

EAST CRAIGS PRIMARY SCHOOL

RENEWAL PLAN 2021-22



1. Teaching, Learning & Assessment

Renewal Aspect 1	Learning, Teaching and Assessment	Overall Responsibility	HT
Outcomes	<p>Short-Term</p> <ul style="list-style-type: none">• All staff are continuing to develop digital skills to support the appropriate and effective use of digital technologies in learning, teaching and assessment• All learners are able to engage in remote/blended learning as required• Assessments are undertaken to provide data to ensure progress for all learners, including the identification of gaps in learning.• All learners engage in a range of outdoor learning opportunities <p>Medium-Term</p>		

- 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
- *Raise attainment in Literacy by*
- *Raise attainment in Numeracy by*

Long-Term

- *The school has a clear curriculum rationale which ensures cultural awareness and sensitivity, develops critical literacy and demonstrates a collective commitment to equality, equity 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 30% of teaching staff should be confident in the 4 aspects of the Edinburgh Learns Teaching Charter
- *At least 85% of learners achieve expected levels of attainment in Literacy and Numeracy*

<p>NIF Priorities:-</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people 			<p>QIs/Themes</p> <p>QI 1.1 Analysis and evaluation of intelligence and data QI 1.3 Strategic planning for continuous improvement 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 <i>QI 2.4 Universal support</i> <i>QI 2.4 Targeted support</i> QI 2.5 Engaging families in learning <i>QI 3.2 Attainment in literacy and numeracy</i> <i>QI 3.2 Overall quality of learners' achievement</i></p>	
Tasks	By Whom	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> • <i>With the school community, collaboratively create a refreshed curriculum rationale, to ensure Equalities, Equity & Inclusion</i> 	<ul style="list-style-type: none"> • All stakeholders 	<ul style="list-style-type: none"> • <u>Curriculum Reform and Design Self Evaluation Tool</u> • <u>Link to Level 5 Illustration QI 2.2 Theme 1 HGIOS4?</u> 	<ul style="list-style-type: none"> • January 2022 	<ul style="list-style-type: none"> •

<ul style="list-style-type: none"> Carry out Digital Schools self-evaluation to identify priority actions for school digital strategy 	<ul style="list-style-type: none"> Digital skills working party, led by ICT co-ordinator 	<ul style="list-style-type: none"> Link to Digital Schools Self-Evaluation Link to Framework for Digital Learning 	<ul style="list-style-type: none"> January 2022 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Develop in-school tracking and monitoring procedures to ensure they reflect the context of the school (Bilingual Learners, SIMD data, Forest Kindergarten etc) 	<ul style="list-style-type: none"> All staff. Led by PT 	<ul style="list-style-type: none"> Empowered Learning project WTA time (4 hours) 	<ul style="list-style-type: none"> January 2022 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Identified member of teaching staff to be part of a cluster group to take part in EL Teaching Charter training 	<ul style="list-style-type: none"> Designated teacher 	<ul style="list-style-type: none"> Edinburgh Learns Professional Learning Offer 2021-22 	<ul style="list-style-type: none"> By June 2022 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Plan/deliver safe and effective outdoor learning opportunities Access/deliver appropriate professional learning and resources to support this 	<ul style="list-style-type: none"> Outdoor learning working group, led by DHT (MA) 	<ul style="list-style-type: none"> Edinburgh Outdoor Learning Team (Contacts) Link to Edinburgh Outdoor Learning SORT resources Link to latest Edinburgh Coronavirus Excursions Toolbox 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none">

