



VISION



At Kirkliston Primary School we work together to create a safe, nurturing and inclusive environment where we provide leadership opportunities for all and encourage learning for life.

VALUES



Ready, Respectful, Responsible

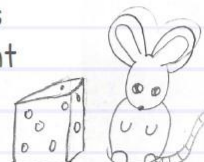


AIMS



To ensure all members of the Kirkliston School Community are:

- Ready to engage, learn and inspire
- Responsible for developing positive relationships, making good decisions and empowering others
- Respectful of self, others and the environment



About Our School

Kirkliston Primary School serves the village of Kirkliston and the surrounding rural area and has a wide social mix. The school is part of the Queensferry cluster of schools. The roll is 612, spread over 22 classes. Over the year, 14 pupils attended from out with the catchment area and approximately 8.8% of pupils were in receipt of free school meals. Class organisation was as follows:-

P1, P1, P1, P1, P2, P2, P2, P2, P3, P3, P3, P3, P4, P4, P4, P5, P5, P6, P6, P6, P7, P7.

The overall school attendance is 95% which is above City of Edinburgh average.

The management team consists of Head Teacher, Mrs Lucy Henderson, Depute Head Teachers, Mr Jude Moir and Ms Nikki Kiely, Principal Teachers Mrs Helen Bartholomew, Mrs Fiona Kay (nursery) and Mrs Linda Hughes (acting) and Business Manager Mrs Linsey Luca. There is a full-time teacher for Support for Learning and this is supplemented by 0.8 FTE funded by PEF. There is a family support teacher for two days a week and this is also funded by PEF. The school also benefits from a full-time PE specialist and as well as instructors of violin and brass. There are 15 Pupil Support Assistants (PSAs) working throughout the school to support learning, teaching and inclusion. Teaching staff includes 4 probationer teachers.

This year we were allocated approximately £76800 Pupil Equity Funding which was used in three areas – Family Support and Learning, Support for Learning and Nurture.

The nursery is an integral part of the whole school establishment with 140 children attending across the day. There are 6 Early Years Practitioners and 1 Early Years Officer who are complimented by 1 PSA.

The school benefits from a very supportive and active Parent Council, (KPSA). Parents are encouraged to be involved in the school through a wide range of activities; helping in classrooms, accompanying classes on excursions, self-evaluation meetings, attendance at curricular meetings, KPSA events, assemblies, etc. Community links include involvement of the police, the local minister, regular use of the local library, regular use of the Leisure Centre for PE, as well as linking with the local Rotary club and businesses such as Edinburgh Airport.

The school benefitted from a Temporary Unit providing 4 additional classroom spaces this session. There are plans in place to provide a purpose-built Nursery to meet the requirements of 1140 hours and this may include an annex to provide additional learning space for our P1 and P2 pupils.

Name of setting: Kirkliston Primary School

Standards & Quality Report

1.3 Leadership of Change

- Developing a shared vision, values & aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

This session we have reviewed and updated our Vision, Values and Aims. We began the year with our new values Ready, Respectful and Responsible based on the work we have been doing on restorative practice. Staff, pupils and parents responded positively to these values and they can be heard in daily conversations. We asked pupils, parents and staff what each of these values would 'look like' in school which allowed us to create our Vision and Aims. Unfortunately, we were unable to share these before lockdown occurred, so this will be moved to next session.

When planning for improvement we use a variety of data to understand our school context. This can include SIMD, FSM and knowledge of families through our family learning team, discussions with partner agencies. Delivering food parcels during lockdown has allowed us to get to know our most vulnerable families well. This knowledge allows us to plan for all the needs in our community to provide equity of experience.

When implementing change, we ensure our stakeholders are consulted in a variety of ways including; through KPSA meetings, questionnaires, discussions with parents during open evenings, pupil council meetings and staff meetings. We ensure all views are considered when making changes no matter how big or small. Staff at all levels take responsibility for improvement and change as do our pupils.

2.3 Learning, Teaching and Assessment

- Learning and Engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

The school's new values "Ready, Respectful, Responsible" are strongly embedded throughout the school. They underpin the school's nurturing ethos and positive learning environment for pupils. Staff and pupils all use the language of our school values, for example in Star of the Week certificates, and staff use praise very well to build self-esteem and confidence.

