

Standards and Quality Report 2021/22 and Improvement Plan 2022/23



Ready

Respectful

Responsible

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. Our values of Ready, Respectful and Responsible underpin all that we do at Kirkliston Primary School. We strive to ensure all members of the Kirkliston Primary School Community are:

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

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 626, spread over 22 classes. Over the year, 13 pupils attended from out with the catchment area and approximately 10% of pupils were in receipt of free school meals. Class organisation was as follows: -

P1, P1, P1, P2/1 P2, P2, P2, P3, P3, P3, P4/3, P4, P4, P4, P5, P5, P5, P6, P6, P6, P7, P7.

The overall school attendance is 93.2% which is lower than pre-pandemic and something that we will address next session.

The management team consists of Head Teacher, Mrs Lucy Henderson, Depute Head Teachers, Mr Jude Moir and Mrs Linda Hughes, Principal Teachers Mrs Helen Bartholomew, and Mrs Kathryn Graham, Acting Senior Early Years Officer Lee Marshall and Business Manager Mrs Linsey Luca. The support for learning team consists of two part-time support for learning teachers and two full-time SfL teachers and a part-time family support teacher which are supplemented by PEF and Covid recovery funding. The school also benefits from a full-time PE specialist and as well as instructors of violin and brass. There are 20 Pupil Support Assistants (PSAs) working throughout the school to support learning, teaching and inclusion. Teaching staff includes 3 probationer teachers.

This year we were allocated approximately £ **129626** 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 70 children accessing 1140 hrs. The team is led by a Senior Early Years Officer who is supported by an Early Years Officer, 7 Early Years Practitioners, 3 PSAs and 1 Domestic Assistant.

The school benefits from a very supportive and active Parent Council, (KPSA). This session has again seen all support and engagement managed through remote means. 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. although their participation has been limited this session due to Covid restrictions. 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. Again, Covid restrictions have limited these activities this session although the final term has allowed us to welcome visitors to the school.

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.

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

Developing a shared vision, values & aims relevant to the school and its community

What we have done:

Our Vision, Values and Aims are now visible throughout the school and shared at weekly assemblies. They are embedded in our ethos and can be heard in daily conversations with pupils. We revisited them as part of our equalities work and feel that they put a strong emphasis on inclusion.

Our curriculum groups have provided opportunities to develop pedagogy and leadership for all across all stages.

The impact:

The ethos in the school is a reflection of how well the values are embedded across the school. Daily conversations between staff-staff, staff-pupils and pupil-pupil highlight how important positive relationships are to all at Kirkliston Primary School.

Through regular tracking and monitoring meetings all staff have demonstrated a clearer understanding of the socio-economic context of the school, taking account of the impact the Covid-19 pandemic and how this informs our vision for improved outcomes.

Strategic planning for continuous improvement

What we have done:

We support ongoing relevant and responsive enquiry and reflection to adapt to the needs of learners and make practice evidence-based.

Staff feel confident to initiate and lead changes: use of surveys to inform change and shape next steps in equalities - confidence in teaching LGBT curriculum

The impact

Our practice has been informed by enquiry and many changes have been made following the results of individual class projects. We regularly review these changes to ensure their impact on pupils is positive.

Implementing Improvement and Change

What we have done:

We have implemented a number of changes from our Adopt, Adapt, Abandon survey following our recovery from Covid-19 including how we start our creative start to the school day to reduce anxiety and improve attendance, on-line options for parent meetings to increase engagement and tightened school security measures.

We have used new ways to gather and data for self-evaluation such as Microsoft forms and sways to increase engagement with stakeholders.

We have adapted our approach to curriculum groups to ensure depth, robustness and sustainability of development. We have regular conversations and enquiries across all stages.

The Impact:

Improved communication between stakeholders and an increased confidence in making positive changes rather than just maintaining the status quo.

Next Steps

- Share the V, V A with parents as they begin to return to events within the school building.
 - Continue with Curriculum Groups, greater sharing and opportunity for celebration of enquiry, sharing throughout Learning Community. Regular and often little bits of sharing and expertise.
 - Create a whole school vision for Creative Start
 - Implement the new digital system for self-improvement.
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2.3 Learning, Teaching and Assessment

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

Learning and Engagement

What we have done

- a) We have encouraged a want to learn in literacy and improvements in standards by making learning fun, consistent and creating a routine where pupils feel comfortable. Introducing Free Write Friday allow for excitement in writing and this has increased engagement.
- b) We have focused on increasing learning and engagement for all in, with a particular focus on teaching numeracy in a way that promotes inclusion, builds confidence and creates opportunities for all to succeed. We have done this by engaging with high quality CLPL for all staff around embedding a Concrete - Pictorial - Abstract approach to teaching. We invested in high quality, engaging resources to support this approach (Place Value Counters, Dienes, support kits, fraction models, White Rose Maths), shared these with staff and provided training on how to use them effectively.

The Impact

- a) The largest impact has been in P3 where repeated activities daily using the RWInc model allowed pupils to feel comfortable and routines are predictable. Free write Friday has led to increased engagement in writing across the school.
- b) Greater engagement and confidence for learners and increasing staff skill and understanding around the importance of providing CPA opportunities for all in numeracy.

Quality of teaching

What we have done

- a) Provided new resources and a consistent approach to literacy across the school using RWInc methodology has created a consistency of teaching approaches.
- b) The Maths and Numeracy Curriculum Group initially engaged in CPA training which was then trialled in the classrooms, before being shared more widely with all staff at the beginning of this session. Training occurred between September and December.

The Impact

- Staff have been upskilled in RWInc approaches/methods however more formal training is needed for all staff.
- All staff have been supported to begin implementing the CPA approach within their classrooms, alongside high-quality resources that were purchased to support this. Regular meetings of the Curriculum Group have enabled this progress to be reflected on an adapted where needed. Staff have and increasing level of knowledge and skill and we are beginning to see this approach used consistently across all stages.