		<ul style="list-style-type: none"> • Link to Edinburgh Outdoor Learning Phase 2 T&L resources 		
<ul style="list-style-type: none"> • Programme of Assessment and Moderation activities created, based on Learning, Teaching and Assessment Cycle • 2021-22: specific focus for consistency of L&T approaches, classroom environment that supports learner participation and developing LT&A in Literacy. 	<ul style="list-style-type: none"> • All staff, led by HT • DHT (LCV) Literacy Lead 	<ul style="list-style-type: none"> • EL Assessment & Moderation Framework • Edinburgh Learns Assessment & Moderation Resources (Practitioner Moderation Template and Example, Facilitator Moderation Guidance, Template and Example) • Edinburgh Learns Engaging with Benchmarks Professional Learning • Edinburgh Learns Supporting Teacher Judgement in the BGE Professional Learning • Big Writing Assessments • Oxford Owl Resources for Cursive Handwriting 	Ongoing – CAT sessions and time on IN-Set days	<ul style="list-style-type: none"> •

2. Health, Wellbeing and Resilience

Renewal Aspect 2	Health, Wellbeing & Resilience	Overall Responsibility	HT
Outcomes	<p>Short term Staff are provided with appropriate CLPL and planned opportunities to debrief regarding their own HWB. Staff & learners feel supported in relation to their own health and wellbeing. Systems are put in place to ensure children’s rights and participation are the heart of school life. The curriculum is adapted, through learner voice to meet the needs of our learners in a post-covid context.</p> <p>Medium term The nurture principles underpin the learning environment. Learners social and emotional skills are developed through the curriculum.</p> <p>Long Term Children’s rights and participation are at the heart of school life. All learners, and staff, demonstrate greater resilience.</p>		
<p>NIF Priorities:</p> <ul style="list-style-type: none"> Improvement in children and young people’s health and wellbeing 		<p>QIs/Themes</p> <p>1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching & Assessment 2.4 Personalised Support 2.6 Transitions</p>	

			3.1 Ensuring Wellbeing, Equality and Inclusion	
Tasks	By Whom	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> Develop plans to support staff HWB, particularly through collegiate working and supporting one another Provide CLPL to enable key staff to be better equipped to support mental HWB of pupils 	<p>All staff lead by SLT Social committee</p> <p>PT Nurture/SfL teachers</p>	<p>Working time agreement</p> <p>Collegiate calendar</p> <p>Team-building staff development programme (Led by DHT - LCV)</p> <p>Supporting Learners - Resources</p> <p>Supporting Anxiety resources</p> <p>Additional HWB Resources</p> <p>Possible visiting speaker (Claire Lavelle?)</p> <p>Appropriate CLPL (Nurture/Mental health First aid related)</p>	<p>Time during August In-Service day</p> <p>October/January In-Set Day</p>	<ul style="list-style-type: none">

<ul style="list-style-type: none"> Analyse data from HWB assessments and use to create bespoke programme of learning across the school. Set measurable outcomes related to improvements in pupil HWB 	All teaching staff, led by PT	<p>Results from GL PASS assessments and Pupil HWB survey</p> <p>Building Resilience resources</p>	Time on In-Service Day and CAT session in August	•
<ul style="list-style-type: none"> Identify additional personalised support approaches which may be required 	<ul style="list-style-type: none"> All staff, working in conjunction with support agencies (ASL team, Ed Psych, Homelink PSO etc) 	<ul style="list-style-type: none"> ASL Nurture Guidance Supporting Care Experienced Edin Learns Inclusion Hub School counsellors 	Ongoing – time during Milestones meetings and liaison with SfL staff/SLT	•

3 and 4. Equalities, Equity and Inclusion

Renewal Aspect 3	Equalities	Overall Responsibility	HT
Outcomes	<p>Short Term:</p> <ul style="list-style-type: none"> • The Senior Leadership Team and all staff use Equalities data and other information effectively to inform planning • There is increased awareness amongst all staff of Equality and Diversity • There is increased awareness amongst all staff of an inclusive curriculum which reflects recent societal changes <p>Medium Term:</p> <ul style="list-style-type: none"> • Ongoing 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 say that incidents of bullying and prejudice are dealt with effectively • Pupils feel confident to report bullying and prejudice • Staff have shared understanding of an inclusive curriculum, relevant to the school's context, and what this looks like in practice <p>Long Term:</p> <ul style="list-style-type: none"> • Reduction in number of reported and recorded incidents of bullying and prejudice • Improved pupil health and wellbeing and attainment levels over time 		