Teaching staff from the Learning and Teaching Working Party attended Edinburgh Learns CLPL sessions on Differentiation, AiFL, and HOTS. This was cascaded to all teaching staff through a CAT session and staff were able to use these strategies in their practice to meet the needs of learners.

Play based pedagogy has continued to be developed this year in P1 and P2 through the use of a shared play space, with planned and purposeful experiences. P1 staff attended Play Pedagogy CLPL sessions or visited other schools to observe play based learning in practice and are continuing to develop their understanding and approach to play pedagogy.

All teaching staff attended Reflective Reading training and the programme was successfully rolled out in classrooms and as part of home learning. The rationale and approaches have provided an increased focus on skills-based teaching of reading.

All teaching staff attended a CLPL CAT session to refresh approaches and methodology when teaching spelling. The home learning policy was adapted to reflect the new approach. Learners in P6 and P7 who have been identified as requiring literacy support have benefitted from the increased use of IDL (digital support programme).

Staff from across all levels attended Edinburgh Learns CLPL on Achievement of a Level. Key concepts from this, along with more robust moderation in line with new benchmarks for assessing writing, have been implemented across first and second level. This has ensured increased continuity, as well as staff knowledge and confidence when assessing children's progress within a level and achievement of a level. P4 engaged in shared practice and moderation tasks across the cluster.

3.1 Ensuring Wellbeing, Equity and Inclusion

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Our staff get to know pupils as individuals through detailed handovers from teacher to teacher which provides consistency of experience for pupils and allows us to consider their needs, risks and rights. We have strong supportive relationships with our in-school staff as well as our partner agencies and families which allow us to have shared values and high expectations for all learners. We support staff, and parents, by providing training opportunities which help us to meet the needs of our learners.

We comply and actively engage with statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.

Inclusion and equity are at the forefront of every decision we make at Kirkliston Primary School. All staff are aware of the socio-economic context of the school and the KPSA support us in providing equity of experience for all. We celebrate diversity and individuality at KPS and our value of Respect provides a context for this learning. We have used our PEF funding to complement our staffing to support our most vulnerable families.

3.2 Securing Children's Progress

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

Attainment in literacy and numeracy based on predictions from February

Attainment in Literacy and Numeracy

Across Literacy and Numeracy the majority of learners in P1 were on track with learning. In P4 and P7 most learners were on track with learning except from in Listening and Talking where almost all learners were on track.

Attainment over time

For both literacy and numeracy, there is a downward trend in attainment at Early Level. This has been amplified by school closures. A significant focus when we return will be on Literacy and Numeracy, putting in place some of the interventions planned at the end of last session. This will need a rigorous transition from P1 to P2 to avoid long term impact in First level attainment.

At First level there has been a downwards trend for both Literacy and Numeracy, this has been reversed this session and First level has seen significant gains in all areas of Literacy and Numeracy.

At second level there has been a dip this session, however this is not following the pattern of previous years. There was a clear upwards trend in Literacy and Numeracy and this was expected to have been maintained with no significant disruption had the children been in school.

Viewed as a whole school, there is a downwards trend in both Literacy and Numeracy. However, this can be accounted for by planned interventions not being able to occur. The most significant area for improvement is whole school Numeracy. This will form a significant part of our improvement plan next session.

Overall quality of learners' achievement

A Skills and Achievement Working Group was established focusing on recognition and award for wider achievement and integrating employability and meta skills into the curriculum.

Meta Skills posters highlighting Social Intelligence, Self-Management and Innovation skills have been designed for every classroom. Through Learning and Teaching, teachers will explicitly highlight the skills being developed and progress relating to wider achievements.

Equity for all learners

There has been an ongoing focus on equity for all learners. This was approached this year with a focus on restorative practice, increased parental engagement through our Family learning team and whole school staff training on Equity and Inclusion. Next session we are looking to increase this provision with a dedicate recovery team comprising of a Development Officer and Recovery Teacher.

