within our school community. We are keen to develop the use of Treehouse (TOK) resource and pilot the modules further into our school community by widening the use across year groups as part of the empowered learning roll out.

The HWB rota adds value in terms of attainment at the end of S4 we are motivated to ensure every learner has the opportunity to gain both the wellbeing and RBV award to add value and help close the attainment gap.

Boroughmuir High School

Faculty of Health Food and Textile Technologies.

Standards and Quality

Report 2020-21

& School Renewal Plan for 2021-22

Our vision:

To ensure a confident, nurturing and inclusive learning community where all achieve their true potential and embrace life's challenges.



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Faculty Overview

We are a forward thinking team who are passionate about HFTT and the wellbeing and learning experience of our pupils. Our subject knowledge, desire to reflect and develop a curriculum that is modern, ambitious and reflects local, national and global food issues lies at the centre of our practice. Pupil participation in developing our BGE experience has been paramount in our success with uptake in S3 reaching 3 classes this session with a broad representation of our school community.

S1 pupils take part in active, challenging and a creative curriculum developed around CfE benchmarks and pupil participation. Pupils develop skills and knowledge around food preparation techniques, food safety and hygiene, dietary advice and textile technologies. All of which offer the opportunity to develop transferrable skills, around literacy, numeracy and Health and Wellbeing.

S2 pupils study key elements of the HWB curriculum such as nutrition, dietary diseases, dietary needs of individuals and contemporary food issues. They further develop food preparation, and organisational skills through practical lessons, creating a variety of dishes of increasing complexity. Our annual Junior Chef competition is an exciting event that gives the pupils the opportunity to develop and create their own family favourites to a restaurant style level.

S3 & S4 Health and Wellbeing -Pupils have the opportunity to work towards achieving a National 4 Wellbeing Award through our primary 7 transition, they work in teams to promote HWB strands that are important to our learners. In S4 there is an opportunity for pupils to explore their own well being with a focus on mindfulness, and mental and physical health.

N4,N5 & Higher and Advanced Higher Health & Food Technology— Pupils will focus on health, the influence of food and its nutritional properties and the dietary needs of individuals. The application of safe, hygienic and informed practices in food preparation will also be required. Topics include Food for Health, Food Product development and Contemporary Food Issues. The Higher and AH qualifications are now widely accepted at some universities instead of a science.

N3,N4 & N5 Hospitality — Practical Cookery- pupils develop precise practical food preparation skills through experiential learning. They learn how to plan, prepare and cook food for themselves and others. The course uses real life hospitality contexts, which makes it relevant to the world of work. The course has both practical and written elements. We are endeavouring to create industry links across the hospitality and food industry.

Faculty Highlights from session 2019-2020

We showed great awareness, flexibility and creativity during this session, and developed the skills to deliver a positive learning experience despite the restrictions of lockdowns. We found new ways to communicate and set engaging work and challenges which paid rich dividends in terms of pupil participation and response. We developed new curricular areas and ways working within the faculty which will have created a collegiate and reflective team..

School renewal Plan 2020/21: how did we do?

Learning, Teaching and Assessment; Raising Attainment & Achievement , including attainment data

Raising attainment and enabling our pupils to fulfil their potential lies at the core of our values, we will challenge our learners to develop resilience and self belief to ensure they have every opportunity to progress. As collaborative practitioners we set high standards and share our professional practice and skills to develop a high quality learning experience and spaces on teams to ensure learning, teaching and assessment materials are available to all.

FACULTY ATTAINMENT DATA

National 5 Health and Food Technology of 8 students this session 88% of our young people achieved grade A-C, there was 38% at A and 25% at B. One student received a No– Award but was dual presented and gained a N4.

Attainment by end of S6 : One pupil sat advanced Higher HFTT this year and achieved a pass at Grade A which fell in line with the majority of National Outcomes. In Higher Health and Food Technology 80% of 5 Students achieved grade A-C, 60% at grade A and 80% at grade A-B. One student 20% received a No Award.

Hospitality National 5 Practical Cookery of 20 students, 94% achieved grade A-C, with 78% gaining an A. and 16% a B. Only one student received a no award and they were dual presented. So received an award at National 4.

Health, wellbeing and resilience

A key focus for us was building relationships and looking forward to future learning not on what had been missed.

For certificate classes we asked learners what they needed and acted upon it. We provided a bespoke curriculum and developed opportunities for study and support. Resilience was important and we challenged our learners to be reflective and look at how they could set targets and improve their own outcomes.

Equalities

We started to reflect on our curriculum and how we could ensure it was equitable in terms of resources and learning and teaching. At the start of the session we reached out to all our learners to see how they learn best to remove barriers and develop that important understanding.

We looked carefully at our practical lessons and have reviewed our dishes and recipes to be representative of cultures, dietary needs and beliefs around contemporary food issues.

Equity and Inclusion, including PEF and Closing the Gap

We used EDICT data and tracking and monitoring to support quality learning conversations that had impact with a focus on any learners at outcomes of level 3 or 4.

We shared good practice and strategies to develop key interventions around closing the attainment gap.

Worked with the PEF co-ordinator to keep data on our pupils up to date.

We used departmental and faculty meetings to discuss our learners and used the CFC system as a way of tracking and communicating with pupil support consistently.

Work in the department is all differentiated by outcome and we have been sharing work in advance with pupils through the teams pages. Channels have been set up to ensure easy access to unit work, revision materials and SQA outcomes.

Assessments are submitted through teams, we checked in with all our pupils to ensure there were no barriers to accessing work and their preferences over this essential area.

Additional Faculty Priorities

The focus is to continue to promote HFTT and HWB across the school community and raise the profile and understanding of the diversity of the curriculum and the rich experiences of our learners. This is being done through the use of twitter, celebrating success, on teams and through developing an understanding of subjects we offer in the senior phase. We pride ourselves on our BGE experience which continually evolves to reflect the needs of our learners. We have seen an increase of pupils taking National 5 Practical Cookery and Health and Food Technology in S3 from 40—60 for the year 21-22.

CI is to support and engage with PSE, RMPS to drive the development of the HWB rota, looking specifically at internalising and linking with whole school renewal priorities and pupil voice.

To develop more progression in the senior phase once the third classroom is available, this will be driven by the needs of the school as a community.