NIF Priority:- <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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
Equalities				
<ul style="list-style-type: none"> Provide opportunities for staff to develop their knowledge of an inclusive curriculum which reflects local context and societal changes and what this looks like in practice. 	All staff	https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/InclusiveCurriculum https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/ProfessionalLearning Equalities Newsletter (bi-monthly)	Friday CAT session in November Whole staff sessions on In-Set Day	<ul style="list-style-type: none">

<ul style="list-style-type: none"> Review curriculum rationale to ensure all subjects promote and support Equalities and Diversity Equalities lead to join cluster working party and ensure consistency and good practice is shared 	All Teaching staff	<p>Time at Departmental Meetings for long and medium term planning.</p> <p>Time during the year for curricular working parties to meet and review learning pathways.</p> <p>Involvement of Parent and Pupil Equalities group</p>	Ongoing	
<ul style="list-style-type: none"> Whole School Restorative Approaches training 	All staff – led by HT and Ed Psych		<ul style="list-style-type: none"> Whole staff training on August In-Set day 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Implement revised school Anti-Bullying Policy to ensure improved reporting and recording of incidents. Review school positive Relationships for Learning Policy and align with Anti-Bullying Policy, Rights Respecting Schools award and Restorative Practices Monitor school SEEMiS Bullying and Equalities module data to evaluate impact of revised school procedure and identify next steps. 	<p>All staff</p> <p>HT/DHT (GA)</p> <p>SLT</p>	Relevant documentation, CEC guidance and SEEMiS data	<ul style="list-style-type: none"> Time on In-Service Day in August <p>By December 2021</p> <p>Ongoing</p>	<ul style="list-style-type: none">

Renewal Aspect 4	Equity and Inclusion (Equalities on separate page above)	Overall Responsibility	HT
Outcomes	<p>Equity</p> <p>Short Term:</p> <ul style="list-style-type: none"> The SLT and 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 to identify the poverty-related attainment gap Ensure that the planning of effective approaches is based on data and evidence. <p>Medium Term:</p> <ul style="list-style-type: none"> Implementation and ongoing evaluation of approaches to support equity of access for those affected by poverty to learning, attainment and achievement. <p>Long Term:</p> <ul style="list-style-type: none"> Reduction in the poverty related attainment gap in literacy and numeracy as follows: Table for Primary <p>Inclusion:</p> <p>Short-Term</p> <ul style="list-style-type: none"> The Senior Leadership Team and SfL 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 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. <p>Medium-Term</p> <ul style="list-style-type: none"> Implementation of actions identified through review, to be monitored through using the principles of inclusion – Present, Participating, Achieving, Supported, Rights. <p>Long-Term</p> <ul style="list-style-type: none"> 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. 		

NIF Priority:- <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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				
<p>1a. Staff are clear about their role in supporting the national drive for equity and the closing of the poverty-related attainment gap.</p> <p>1b. All staff are clear about their role in contributing to a nurturing school culture which accepts the responsibility of all in removing all</p>	<ul style="list-style-type: none"> All staff, led by SLT 	<ul style="list-style-type: none"> Leadership for Equity CLPL offer (p9 of this document) CEC 1 in 5 Top Tips for Schools CEC Raising Awareness of Child Poverty document Achieving Excellence and Equity 2021 National Improvement Framework and Improvement Plan 	<p>Ongoing, and at regular intervals throughout the year</p>	<ul style="list-style-type: none">