Quality Indicator Grades	School	Nursery	HMI/Care Inspectorate
Leadership of Change	4	5	Quality of care and support 5 - Very Good
Learning, Teaching & Assessment	4	5	Quality of environment 5 - Very Good
Wellbeing, Equality & Inclusion	5	5	
Raising Attainment & Achievement	4	6	

Equity and Best Value

Pupil Equity Fund

- What were the approaches taken pre-lockdown to improve outcomes for targeted children?
We increased our SfL provision and used PEF funding to continue the good work of the family learning and nurture teams.
- What impact did you record?
Although lockdown prevented us from concluding our Boxall profiles and from obtaining our final attainment data we noted marked improvements in attendance, time-keeping and engagement for almost all of our targeted children.
- What does your needs analysis conclude about addressing inequality for Session 20/21?
We will carry baseline assessments (Boxall, attainment and achievement) at the start of session 2021 to identify areas of need. We will then address these needs, and those identified during the GIREC process, using the variety of available supports that we have on offer including nurture, small group focused work, Emotion Talks, Seasons for Growth, family learning etc. Our pupils with the most complex needs will access our in-house enhanced support base staffed by our newly appointed Development Officer and Recovery Teacher.

FOR SESSION 2019-20, THE PUPIL EQUITY FUND HAS TOTALLED £83944 .

**THIS INCLUDED A CARRY-FORWARD OF £7144 FROM THE PREVIOUS SESSION(S) OF WHICH
£80026 HAS NOW BEEN SPENT.**

THERE IS A CURRENT CARRY-FORWARD OF £3918 TO SESSION 2020-21.

**THIS SPEND IS DEEMED EXCEPTIONAL AND THE PLANS FOR THIS SPEND ARE OUTLINED IN THE
SCHOOL RENEWAL PLAN FOR 2020-21**

KIRKLISTON PRIMARY SCHOOL

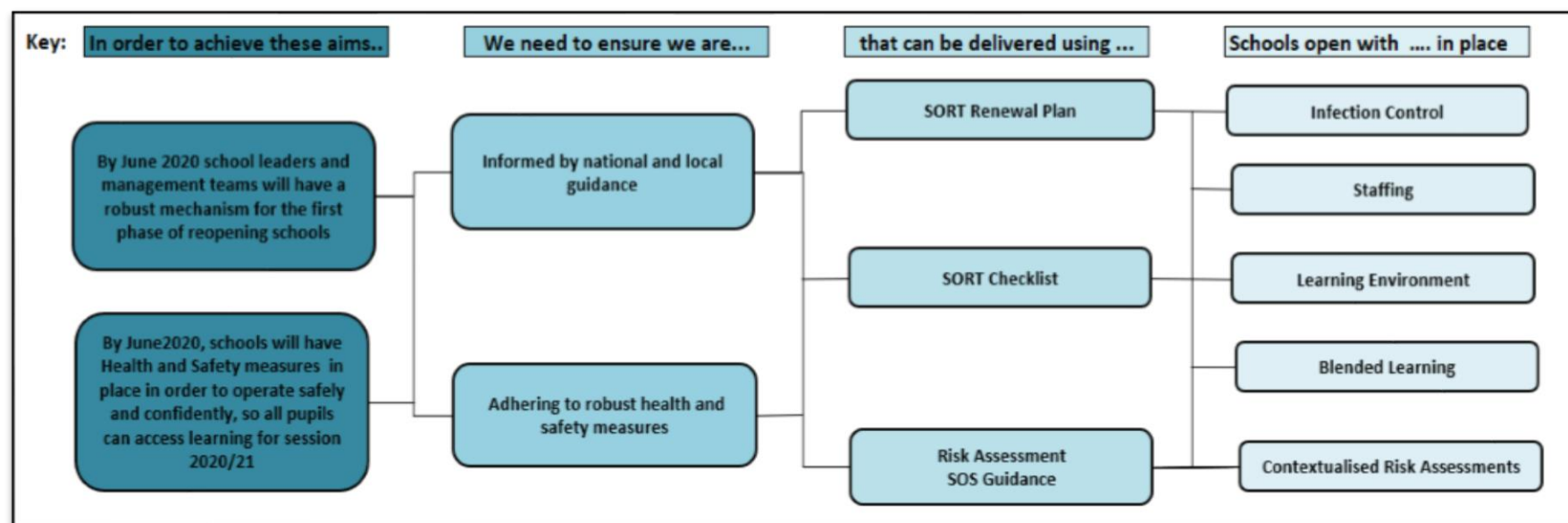
School Operational Risk Toolkit (SORT)