Effective use of assessment

What we have done

- a) SWST and SWRT assessments identify pupils in need of literacy support. New spelling assessments linked to ASL progressions and RWInc have been created for teachers to identify gaps in spelling knowledge. Writing jotters with a piece of writing from September and May will travel through the school with pupils as an example of their ability and progress. This will be in place from Aug 2022 and can be used for assessment and moderation purposes.
- b) We have identified a need for greater understanding, skills and consistency in the effective use of assessment in Numeracy and Mathematics. The Numeracy and Maths Coordinator has begun to research and trial different assessment opportunities and is hoping to engage with a trial of wider resources at the start of next session. This is a key area of focus for next session, linking to CEC Learning Community aims.

The Impact

- c) These assessments have identified the pupils in need of additional support and challenge and allows us to plan supports accordingly.

Planning, tracking and monitoring

What we have done

- New planning documents have been created KPS literacy overview, literacy calendar, spelling progression, P4-7 writing progression.
- We have engaged in regular, cross-stage discussions regarding the planning, tracking and monitoring of staff knowledge and skills and pupil progress as part of the Numeracy and Maths Curriculum Group. We updated our planning documents to help staff use these effectively to support inclusion, consistency and progression across the school. We have identified further areas for development (e.g. explicit teaching of vocabulary, introduction of different methods) and worked alongside the CEC Numeracy Development Group to begin developing planners for introduction next session.

The Impact

The new planners will be included in forward plans and used to plan and assess pupils. This will create more consistency and a clearer progression of learning through P1-7. Moderation of writing will be carried out by mixing writing jotters over a stage (early/first/second) allowing for a wider range of professional judgement and discussion.

Next Steps

- Implement new Writing and spelling progressions.
 - More formal RWInc. training for all staff.
 - Continuing to embed CPA methods across the school and develop staff understanding and skill
 - Reviewing when key maths and numeracy vocabulary and methods are introduced
 - Implementing new planning documents shared through CEC Numeracy Development Group
 - Continuing to look at the structure of a lesson/week in Numeracy and Maths with a particular focus on developing opportunities for **retrieval practise** and building **fluency**.
 - Exploring and developing inclusive, robust and consistent assessment practices that allow opportunities for all to succeed.
 - Developing a Learning Community Assessment and Moderation plan
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3.1 Ensuring Wellbeing, Equity and Inclusion

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

Wellbeing

What we have done

- All staff participated in in-service training to share the rationale for soft/creative starts, share previous enquiry into the impact and review meeting to share good practice and identify next steps. Introduced whole school soft/creative start to focus on relational practice with every pupil.
- 2 additional Support for Learning teacher posts created using Covid recovery funding to establish P3/4 Nurture base and P6/7 Sanctuary offering a nurturing, inclusive space for identified pupils. Nurture groups, Cosy Groups, LIAM and Outdoor Learning groups with nurture trained staff offered additional social and emotional provision.
- All staff engage with building positive relationships based on nurture approaches. SfL and SLT support all staff to embed ethos in day to day learning and teaching approaches. Through partnership with ASL colleagues, Educational Psychologist and CLPL opportunities, there is continuing increased staff awareness of trauma informed practice. All staff participated in whole school ASD and Colourful Semantics training to further support and understand barriers to learning.
- Our Family Learning Team re-established an ASN parent group, breakfast club, mums' group, 1-1 parent support and targeted after school support. Many families benefitted from Free active schools' clubs, signposting to external agencies when needed and support to utilise additional and alternative resources available.
- Staff Health & Wellbeing continued to take priority with activities, events, and focus weeks with invited guests or opportunities to connect with a wider range of colleagues.
- Identified staff participated in RSHP training and LGBT+ inclusive education. All staff were supported to engage with RSHP /LGBT+ programmes which has created a safe and welcoming environment for all learners which recognises and celebrates diversity. Our Kindness Crew, SLT and key staff shared key messages at assemblies and in learning and teaching across all classes.
- Child planning meetings, following GIRFEC procedures continued throughout the year ensuring feedback on outcomes set are discussed, evaluated and inform next steps for children's wellbeing, engagement and learning.

The Impact

- All children are welcomed into a nurturing, respectful environment each day. They are more aware of their rights and the wellbeing indicators and feel valued, safe and secure. Trusted adults have been identified for our most vulnerable pupils and positive partnership with families is embedded through our Family Learning, SfL and SLT.
 - Vulnerable families feel listened to and supported and breakfast club for identified pupils is established.
 - Staff feel valued, respected and empowered to prioritise wellbeing for all, supporting each other and raising concerns within an open, inclusive ethos.
 - We have raised awareness of the Equalities Act and through the Kindness Crew assemblies almost all staff and pupils have a good understanding of the 9 protected characteristics.
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- Staff, children and families are aware of how the wellbeing indicators can identify and support improving outcomes for our pupils' wellbeing.

Next Steps

- Wellbeing indicators to be fully embedded in language used in soft/creative starts and across the school day. Parental engagement and whole school focus on the UNCRC will further support a shared understanding and language of wellbeing and in the dignity of every individual.
- Positive relational practice modelled by all staff to further support behaviour across the school and environment.
- Family Learning Teacher to link in with new PSOs to support families of our children most at risk.
- Continue to build on the work started by the Kindness Crew including RRS and invite parent representation.
- LIAM programme and Play Therapist to continue supporting identified pupils.

Fulfilment of Statutory Duties

What we have done:

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. We have prioritised work on inclusion, including LGBT+ inclusive education, to ensure understanding and compliance of the Equalities Act 2010.

The Impact

We have raised awareness of the Equalities Act and through the Kindness Crew assemblies almost all staff and pupils have a good understanding of the 9 protected characteristics. We have purchased a wide range of age-appropriate books to support understanding of the protected characteristics and promote diversity.