poverty-related barriers to learning and achievement.				
<p>2a. Staff have an understanding of the national and local poverty-related attainment gaps and the impact of this on children, young people and families.</p> <p>2b. All staff have developed an understanding of the poverty context and the poverty-related attainment gaps in their own setting.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Current attainment and achievement data at class and whole school level, based on a range of evidence collected in a sensitive way. • PEF plans 	<p>Staff meetings and Milestones Meetings</p>	<ul style="list-style-type: none"> •
<p>3. Through effective self-evaluation, all staff make appropriate use of baseline data to inform focussed plans with clearly stated outcomes and measures, with appropriate plans for monitoring progress. These plans are clearly reflected in schools' spending priorities.</p>	<ul style="list-style-type: none"> • All teaching staff, led by SLT 	<ul style="list-style-type: none"> • Tracking and monitoring systems with functions for filtering by SIMD to determine the gap (EdICT/ school-based system). • National Improvement Hub – Stirling Outcomes and Measures Toolkit • PEF National Guidance 2021-22 (to be published May 2021) • PEF City of Edinburgh Guidance 2021-22 (available May 2021 after publication of National Guidance) • Equity Self-evaluation Resource (Education Scotland – updated September 2020) • Interventions for Equity Diagram • Professional dialogue with staff using the baseline data to inform the measurable targets. 	<p>Staff meetings and Milestones Meetings</p>	<ul style="list-style-type: none"> •
<p>4. Continue to update existing audit information regarding inequity of digital access and take appropriate action to support those experiencing poverty-related barriers.</p>	<ul style="list-style-type: none"> • HT/DHT(L CV) 	<ul style="list-style-type: none"> • School Data from Digital Access Audits 	<p>SLT meetings</p>	<ul style="list-style-type: none"> •

<p>5. Develop decision making processes which meaningfully include parents (and learners) in PEF planning, as part of the financial management of resources to support equity.</p>	<ul style="list-style-type: none"> • SLT, Key PEF funded staff and Parent Council 	<ul style="list-style-type: none"> • QI 1.5 CEC Self-evaluation Report • QI 1.5 CLPL for HTs and BMs (available from August 2021) • Challenge questions from HGIOS?4 QI 1.5 • Improving School Empowerment through Self-Evaluation: A Framework for Local Authorities 	<p>Time at SLT, SfL team and Parent Council Meetings</p>	<ul style="list-style-type: none"> •
<p>6a. Establish or build upon existing family learning programmes and adapt to a COVID context</p> <p>6b. Utilise wider partnerships where appropriate in order to enhance the experiences of children and families living in poverty, to ensure that they receive early intervention and holistic support.</p>	<p>SLT, in conjunction with SfL teachers and Family Engagement teacher</p> <p>School Counsellors and Homelink Officer</p>	<ul style="list-style-type: none"> • Engaging Families in Learning (Thematic Inspection, February 2021, Education Scotland) • Engaging Parents and Families: A Toolkit for Practitioners (Family Learning) • 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. • Scottish Attainment Challenge and Partnerships with the Third Sector 	<p>Time at SLT and SfL team meetings</p>	<ul style="list-style-type: none"> •
<p>7a. 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.</p> <p>7b. Effective identification of learners affected by poverty post-COVID-19 who may also experience disadvantage for other reasons (eg</p>	<p>SLT, in conjunction with SfL teachers and Family Engagement teacher</p> <p>School Counsellors and Homelink Officer</p>	<ul style="list-style-type: none"> • CEC 1 in 5 Top Tips for Schools • CEC Raising Awareness of Child Poverty document • Leadership for Equity CLPL Offer • https://cpag.org.uk/scotland/CoSD/evaluation • National Improvement Hub – Stirling Outcomes and Measures Toolkit • Protected Characteristics Resources 	<p>Time at SLT, SfL and departmental team meetings</p>	<ul style="list-style-type: none"> •