Renewal Theme 1	Health and Safety	Overall Responsibility	HT
Outcomes	- By June 2020 school leaders and management teams will have a robust mechanism for the first phase of reopening schools in accordance with the Scottish Government's Strategic Framework for Reopening Schools, Early Learning and Childcare provision in Scotland and the COVID-19 Framework for Decision Making. - By June 2020, school will have Health and Safety measures in place in order to operate safely and confidently, so all pupils can access learning for session 2020/21		
NIF Priority - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in children and young people's health and wellbeing Care Inspectorate Themes - Quality of care and support - Quality of environment - Quality of staffing - Quality of management and leadership		QIs/Themes - QI 1.1 Analysis and evaluation of intelligence and data - QI 1.4 Leadership and management of staff (all themes) - QI 1.5 Management of resources and environment for learning - QI 2.1 Safeguarding and child protection (all themes) - QI 2.3 Learning and engagement - QI 2.4 Removal of potential barriers to learning - QI 2.7 Transitions (all themes) - QI 3.1 Ensuring wellbeing, equality and inclusion (all themes) - QI 3.2 Equity for all learners - QI 3.3 Creativity Skills	

			QI 3.3 Digital Innovation QI 3.3 Digital literacy	
Tasks	By Whom	Resources	Time	Progress & Impact
Schools should set up a Health and Safety (H and S) working group, if not already in place.	- HT - BM - Staff representatives, teaching and non-teaching			Our H&S group comprises of BM, HT, FO, CT and 2 PSAa
School leaders should be aware of the essential national and local advice and legislative requirements for reopening schools.	- H and S Group - Corporate Facilities Management - Corporate Procurement - Corporate Health and Safety (H and S)	Link to national guidance Link to School Operation Sheets SOS contents	From now Ongoing as advice is updated and shared	- HT attended H&S briefing - SLT involved in creating Ras - RAs shared with H&S group
Take cognisance of the roles and responsibilities of School Leaders and others in relation to Infection Control and action in collaboration with other services in order to open safely.	- School Leaders - All staff - Corporate Facilities Management - Corporate Procurement - Corporate H and S	Link to SORT – Infection Control spreadsheet SOS Infection Control	By June 2020	SLT aware of roles and responsibilities
Take cognisance of the roles and responsibilities of School Leaders and others in relation to Risk Assessment and action in collaboration with other services in order to open safely.	- H and S Group - All staff - Corporate Facilities Management - Corporate Procurement - Corporate H and S	Link to SORT – Risk Assessment spreadsheet SOS Risk Assessment	By June 2020	SLT aware of roles and responsibilities
Audit the needs and requirements of the school's cohort (staffing, pupils, parents) so that school can identify its priorities for accessing a new model for learning.	- H and S Group - All Staff - Pupils - Parents	Link to SORT – People spreadsheet	Ongoing	Staff, pupils and parents surveys about needs and concerns around the return to school
Audit the needs and requirements within learning environments so that specific requirements are put in place	- H and S Group - All staff - Pupils	Link to SORT – Place spreadsheet	Ongoing according to guidance	

that provide quality learning and teaching				
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SORT DRIVER DIAGRAM



Transitions

Renewal Theme 2	Transitions- Early Years, Primary-Secondary To manage the transition back into our setting safely and effectively			Overall Responsibility	Early Years – G. O'Rourke & I. Finlayson-Crawshaw P7/S2 – S. Gilhooly Senior – R. Porter
Outcomes	Children and staff will feel safe and supported. Children will access an environment that offers both reassurance and learning opportunities informed by national guidance. Environmental risks will be managed through robust risk assessments and protocols.				
Care Inspectorate Themes: Quality of Environment Quality of Care and Support Quality of Management and Leadership NIF Priority: Improvement in children and young people's health and wellbeing Improvement in employability skills and positive school leaver destinations			QIs/ Themes; 1.3 Leadership of Change 2.2 & 2.6 Transitions 2.3 Learning, Teaching & Assessment 3.1 Ensuring Wellbeing, Equality and Inclusion		
Tasks	By Whom	Resources	Time	Progress & Impact	