Inclusion and Equality

What we have done:

- Staff have undertaken training to develop knowledge and understanding of LGBT+ identities ensuring that staff can meet the needs of all learners and families.
- Pupil equalities and inclusion group – Kindness Crew – has led whole-school assemblies on each of the Equality Act (2010) protected characteristics.
- Marked key dates across the year with whole-school and in-class learning opportunities to celebrate and learn more about diversity.
- Linked discussions of diversity and Equality Act (2010) protected characteristics with learner's rights
- We have whole school visuals to celebrate diversity and inclusion, consistent across the school, to create a welcoming environment for all learners, families and staff. These have been used for in class 'Diversity Dialogues' discussing each of the protected characteristics.
- We have purchased a wide range of age-appropriate books to support understanding of the protected characteristics and promote diversity.
- Curriculum groups have mapped opportunities for LGBT+ inclusion across the curriculum.

The Impact:

- Greater knowledge and understanding of LGBT+ inclusive practices
- School-wide approach to diversity and inclusion ensuring quality and consistency for all
- More welcoming and inclusive environment for learners, families, staff and wider community.

Next Steps

- Undertake *Stage 2* LGBTI education training
 - Begin working towards the Rights Respecting Schools award
 - Attainment of *LGBTeducation.scot Implementation and Evaluation Toolkit*.
 - Audit of school policies and materials to ensure that all documents are inclusive of different identities
 - Continue to embed LGBT+ learning across the curriculum
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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

What we have done:

Robust attainment tracking meetings take place at key points throughout the year, with Literacy and Numeracy at the centre of our focus. EDICT allows us to use data effectively to better understand children's individual progress, as well as making analysis of trends across year groups easier. Curriculum groups have been set up and maintained this year in Literacy, Numeracy and wellbeing, allowing teaching, learning and assessment to be regularly re-visited throughout the year. Each Curriculum group has a representative from every year group to allow key messages and perspectives to be effectively communicated and understood across the whole school. This has helped us develop the curriculum effectively in Literacy and Numeracy at all stages. SFL coordinate individual support plans where required, and these are carried out by our highly skilled PSA team and SFL teachers accordingly. Children requiring more support have been flagged at the termly Tracking and Monitoring meetings and appropriate interventions have been put in place. We have temporarily increased our SFL provision with an additional 2 teachers who have worked across the school to provide additional support to those most in need. This work has been targeted towards our most vulnerable learners, experiencing financial deprivation or with a high level of additional support need. The new SFL teacher have been responsible for setting up additional nurture bases across the school to give a safe space for children to regulate throughout the week. Extensive moderation work has taken place this year with key stakeholders from across the school. Literacy and Numeracy Coordinators, SFL teachers, SLT and class teachers met to moderate our understanding of Teacher Judgement, which resulted in a document being created to be more explicit about on track/Not on track statements.

The Impact:

Tracking and monitoring meetings, along with planned data discussions at extended CAT sessions have shown an increased shared understanding of achievement of a level. The moderation work that has taken place this year has also removed doubt and ambiguity around what achievement of a level looks like. There is now a detailed and shared understanding of on track statements which has made our data in literacy and numeracy more robust and reliable. Self-evaluation processes suggest that what we now need to invest more time in is our assessment calendar and this will form a key part of our plan for literacy and numeracy moving forward.

All class teachers are clear about the closing the gap strategies for pupils in quintile 3 (our lowest cohort on the index). Our inclusion of additional SFL teachers has really focussed the conversation on strategies that work to improve the attainment of these learners. The continued whole school focus on Enquiry has created a culture of research and investigation which has led to an improvement in attainment.

Across Literacy and Numeracy almost all learners in P1 are achieving expected levels in Reading, Writing, Listening and talking and Numeracy. In P4 and P7 most learners are

achieving expected levels in Reading, Writing and Numeracy. Almost all learners in P4 and P7 are achieving expected levels for Listening and talking.

Attainment Over Time

What we have done:

Continued focus on tracking and monitoring systems across the school have allowed us to become increasingly more data literate as a staff. Our moderation work this year highlighted discrepancies with data over time, with significant variations in levels of achievement each year for individual cohorts of children. This was flagged as problematic, and the appropriate moderation work took place. This allowed us to analyse and interrogate the data over time and create a shared understanding of data.

Our tracking and monitoring systems allow for effective interventions at key points throughout and between years. This allowed us to effectively implement the required interventions throughout the year to ensure that children continued to make progress over time.

The Impact:

Increased confidence in the reliability of the data over time has allowed us to feel much more confident analysing the data moving forward. Almost all classes reported increased confidence with the shared understanding.

Our tracking and monitoring shows that attainment has increased over time for all our learners. When tracking groups and cohorts over time there are significant differences year to year. There is an upwards trend for every year group and cohort, with the exception of our current P5s. However, this is explained by the cohort changing and the level of additional support increasing in that year group. The trend is not significant and we feel can be reversed in P6 and P7 to ensure continued progress.

Overall Quality of Learners' Achievement

What we have done:

(a) Pupil groups such as House captains, pupil council, kindness crew, sports ambassadors and Eco ensure that children are meaningfully engaged in the running of the school. These allow our learners to exercise their responsibility and independence as effective contributors to the wider life of the school. There are several examples of how this has had an observable impact on the running of the school.

b) Relational/Restorative practice and nurture principles continue to be used across the school. Training and dialogue is a regular feature of practice with reading groups and self-directed professional learning taking place across the year to ensure consistently high levels of practice in this area.

c) Attendance is high and improving. We have made good relationships and have worked in partnership with our family learning team. Continued work with ASL and external agencies have allowed for positive outcomes for all children.

The Impact:

- a) Children, young people and families are more engaged with their learning experiences and have a say in the quality of their learning.
- b) School values contribute to a nurturing ethos across the school. All of our practice is rooted in relationships and this permeates through every aspect of the school. Children are included and wellbeing is valued highly. This is integral to the running of the school and impacts every decision made.
- c) Children who are vulnerable due to lack of attendance are targeted by SFL, Nurture and the family learning team. Partnerships also with ASL services and Edinburgh together to help our most vulnerable learners has also led to increased attendance.