<p>other protected characteristics such as BAME, lone parent families, families where the mother is aged under 25, or those affected by disability, in addition to living in poverty) and relevant supports put in place.</p>				
Inclusion				
<p>1a. Review arrangements for Nurture and Wellbeing using Principles of Inclusion.</p> <p>1b. Establish improvement actions required to support Wellbeing and Nurture.</p> <p>1c. Set out measurable targets for improvement based on attendance, attainment, achievement, exclusions and rights.</p> <p>1d. Review areas of Sfl responsibility to ensure improvement actions are continuous and targets across all year groups are revisited and actioned on a regular basis</p>	<p>SLT, Sfl and relevant colleagues with support from ASL Service and EP as required</p>	<ul style="list-style-type: none"> • CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary and Secondary) https://education.gov.scot/improvement/learning-resources/circle-resource-to-support-inclusive-learning-and-collaborative-working/ • Included, Engaged and Involved Part 1 https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/ • Edinburgh Learns Inclusion Hub https://cityofedinburgheducation.sharepoint.com/sites/365CentralResources/inclusionhub/SitePages/Home.aspx • Edinburgh Learns: Health, Wellbeing and Resilience Plan https://cityofedinburgheducation.sharepoint.com/:w:/r/sites/EdinburghLearns/EdinburghLearnsAtHome/_layouts/15/Doc.aspx?sourcedoc=%7BAE08D67F-37D6-4561-AE53-8EC593C05047%7D&file=Renewal%20Plan%20Page%20-%20Health%2C%20Wellbeing%20and%20Resilience1.docx&action=default&mobileredirect=true 	<p>Ongoing – reviewed regularly at SLT, Sfl and Milestones Meetings.</p>	<ul style="list-style-type: none"> •

<p>2. Align planning for Closing the Gap with SfL targeted support to address the attainment gap for pupils most at risk of lost learning during lockdown – this should be with a focus on Numeracy and Literacy</p>	<p>SLT – Curricular Leads and teaching staff working groups for Literacy and Numeracy</p>	<ul style="list-style-type: none"> • SEAL P1/2 Training (Sway) • SEAL P3/4 Training (Sway) • Supporting Learners with Additional Support Needs in Numeracy • Literacy courses https://www.edinburgh.gov.uk/cpd • Learning Grids https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/EdinburghLearnsAtHome/Teaching%20and%20Learning/Forms/AllItems.aspx?viewid=4ace8ec9%2De3ff%2D4dde%2D8da3%2D63d8a5405adb&id=%2Fsites%2FEdinburghLearns%2FEdinburghLearnsAtHome%2FTeaching%20and%20Learning%2FLearning%20Grids • Scholar https://scholar.hw.ac.uk/ • Literacy and Dyslexia Guidelines • Planning for Learning part 3: Individualised educational programmes (IEPs) 	<p>Teaching staff CLPL time</p> <p>PSA meetings and time for in-house training</p> <p>CAT session on Dyslexia Awareness training and staff/parent events (led by SfL teacher)</p>	
<p>Care-Experienced CYP</p>				
<p>In line with our responsibilities as corporate parents, children and young people receive everything they need to thrive and are loved, safe and respected.</p>	<p>SLT and All relevant staff</p>	<p>Care Experienced Renewal Plan Discussion Tool (pdf)</p> <p>Care Experienced Renewal Plan Discussion Tool (word)</p> <p>Supporting Care Experienced Children and Young People through Covid 19 and its aftermath</p> <p>The Promise Plan and findings from the Independent Care Review https://thepromise.scot/</p>	<p>Ongoing at CPMs, LAAC reviews, Milestones meetings etc</p>	<ul style="list-style-type: none"> •

UNCRC

<ol style="list-style-type: none">1. The UNCRC will begin to be taken into account in all actions through the use of the Children’s Rights & Wellbeing Impact Assessment.2. All schools should plan and identify professional learning pathway based on CRWIA baseline.3. East Craigs will achieve Bronze RRS Award	<p>All staff - DHT (GA), and RRS staff group lead</p> <p>RRS pupil group</p>	<p>Children's Rights and Wellbeing Impact Assessment.</p> <ul style="list-style-type: none">• Session 1: Overview of learner participation and leadership• Session 2: Vision and Values• Session 3: The 4 Arenas of Participation• Session 4: Curriculum Design• Session 5: Planning for Improvement	<p>Time on August In-Service Day and ongoing throughout the year</p>	<ul style="list-style-type: none">•
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