Health & Safety Protocols • Induction for staff returning • Hygiene including enhanced cleaning and nappy changing protocols • Social routines for all stakeholders		National and local guidance Risk Assessments	Monday 10th August	
Planning transitions into familiar and unfamiliar spaces for children: • CLPL for staff • Communication • Sharing and gathering information • CEC shared project as universal support • Enhanced transitions as targeted support	•	CLPL • Moving on coming together • CEC Podcasts & reflective questions focusing RtA • Education Scotland Transition Guidance CEC Bear Hunt Project 'Moving on' P7/S1 Project My World of Work P7 Learning Profile Wellbeing Indicators Digital transition guidance		• HT attended Transition briefing on Thurs 11th June • ET for all pupils Thurs 25th June • ET CPMs completed w/b 1st June
Plan for Learning Environments, under the following headings from Realising the Ambition: Being me: • Interactions • Experiences • Spaces	•	Realising the Ambition: Being me (National Practice Guidance) Education Scotland Transition Guidance National Guidance CEC Operational Guidance		
Plan for empowerment • Voice • Agency	•	An Empowered System – Education Scotland CEC Enhanced Transition Documentation for CPMs and Vulnerable Children. <i>add link to A&R Inclusive Practice Guidance</i>		ET CPMs completed w/b 1st June

[My World of Work – Teacher guide to P7 Learning Profile](#)

See further plans for priorities on:

- Health & Wellbeing/ Resilience
- Learning Experiences & Pedagogy.

Health and Wellbeing & Resilience

Renewal Aspect 3	Health, Wellbeing & Resilience			Overall Responsibility	HT	
Outcomes	Short term Staff are provided with appropriate CLPL and planned opportunities to debrief regarding their own HWB Staff feel supported in relation to their own health and wellbeing Staff are provided with CLPL to build on current knowledge regarding the importance of relationships in aiding renewal Systems are put in place to ensure children’s rights and participation are the heart of school life All staff understand the 6 nurture principles and have planned how these can be used to support learners The curriculum is adapted, through learner voice to meet the needs of our learners in a post-covid context Medium term Relationships have been reconnected across the school community All learners feel listened to, reassured and supported (acknowledging their experiences) The nurture principles underpin the learning environment All learners feel more resilient					
NIF Priorities: Improvement in children and young people’s health and wellbeing				QIs/Themes 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching & Assessment 2.4 Personalised Support 2.6 Transitions 3.1 Ensuring Wellbeing, Equality and Inclusion		
Tasks	By Whom	Resources			Time	Progress & Impact

Develop plans to support staff HWB; Identify time and space for staff to debrief regarding their own HWB Provide CLPL to support staff HWB, to support their own HWB Provide CLPL to enable staff to feel more confident in supporting their learners. Share the 4 key messages regarding recovery and HWB to ensure a consistent approach; • Reconnect relationships • Acknowledge experiences • Create a nurturing environment • Support our learners to build resilience	All staff lead by SLT HWB group	Working time agreement Collegiate calendar Supporting staff - resources Session 1 'Moving on, coming together: focus on our wellbeing' 'It's All About Relationships' Barnardo's (16mins) https://www.youtube.com/watch?v=0RyD-ueKCOc&feature=youtu.be Session 2 'Moving on, coming together: focus on our children, young people and families' wellbeing Supporting learners - resources Additional HWB resources	June/August 2020 August IS day	
Audit to assess strengths and needs in relation to health and wellbeing Use reflection questions to RAG current position with staff, learners and the wider community Re-establish relationships with partners and share key messages	All staff, learners, parents, partners	Renewal Plan - HWB Rationale and Guidance Supporting learners - resources Self-evaluation during covid Part 1 Self-evaluation during covid Part 2 A5 HWB booklet HWB Framework Pre covid HWB resources / supports and organisations https://www.evocredbook.org.uk/	August	
Identify key priorities from audit; Plan a whole school, responsive approach and identify short and medium outcomes to create strong consistent messages across the school community regarding the need to: Reconnect relationships	All staff and partners (incl wrap around care) Learners Parents HWB group	• Audit responses • Additional HWB resources • Equalities - HWB Guidance • Learner participation resource https://education.gov.scot/improvement/self-evaluation/learner-participation-in-educational-settings-3-18/ • How good is OUR school?	August Monthly reflection on progress	