*Equity for all Learners***What we have done:**

- a) Using PEF funding we appointed 2 additional SFL teachers to work with the most vulnerable learners in our community. Outdoor learning groups, nurture bases, 1:1 support with children and extended support for families have been our biggest achievements in this area.
- b) A shift in the working patterns of the SFL department has led to more equity for all learners across the school. SFL team using their expertise of nurture and pastoral support were timetable to create alternative and desirable curricular experiences.
- c) EYO appointed to develop play-based pedagogies and to support our most vulnerable younger learners. Following the success from across the school, a nurture base has been created with EYO to allow for a designated space to support learners in P1 and P2.
- d) Transition teacher appointed and timetabled across all schools in the Learning Community. The teacher worked closely with our most vulnerable learners in P7 to make the transition to S1 as positive as it could be.

The Impact:

- a) Increased support for learning capacity allowed for more children to be supported, promoting equity of success for more children, in particular our most disadvantaged and with the most complex ASN.
 - b) Timetabled support, and desirable alternative curricular experiences allowed us to engage children in need of a different approach to increase attendance and engagement. This also supported class teachers and PSAs as we provided breaks from the classroom environment for these learners who needed space and time to regulate and engage in a differentiated way.
 - c) EYO has built great relationships with the children and families since being appointed. The additional capacity and expertise in this area has been invaluable and allows us to plan strategically moving forward for how to continue to promote equity for all learners in the early years.
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d) The transition teacher has allowed us to build a robust and impactful transition programme for our current P7 learners. This has made the process much more equitable through enhanced transition procedures for our most vulnerable and disadvantaged learners.

Next Steps

- An evaluation of restorative practice and whole-school implementation of the nurture principles to take place next session. Considerable time in the working time agreement to be devoted to ensuring there is a shared understanding and that this is having a positive impact on all learners.
 - Assessment and moderation calendar to be created to ensure that our assessment procedures are as robust and reliable as possible. This will also give increased reliability and confidence for teacher judgement.
 - SFL timetable approach to be continued to provide an equitable experience for our most vulnerable and disadvantaged learners.
 - PSOs recruited to continue to add capacity to our Nurture and SFL teams.
 - Transition teacher to work with P7 throughout the year. This will increase our SFL, Nurture capacity and will allow us to make the transition process equitable.
 - SFL PSAs to be identified to deliver programmes across the school. With the SFL teachers being used to work on nurturing/pastoral support, the SFL PSAs will be integral to ensuring high quality literacy and numeracy support continues to take place across the school.
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Evaluative Statements

Curriculum

Rationale and design of the curriculum

- a) There was a lack of consistency of basic phonological awareness, approach, pedagogy and skill level across the school. We aimed to improve consistency of staff knowledge, approach, pedagogy, planning and teaching and learning across the school.
- b) We have begun embedding a CPA approach to Numeracy and Mathematics following research, training and initial trials in previous years. This approach has been shown to be more inclusive to learners and focuses on building a solid, flexible understanding of mathematical concepts. The initial impact has been renewed conversation around and enthusiasm for numeracy from both staff and pupils and an interest in developing understanding.

Development of the curriculum

- a) Current practices and resources were audited. Gaps in resourcing, staff knowledge, pupil skills were identified. A whole school curriculum overview was created. Year group curriculum maps were created outlining all literacy teaching and learning that should be undertaken each week. Writing progression for P4-7 created. Spelling progression & assessments for P1-7 created. Literacy packs to be given to teachers Aug 2022 with all new plans/overviews etc. These should be used and evaluated throughout next session (Aug 2022)
- b) We identified numeracy as the key areas for developing the numeracy and mathematics curriculum. The focus was on developing understanding, consistency and progression across the school. We did this by engaging in professional learning, purchasing and beginning to implement a range of resources to support a CPA approach to numeracy and meeting regularly to discuss progress and next steps.

Learning Pathways

- a) New learning pathways created using literacy overview, literacy calendar, writing progression, spelling progression etc. This should provide consistency of approach and L&T throughout the school and make it clearer to staff which benchmarks/ Es&Os/ resources/ approaches should be covered/used at each stage.
- b) We have reviewed our Learning Pathways within the Numeracy and Maths Curriculum Group, sought feedback from other staff and shared this with the CEC Numeracy Development Group. Following feedback, we have updated them to make the progression through a level clearer for planning. We will look at updating/reviewing these further if new documents are shared at the start of next session.

Skills for Learning, Life and Work

- a) Pupils attainment and abilities in literacy should improve using a more consistent approach throughout the school and through their school journey. With an emphasis on predictability, structure and routine pupils should feel safe and comfortable to be able to learn and progress in their literacy and achieve to a high standard.
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- b) By focusing on numeracy, we are providing pupils with the key knowledge, skill and understanding they need to be numerate and work confidently with number in any aspect of their learning, life or work. The impact is reported as greater engagement and enjoyment of numeracy, particularly from those who were previously disengaged or finding this area particularly challenging.

Teachers' Charter

- All teaching staff attended the Edinburgh Learns: Introduction to Differentiation in September. Following this they planned a lesson study with their cluster colleagues to put their new knowledge into action.
- All teaching staff have taken part in Practitioner Enquiry and have shared their findings to inform their future practice and leadership of learning experiences.
- Next session we will focus on Formative Assessment as part of the development of our Cluster Assessment and Moderation Framework

Leadership for Equity

- Staff discuss SIMD data and hidden poverty at their termly attainment and tracking meetings and have a good knowledge of the PRAG within their class/ stage.
- Through interventions, further opportunities for success and progress within individual milestones make a difference for our most vulnerable children.
- Our family learning team put supports in place to promote attendance.
- Our school values demonstrate our commitment to inclusion.
- The Kindness Crew raise awareness of the 9 protected characteristics through assembly and class sharing.

Parent/Carer Involvement & Engagement

What has gone well and increased engagement & involvement?