Acknowledge experiences Create a nurturing environment Support our learners to build resilience		https://education.gov.scot/improvement/Documents/HGIOURS-Part1.pdf https://education.gov.scot/improvement/Documents/HGIOURS-Part2.pdf		
Plan staff development opportunities to support necessary learning in relation to key priorities	• Staff • Partners	• WTA • CLPL opportunities	Term one and ongoing	
Identify additional personalised support approaches which may be required	• Pupil support/SFL/SLT • Family Learning • Nurture • ASL services • Educational Psychologist • Partner agencies	• ASL Nurture Guidance • Supporting the Care Experienced During Covid • Edin Learns Inclusion Hub	Ongoing	

Teaching, Learning & Assessment

Renewal Aspect 1		Overall Responsibility	HT
Outcomes	<u>Short-Term</u> The school has a clear BGE curriculum rationale for adaptation and renewal including a focus on digital and outdoor learning. All staff are developing the relevant digital skills to deliver learning, teaching and assessment via an online platform. All learners engage with a blended learning model. <u>Medium-Term</u> The school has additional digital resource to meet their needs for blended learning. All learners are developing the skills to access learning via digital when learning at home. All staff are developing the skills and knowledge to plan and deliver high quality learning, teaching and assessment for a blend of face-to-face and remote learning. All learners make expected progress in their learning.		
NIF Priorities:- - Improvement in attainment, particularly in literacy and numeracy - Closing the attainment gap between the most and least disadvantaged children and young people		QIs/Themes QI 1.1 Analysis and evaluation of intelligence and data QI 1.3 Strategic planning for continuous improvement QI 2.2 Rationale and design QI 2.2 Learning pathways QI 2.3 Learning and engagement QI 2.3 Quality of teaching QI 2.3 Effective use of assessment QI 2.3 Planning, tracking and monitoring QI 2.4 Universal support QI 2.4 Targeted support QI 2.5 Engaging families in learning QI 3.2 Attainment in literacy and numeracy QI 3.2 Overall quality of learners' achievement	

Tasks	By Whom	Resources	Time	Progress & Impact
Appointment of Development Officer and Recovery Teacher. To minimise potential barriers to learning, outdoor learning groups have been set up for P5 - 7.	- Calum Wood - Kara Hood	Link to Level 5 Illustration QI 2.4 Theme 1 HGIOS4?	Ongoing – Groups reviewed each term.	Groups set up, parents consulted. Ongoing evidence gathering using Sway.
- Carry out Digital Access Audit to assess strengths and needs in relation to learning and teaching. - Establish Outdoor Learning capacity, as an aspect of a Blended Learning Model	- Stakeholders complete relevant audit - SLT/H&S Group/Class teacher	- Digital Access Audit - Digital Tools Audit Link to Digital Learning and Teaching Self-Evaluation Link to Outdoor Learning Risk Assessments and other Phase 1 Outdoor Learning Resources	April 2020	Initial Digital Access Survey carried out April 2020 Digital Tools Audit carried out June 2020
- With the school community, collaboratively create a refreshed curriculum rationale, relevant to Covid-19 adaptation and renewal, with a focus on digital learning opportunities and equality and diversity. - RSHP experiences and outcomes integrated into existing bundles. - Position papers updated for Literacy, Numeracy and Health and Wellbeing.	All stakeholders	Link to BGE Curriculum Rationale Guidance Link to Level 5 Illustration QI 2.2 Theme 1 HGIOS4? Link to Edinburgh Phase 2 Outdoor Learning Vision and Rationale	Curriculum CAT sessions x 3– Sept-Dec Curriculum Development group time – 6 hours	
- Apply the school's curriculum rationale to plan consistent Teaching and Learning approaches for a blended learning model, faced-to-face (in-school), digital and outdoor learning. - Engage with Collaborative Professional Enquiry on Formative Assessment, as part of	- All staff - SLWG inc parents and staff	Link to Blended Learning Teaching and Learning Guidance Link to Sample Blended Learning Strategy Link to sector specific blended learning case study videos	Formative Assessment CAT sessions – x 6 – Sept-Dec Formative Assessment preparation, reflection and	

Research Schools project, and Access/deliver appropriate professional learning for staff. • Create Blended Learning Strategy.		• Please see attached Research Schools plan	enquiry time – 6 hours – Sept-Dec.	
• Ensure all learners can access learning and teaching remotely (technology, skills to access learning etc.) – use Digital Access audit information to identify priority actions.	• Relevant staff in school (Home Learning Lead/Digital Learning Lead/Digital Learning Coordinator)	• Home Learning Lead / Digital Learning Lead / Digital Learning Coordinator • Office 365 and other relevant digital tools	June '20 Ongoing Sept-Dec	
• Access/deliver appropriate professional learning for staff to ensure all can use relevant digital platforms and tools to required level – use audit information to identify priority actions. • Access/deliver appropriate professional learning for all staff to ensure they have the skills to deliver high quality remote learning, teaching and assessment within a Blended Learning Model.	• All staff • Coordinated/supported by Home Learning Lead/Digital Learning Lead/ Digital Learning Coordinator	• Link to EdinburghLearns@Home Digital Professional Learning (self-directed and webinars) • Edinburgh Learns Professional Learning (self-directed and/or led by EL T&L Team)	5 hours – Sept-Dec	

Equalities, Equity & Inclusion

Renewal Aspect 2	Equalities, Equity and Inclusion	Overall Responsibility	Alison Humphreys (Equity) and Anna Gray (Inclusion)
Outcomes	Short Term: - The Senior Leadership Team and all teaching staff use data and other evidence effectively in order to identify the poverty related attainment gap post-COVID 19 across the school and for individual cohorts and areas of the curriculum, including instances where the lack of digital access has been an additional barrier for learners. - Ensure that the planning of effective interventions and approaches is based on data and evidence. Medium Term: - Implementation and ongoing evaluation of interventions through managing resources to support equity of access for all to learning, attainment and achievement post-COVID 19, particularly for those affected by poverty. Long Term: - Reduction in the poverty related attainment gap in literacy and numeracy by identifying, responding to and reducing any barriers to learning using the resources we have available		

NIF Priority :- - Improvement in attainment, particularly in literacy and numeracy - Closing the attainment gap between the most and least disadvantaged children and young people			QIs/Themes QI 1.1 Analysis and evaluation of intelligence and data QI 1.3 Strategic planning for continuous improvement QI 1.5 Management of resources to support equity QI 2.3 Learning and engagement QI 2.3 Quality of teaching QI 2.5 Engaging families in learning QI 3.2 Attainment in literacy and numeracy QI 3.2 Overall quality of learners' achievement	
Tasks	By Whom	Resources	Time	Progress & Impact
1a. Provide opportunities for staff engagement in the effective use of data in identifying the poverty related attainment gap post-COVID-19 1b. Set measurable outcomes which relate to improvements in attainment or achievement for those learners in SIMD quintile 1 and the closing of the gap between those in SIMD quintile 1 and those in quintiles 2-5	- SLT - CTs	- Post-COVID-19 attainment and achievement data at class and whole school level, based on a range of evidence collected in a sensitive way (Scottish Government Guidance 05/06/20). - Tracking and monitoring systems with functions for filtering by SIMD to determine the gap (such as EdICT or school-based systems). NIH excellence and equity datatoolkit - Professional dialogue with staff using the baseline data to inform the measurable targets. - CEC Pupil Equity Funding: Plan 2020-21 -	Nov '20, Feb '21, March '21	
2. Continue to update existing audit information regarding inequity of digital access and take action appropriately as part of the blended learning model.	SLT	- Table on pg 10 and paragraph on pg 15 of (Excellence and Equity During the COVID-19 Pandemic – A Strategic Framework for Reopening Schools, Early Learning and Childcare Provision in Scotland) - School Data from Digital Access Audit	Ongoing	