- We have continued to support the needs of parents and carers through our Family Learning Team which includes 1:1 family support.
 - Many parents and carers continue to see the school as a place of support and are comfortable speaking to staff about the needs of their children.
 - Some vulnerable mums have engaged in a weekly fitness group with our PE specialist, which has resulted in some families doing more sports and outdoor activities out of school.
 - Supported parents to engage with the Active Schools programme to ensure some of our most disadvantaged pupils get access to extra-curricular activities.
 - Our parent body, KPSA, have continued to meet virtually throughout the year and have been consulted about the development of the school.
 - A successful Sport's Week allowed parents and carers to visit the school again and be involved in their children's learning experiences.
 - We had an excellent turnout for our recent P1 Induction sessions.
 - Termly newsletters are shared with parents and carers documenting the learning happening in classes.
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Next Steps

- Invite parents and carers into school to allow the children to share their environment and learning
- Establish a regular support group for the parents and carers of our ASN children.
- Reach out to the families of our EAL and refugee families to begin to understand what they need from our school.
- Gather views from parents, carers and wider community about what engagement and involvement looks like for them post Covid.
- Involve parents and carers in our inclusion and diversity curriculum.

Quality Indicator	Quality Indicator Value
Leadership of Change	4
Teaching, Learning & Assessment	4
Wellbeing, Equality & Inclusion	5
Raising Attainment & Achievement	5

Pupil Equity Fund

MANAGEMENT OF RESOURCES TO PROMOTE EQUITY:
PUPIL EQUITY FUNDING: PLAN 2022-23
Kirkcaldy Primary School

EDINBURGH
THE CITY OF EDINBURGH COUNCIL

PEF Allocation for School (2022-23)	999,660
Underspend/carry-forward from 2021-22 PEF allocation (if applicable)	35,910
Overpend of PEF allocation from 2021-22 PEF allocation (if applicable)	0
TOTAL PEF available to spend (this total will calculate automatically, based on what you have entered for your allocation/underspend/overpend)	1,035,570

What data/evidence informs this priority? What is the issue or gap? Who does it affect? (to start a new paragraph in the same cell, hold down the 'alt' button and press return)	What is the intervention?	How will it be delivered?	How will we know it is working? (eg what is the intended measurable impact on one or more of the key areas of Attainment, Attendance, Inclusion, Participation, Engagement)	Estimated Costs (please enter numbers only)	Remaining PEF Balance (as long as you have entered your PEF allocation and any underspend/overpend in the cells above this column will automatically update with your remaining balance so you do not have to enter anything here)	Timeline for completion	Overseen by	Impact/Outcome (this column can be updated throughout the year as appropriate)
9.1% of pupils have attendance levels of less than 85%. 10 pupils who struggle in the classroom environment full time.	Pupil Support Officers will engage with families to reduce barriers to attendance. PSEs will provide interventions such as forest schools and targeted support.	2x Pupil Support Officers	Improvement in attendance and timeliness for identified pupils. Pupils managing to access classroom environment on a timetabled basis and meaningful activities provided when not in class.	44,764	90,506	June 2023		
Parents of pupils going through a diagnosis process. Families who have little or no English. Parents who struggle to engage with the school. Pupils who are suffering from anxiety.	ASL Support Group Facilitate EAL lessons Parent social groups Let's Talk About Anxiety Management (LTAAM)	3 day Family Support Teacher	Parents feeling supported through the diagnosis process and beyond. Families feeling more confident in communicating in English. Families feeling more confident in engaging with the school and attending CPMEs, Parent consultations and informal events. Pupils anxiety levels reduced resulting in better attendance, engagement and attainment.	34,993	55,513	June 2023		
Pupils suffering from trauma	Play therapy working with identified pupils 1:1 and in small groups. Play Therapist to offer staff training and drop in sessions.	With Kids Play therapist for 1 day per week	Pupils anxiety levels reduced resulting in better attendance, engagement and attainment.	10,000	45,513	June 2023		

REMAINING BALANCE	45,513
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PEF Allocation for School (2021-2022)	1,296,26
Underpend/carry-forward from 2020-2021 PEF allocation (if applicable)	3,818
Overpend of PEF allocation from 2020-2021 PEF allocation (if applicable)	0
TOTAL PEF available to spend (this total will calculate automatically, based on what you have entered for your allocation/underpend/overpend)	1,300,078

What data/evidence informs this priority? <i>What is the issue or gap? Who does it affect?</i> [To start a new paragraph in the same cell, hold down the 'alt' button and press return]	What is the intervention?	How will it be delivered?	How will we know it is working? (eg what is the intended measurable impact on one or more of the key areas of Attainment, Attendance, Inclusion, Participation, Engagement)	Estimated Costs (please enter numbers only)	Remaining PEF Balance (as long as you have entered your PEF allocation and any underpend/overpend in the cells above this column will automatically update with your remaining balance so you do not have to enter anything here)	Timeline for completion	Overseen by	Impact/Outcome (this column can be updated throughout the year as appropriate)
Families who have been isolated due to covid	Family Learning Team running adult learning groups, social groups and signposting help and support	0.5 FTE class teacher and 2 x 0.32 PSAs	Engagement and attendance	42,854	90,690	August 2022	Stacy Taylor	Some vulnerable mums have engaged in a weekly fitness group with our PE specialist, which has resulted in some families doing more sports and outdoor activities out of school. Supported parents to engage with the Active Schools programme to ensure some of our most disadvantaged pupils get access to extra-curricular activities. We had an excellent turnout for our recent PS Induction sessions. Termly newsletters are shared with parents and carers, documenting the learning happening in classes.
Pupils with low Boxall Profile scales who are reluctant to engage in learning at school who have social and emotional needs. Pupils at risk of exclusion/ on part-time timetables	Nurture Groups support bases Enhanced	2 x CT, 2 x PSA 2 x Nurture groups meeting twice weekly 2 x Enhanced Support Bases	Boxall Profile, SHINE resource, Participation Pupils spending part-time receiving enhanced support and part-time in classroom	90,644	46	August 2022	Calum Wood and Kara Hood	Between 8-10 children were able to access the support base in varying degrees to enable them to become more confident in their mainstream classroom. Activities were provided to help them access the curriculum and to develop basic skills. Class teachers have been given opportunities to progress learning for the rest of their children when the target group children have been in the base. The enhanced support base activities made use of outdoor, sensory and multimedia creative learning resources.
					46			