3. Strategically plan interventions taking account of post-COVID-19 evidence and data gathered for those affected by poverty.	• SLT	• PEF National Guidance 2020-21 • PEF City of Edinburgh Council Guidance 2020-21 • Pupil Equity Funding: Plan 2020-21 – (Additional Staffing) • Equity Self-Evaluation Resource (Education Scotland) • Interventions for Equity Diagram • Dan Nicholls (2020) Urgent Action Required. Addressing disadvantage • EEF Impact of School Closures on the Attainment Gap June 2020 and • Scotgov support-for-continuity-in-learning June 2020 • Nurture • GAIN Outdoor Groups (Grow and Achieve In Nature) • Cosy Groups • Lego groups • Sensory Groups	Ongoing	•
4. Planning the financial management of resources to support equity.	• SLT	• QI 1.5 CEC Self-evaluation Report • QI 1.5 CLPL for HTs and BMs (available from January 2021) • CEC Pupil Equity Funding: Plan 2020-21 - School Template (Additional Staffing) • Challenge questions from HGIOS?4 QI 1.5 • Improving School Empowerment through Self-Evaluation: A Framework for Local Authorities • Funding request to KPSA • ICT support from Kirkliston Community Church	Aug	•
5. Identification of learners affected by poverty post-COVID-19 who may also experience disadvantage for other reasons eg Equity cohorts.	• SLT • CTs	• Supporting Care Experienced Children and Young People through Covid 19 and its aftermath • Care Experienced Children and Young People 2020 – Self-evaluation toolkit for schools • https://education.gov.scot/improvement/learning-resources/supporting-young-carers-in-education-during-covid-19/ • Equalities Resources	Ongoing	•

6a. Establish or build upon existing family learning programmes- adapt to a COVID context	• SLT • ST	• Engaging Parents and Families: A Toolkit for Practitioners (Family Learning) • 'How to' video clips created for parents to help them build skills and confidence in accessing digital learning platforms such as Teams. • Post-COVID data gathered by the school to identify families facing hardship and poverty for the first time, who may find it difficult to access the support they need due to the unfamiliarity of support systems and being previously unknown to professionals.	Ongoing	•
6b. Involve all stakeholders fully in self-evaluation to analyse impact of COVID 19.	• KPSA	• Scottish Attainment Challenge and Partnerships with the Third Sector • EEF working-with-parents-to-support-childrens-learning • Q&A during KPSA AGM	Nov	
7. Ensure that sensitive action taken at all levels to remove unintended barriers (including financial) to participation, engagement and access to wider learning opportunities, in light of the increase in the number of families affected by poverty post-COVID 19.	• SLT • ST • CTs	• CEC 1 in 5 Top Tips for Schools • CEC Raising Awareness of Child Poverty document • Leadership for Equity CLPL (School Leaders, Class Teachers, PSAs/PSOs – available later in session 2020/21) • https://cpag.org.uk/scotland/CoSD/evaluation • National Improvement Hub – Stirling Outcomes and Measures Toolkit	Ongoing	•
8. Include regular tracking dialogue meetings with all relevant staff as an aspect of the Quality Assurance calendar.	• SLT/ CTs	• Tracking meetings and updating EDICT	Nov, Feb, May	•
9. Inclusion 9a. Identify learners with specific learning difficulties who require Individualised Educational Programmes or CSPs; review and update targets. Monitor learners who may require/have previously required Sfl support at pathway 2 to facilitate early intervention and planning to address any emerging difficulties accessing learning. 9b. Termly review of progress towards IEP or CSP targets as part of multi-agency planning process.	• Sfl staff with support from ASL Service colleagues as required	• Learning at home pathways to support • AR&R Guidance to Support Inclusion During Covid-19 • https://education.gov.scot/parentzone/learning-at-home/covid19/supporting-children-with-additional-support-needs/ • https://www.callscotland.org.uk/home/ • https://www.gov.scot/publications/coronavirus-covid-19-support-for-continuity-in-learning/ • Planning for Learning part 3: Individualised educational programmes (IEPs) • https://education.gov.scot/parentzone/Documents/CfEbri efing13.pdf	Ongoing	•



Kirkliston Primary School Renewal Plan 2020-2021