REMAINING BALANCE	46
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Kirkliston Primary School Renewal Plan 2022-23



Empowered
Learning

Nurture, Positive Relationships and Behaviour

Moderation and
Cluster Working

United Nations
Convention on the Rights
of the Child



Health,
Wellbeing &
Resilience



Teaching,
Learning &
Assessment



Equity,
Equalities &
Inclusion

Attainment, Attendance,
Inclusion/ Exclusion,
Participation and
Engagement

National and Local
Advice and Legislative
Requirements

Literacy,
Numeracy and
Health &
Wellbeing

Curriculum
Rationale and
Design



KIRKLISTON PRIMARY SCHOOL

School Improvement Plan

Health, Wellbeing & Resilience

Improvement Aspect	Health, Wellbeing & Resilience	Overall Responsibility	HT
Outcomes	Short term All staff have access to support and resources for their own wellbeing and that of their learners. HWB planning and next steps are based on robust self-evaluation Collaboration and participation are central to shaping HWB priorities Medium term Appropriate supports and resources are identified and used to meet specific needs of school community A whole school approach to supporting mental wellbeing is identified and progress is being made in rolling it out across the school community Approaches to increasing physical activity and improving diet are in place to support reducing obesity HWB initiatives/plans are consistently tracked and monitored to ensure impact Long Term Staff feel skilled and confident to meet learners HWB needs across the 4 contexts for learning The HWB curriculum is reviewed and adapted to meet changing learner needs.		

	All learners, and staff, demonstrate greater resilience.			
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
STAFF WELLBEING/SUPPORT Share HWB supports with staff and provide time for collegiate discussion/support re HWB Provide CLPL/resources to enable staff to feel more confident in supporting their learner's wellbeing	All staff lead by SLT HWB group SLT/HWB Group PSOs School counsellors	Health and Wellbeing - The General Teaching Council for Scotland (gtcs.org.uk) Termly 1 Page Wellbeing Staff Wellbeing Top Tips Wellbeing Academy	Inservice days/ CAT sessions Termly Ongoing	

	Play Therapist PSOs RSHP Lead PE Teacher	Building Resilience Building Resilience - Home (sharepoint.com) Home - RSHP		
WHOLE SCHOOL HWB Revisit values, vision and aims and positive relationships and behavior policy. Seek views of: • Parents and carers • Other professionals • Third sector partners • The wider community	SLT, Positive behaviour group, parents/carers, ASLS	Relationship, Learning and Behaviour training Emotion Talks training New PSA training for start of session Professional Reading • When the Adults Change... • Parklands	August In-service Monthly Behaviour meetings	

		Overall Responsibility	HT
Outcome s	<u>Short-Term</u> • Audit and review current curriculum with the involvement of all stakeholders • All staff are continuing to develop digital skills to support the appropriate and effective use of digital technologies in learning, teaching and assessment • All staff are continuing to develop relevant skills in the 4 aspects of the Edinburgh Learns Teachers' Charter • Assessments are undertaken to provide data to ensure progress for all learners, including the identification of gaps in learning including the poverty-related attainment gap (PRAG). • All learners engage in a range of outdoor learning opportunities • Launch revised PRD process <u>Medium-Term</u> • Create curriculum rationale/pathways which offer parity of esteem and increased positive destinations • All learners are continuing to develop the relevant digital skills to engage in high quality learning, teaching and assessment • All learners make expected progress in their learning, including those learners in need of personalised support & interventions. • All staff are competent in using digital skills to support the appropriate and effective use of digital technologies in learning, teaching and assessment • All staff make rigorous professional judgements about pupils' level of attainment & achievement • All staff engage in moderation activities to further develop confidence in professional judgements • All teaching staff engage in revised PRD process <u>Long-Term</u>		

	• The school has a clear curriculum rationale and offers pathways which demonstrate a collective commitment to equality, equity, sustainability and children's rights • The school has ensured that digital learning is a central consideration in all areas of curriculum and assessment delivery, maximising impact of Empowered Learning 1:1 project (P6-S6) • At least 50% of teachers complete at least one Empowered Learning CLPL course • All Digital Learning Coordinators participate in CLPL to build sustainability and skills capacity • At least 40% of teaching staff should be confident in the 4 aspects of the Edinburgh Learns Teachers' Charter (based on self-evaluation tool below) • At least 85% of learners achieve expected levels of attainment in Literacy and Numeracy
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
Carry out Digital Schools self-evaluation to identify priority actions for school digital strategy	Relevant staff in school (Digital Learning Lead/ Digital Learning Coordinator)	Link to Digital Schools Self-Evaluation Link to Framework for Digital Learning	Aug/Sept 2022	
Access/ & deliver appropriate digital professional learning for staff to ensure all can use relevant digital platforms and tools to support Empowered Learning project	- All staff - Coordinated/ supported by Digital Learning Lead/ Digital Learning Coordinator - Empowered Learning project team - Digital Learning Coordinator	MyLearning Hub (self-directed Empowered Learning CLPL) - Empowered Learning project - WTA time (4 hours) CEC-DLCs Team - Edinburgh Learns Digital team - Undertake Tracking & Monitoring professional learning (2 hours)	- January 2023 - TBC	

- Digital Learning Coordinators should engage with DLC-targeted CLPL and online DLCs Team - Pilot Cloud-based T&M system	Identified staff			
Continue to revisit and review processes for planning and assessment in numeracy and maths alongside the Numeracy Development Group for CEC.	Numeracy Lead, Class Teachers, High School and Transition Teachers	Enquiry approach for assessments.	By June 2023	
Update literacy curriculum and teaching resources across P1-7	Literacy Working Party	- R, W, Inc - Fresh Start - Cracking Writing	June 2023	

• Ensure all staff are aware of the revised PRD Policy, including Roles & Responsibilities	• SLT, Teaching Staff	• <u>PRD Roles & Responsibilities</u> • <u>CEC Revised Professional Review & Development Policy</u> • <u>Teacher Professionalism Sharepoint file with relevant resources</u> • EL Professional Learning on Leading Teacher Development as a Middle Leader (in <u>Edinburgh Learns Learning, Teaching and Assessment Professional Learning Offer</u>) • <u>GTCS PRD Resources</u> • <u>Revised GTCS PRD Guidelines</u> • WTA	• By June 2023	•
• Carry out ongoing self-evaluation of Teaching and Learning practice using the Teachers Charter as a framework.	• SLT, Teaching Staff	• Teachers Charter Self Evaluation resources • Edinburgh Learns Teaching and Learning CLP • Enquiry approach, Small tests of change to be carried out and observed in class. • 4 Self-Evaluation Weeks identified through the WTA to allow a focus on each area of the charter (Differentiation, Formative assessment, Leadership of learning and skills)	• By June 2023	•

Equalities, Equity & Inclusion

Renewal Aspect	Equity and Inclusion	Overall Responsibility	Alison Humphreys (Equity) Iona Brockway, Kirsty Spence and Sharon McGhee (Inclusion)
Outcomes	Equity: Short Term: - The Senior Leadership Team and all teaching staff are clear about their role in supporting the national drive for equity and the closing of the poverty-related attainment gap. They use data and other evidence effectively in order to identify the poverty-related attainment gap across the school and for individual cohorts and areas of the curriculum. - Ensure that the planning of effective approaches is based on data and evidence. Medium Term: - Implementation and ongoing evaluation of approaches to support equity of access for those affected by poverty to learning, attainment and achievement. Long Term: PRIMARY: Reduction in the poverty-related attainment gap in literacy and numeracy Inclusion:		

	Short-Term • The Senior Leadership Team and relevant staff have reviewed their arrangements for Nurture and Wellbeing support to identify strengths and areas for improvement, using existing data focused on the principles of inclusion including how effectively Children's Rights are embedded across the school. • The school has established key actions to ensure that all pupils are supported and included so they can participate in a suitable learning environment, with a particular focus on Care Experienced and learners with Additional Support Needs. Medium-Term • Implementation of actions identified through review, to be monitored through using the principles of inclusion – Present, Participating, Achieving, Supported, Rights. Long-Term • All schools: Improvement in pupil wellbeing, attendance, attainment and achievement, and reduction in exclusions. Schools will set their own measurable long-term aims based on the data gathered through review.
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NIF Priority :- - Placing the human rights and needs of every child and young person at the centre of education - Improvement in attainment, particularly in literacy and numeracy - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in children and young people's health and wellbeing			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
Equity				
Ensure effective self-evaluation at all levels, where data and evidence is used to: - identify poverty-related gaps and set measurable outcomes and stretch aims - inform universal and targeted supports	- CTs - SfL - Family Learning	- In-school tracking and monitoring systems with functions for filtering by SIMD to determine the gap (such as EDICT or school-based systems). - SEEMiS - EDICT The Cost of the School Day Toolkit, updated 2021 CPAG SQR Self-Evaluation Resource.pdf - CEC School PEF Plan	Termly	

Inclusion				
1a. Review arrangements for Nurture and Wellbeing using Principles of Inclusion.	• SLT • SfL • ASL Service and EP • PSAs	• CIRCLE resource • Included, Engaged and Involved Part 1 • Edinburgh Learns Inclusion Hub	• By December 2022	•
1b. Establish improvement actions required to support Wellbeing and Nurture.		• Nurture training for new staff • Boxall Profiles		
1c. Set out measurable targets for improvement based on attendance, attainment, achievement, exclusions and rights.	• PSOs			
UNCRC				
1. All schools should ensure they fully take the UNCRC into account in all their actions through the use of the Children's Rights & Wellbeing Impact Assessment and/or Self Evaluation.	• SLT, nominate d lead and School Staff	<u>Children's Rights and Wellbeing Impact Assessment.</u> <u>https://education.gov.scot/media/v2cimpvf/uncrc-part-1-what-are-they-with-facilitator-notes.pptx</u> <u>https://education.gov.scot/media/esjkbvhs/uncrc-part-2-why-do-they-matter-with-facilitator-notes-2.pptx</u> <u>https://education.gov.scot/media/jxtp3sff/uncrc-part-3-how-do-we-embed-them-with-facilitator-notes.pptx</u>	•	•
2. All schools should plan and identify professional learning pathway to embed Children's Rights in ethos,	• SLT and staff			

values, policy and planning based on CRWIA Baseline and/or Self Evaluation. Allocation of time should be reflected in WTA.		<i>SEIC and CEC UNCRC, Children's Rights and Participation Training will be available termly throughout session 22/23.</i>		
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Renewal Aspect	Equalities	Overall Responsibility	Annemarie Procter
Outcomes	Equalities Short Term: - The Senior Leadership Team and all staff use Equalities data and other information effectively to inform planning, with particular attention to intersectionality. - There is increased awareness amongst all staff of Equality and Diversity - All staff are confident in responding effectively to bullying and prejudice, following school policy - Staff have a shared understanding of an inclusive, diverse and decolonised curriculum and what this looks like in practice Medium Term: - Ongoing, robust implementation of revised school procedure for preventing and responding to bullying and prejudice. - Improved reporting, recording and monitoring of incidents of bullying and prejudice - Pupils and parents-carers feel confident to report bullying and prejudice - Pupils and parents-carers say that incidents of bullying and prejudice are dealt with effectively - Staff are actively involved in developing an inclusive, diverse and decolonised curriculum, across all curricular areas Long Term: - Reduction in number of reported and recorded incidents of bullying and prejudice - Improved pupil health and wellbeing - All children and young people experience a curriculum that: positively reflects their identities, languages, cultures and histories; is delivered with cultural awareness and sensitivity, using high quality resources; develops critical literacy		

NIF Priority: - Placing the human rights and needs of every child and young person at the centre of education - Improvement in Children and Young People's Health and Wellbeing - 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 1.2 Professional engagement and collegiate working QI 1.3 Strategic planning for continuous improvement QI 2.2 Development of the curriculum QI 2.7 The development and promotion of partnerships QI 3.1 Wellbeing; Fulfilment of statutory duties; Inclusion and Equality QI 3.2 Overall quality of learners' achievement	
Tasks	By Whom	Resources	Time	Progress & Impact
Equalities				
1. Provide opportunities for all staff to build on core training (my Learning Hub Equality and Diversity modules) by using GTCS professional learning modules on the GTCS Equality	SLT/Equalities Co-ordinator	CEC My Learning Hub Equalities training My Learning Hub core Equalities training for all staff GTCS Equality and Diversity Hub: https://www.gtcs.org.uk/professional-standards/key-cross-cutting-themes/equality-and-diversity/	Dec. 2022	

and Diversity Hub and/or other training 2. Review curriculum rationale to ensure all subjects promote and support Equalities and Diversity. 3. Provide opportunities for staff to develop their knowledge of an inclusive, diverse and decolonised curriculum what this looks like in practice. 4. Embed school procedure for preventing and responding to bullying and prejudice to ensure improved reporting, responding and recording of incidents. 5. Monitor school SEEMiS Bullying and Equalities module data termly to evaluate effectiveness of procedure and identify next steps. 6. Set measurable outcomes related to improvements in pupil	• SLT/Equalities Co-ordinator, all school staff • SLT/Equalities Co-ordinator and relevant staff, parents-carers, pupils • SLT/Equalities Co-ordinator	Edinburgh Learns Equalities Tile: Professional Learning section https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/ProfessionalLearning Equalities Curriculum Maps (on MS Teams Equality Co-ordinator Network Collaborative Working Space) Edinburgh Learns: Equalities Tile: Inclusive Curriculum section and Professional Learning section https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/InclusiveCurriculum https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/ProfessionalLearning Equalities Newsletter (emailed bi-monthly to Equality Co-ordinators; all back issues on Equalities Tile in Professional Learning section – link above) Preventing and Responding to Bullying and Prejudice amongst Children and Young People (authority procedure) Tackling Racist Incidents and Creating an Anti-Racist Culture (supplementary guidance) All documents and resources to support Anti-bullying: https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/Anti-bullying	• March 2023 • March 2023 • Dec. 2022 • From Aug. 2022 • Oct. 2022	
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health and wellbeing with a particular focus on pupils with protected characteristics.		EHRC Using data to inform and evaluate anti-bullying strategies Pupil Wellbeing Survey (bi-annual – spring 2023) LGBT Charter pupil questionnaire (for Charter schools)		
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QUEENSFERRY LEARNING COMMUNITY

Learning Community Improvement Plan

Improvement Aspect 1		Overall Responsibility	HTs
Outcomes	<u>Short-Term</u> • Identify the poverty related attainment gap across the LC • Identify families with < 85% attendance across the LC • Audit current assessment approaches across the LC • Share curriculum pathways across the LC <u>Medium-Term</u> • Agree a strategic approach to assessment and moderation across the LC to provide consistency of professional judgements about pupils' progress in learning including at key transition points • Transition teachers deliver literacy/numeracy interventions to identified learners to address gaps in learning • Staff engage in relevant CLPL related to the 4 aspects of the Teachers' Charter, planned through the PRD process		

	<u>Long-Term</u> • Assessment information ensures interventions are provided for identified young people which close the attainment gap and facilitate expected progress in learning. • Professional judgements about pupils' progress in learning are rigorous and facilitate expected progress in learning • At least 85% of learners achieve expected levels of attainment in Literacy and Numeracy • Attendance is improved, and sustained, for identified pupils (families) with attendance rates between 85-90% • All learners are experience continuity of learning, including at key transition points, facilitate expected progress in learning • The LC offers curriculum pathways (3-18) which demonstrate a collective commitment to equality, equity and children's rights, offers parity of esteem and leads to an increase in positive destinations • All learners can access appropriate support from partner agencies when needed in their LC • Ensure distributive leadership opportunities to facilitate leadership of improvement and sharing of effective practice in the 4 aspects of the Teachers' Charter across the LC
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
- Share assessment information across the LC to Identify and plan personalised support and interventions as required (P7/S1 not on track, with a focus on equity and poverty) - Agree time allocation/focus for Transition teacher to deliver planned interventions across LC - Share tracking & monitoring information at Learning community meetings, including attainment prediction data - P6 and P7 course content/ contexts Es and Os to be brought together and shared with high school	HTs/CTs/SFLT/Transition teachers - HTs - Ben Lewis, DHT, P6/7 teachers	Assessing Learners' Progress Guidance	23rd August 2022 Ongoing tracking meetings – Nov, May Ongoing	
- Share attendance data across LC to identify families in need of support - QHS PSOs to link in with specific P6/7 pupils – poor attendance, poverty related support	- HTs - QHS PSO & identified primary link		Standing item on LC agenda P7 < 85% & 85%-90%	
LC counsellor to provide targeted support for HWB – P6-S6 1-1 and small groups	Claire Murdoch		Fortnightly rotation in primaries (Thursday) QPS/EPS KPS/ DPS	
- LC staff CLPL – speaker event: aspirational vision for learning and teaching - Staff to engage in 2 Learning community moderation activities	- CTs - QAMSOs – Victoria Smith DPS, Gillian Law QPS, Rebecca Kemp LTA lead	EL Assessment & Moderation Framework	October 2022, In-service pm? Jan 2023	

focusing on Literacy/Numeracy supported by LC QAMSOs - using the benchmarks	- QAMSOs – Victoria Smith DPS, Gillian Law QPS, Rebecca Kemp LTA lead - Ross Taylor, PT Raising Attainment, rep from DPS, EPS if desired			
- Follow up in response to session one; potentially follow 3 identified children through the session - Develop cluster Assessment and Moderation Framework				
Plan an LC event to bring together UNCRC groups, developing a shared understanding of children's rights	- LC P6-S6 group reps - Transition teacher		March 2023	
Plan opportunities for LC collaboration across the curriculum	LC SMT		Standing item on LC agenda	