



King's Park Primary School  
Standards and Quality Report 2020-21  
Improvement Plan—Year 2021-22



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## **1. Context of the School**

### **Our School Vision, Values and Aims**

King's Park Primary School is a non-denominational school that was built in 1903 and serves the Dalkeith community. The school is built next to King's Park and the children have access to this for leisure and to enrich their learning opportunities. The school has a roll of 474 children from P1- P7 and 72 part time Nursery places. The roll is very diverse and includes pupils from all 10 SIMD data zones and this range is also reflected in each year group. SIMD data evidenced a significant increase in pupils living in SIMD 1 and 2.

Our school consists of two buildings within the grounds. Our Lower building comprises of Nursery-P4 learners, a combined library/ICT suite, a Support for Learning base and a dining hall. Our Upper building comprises of P4-7 learners, our School Office, a gym hall and Nurture Room. We have separate playground areas for P1&2, P3&4 and P5-7. P5-7 classes also have access to King's Park to enrich learning.

Our school is part of the Dalkeith Learning Community and most of our P7 learners transition to Dalkeith High School with some moving on to Lasswade and Newbattle High School. We are developing our links with Dalkeith High school and have good links with the other primary schools in our learning community.

We have highly committed staff who provide high quality teaching and learning experiences, and who contribute to the daily running of the school. We have visiting specialists for PE. Children can participate in woodwind, strings and brass instrumental tuition. There is a Breakfast and After School Club. There are a variety of opportunities for our learners to take part in after school clubs, including a homework club for P4-7 learners run by our teaching staff.

We have continued to focus upon developing effective partnerships with parents, carers and the wider community. We recognise the important role that parents and carers play in their child's learning and development and we offer a range of opportunities for parents and carers to share in their child's learning.

We strive to ensure that all learners within King's Park Primary achieve their full potential whilst demonstrating a commitment to our vision, values and aims.

This session has seen the continuation of the COVID-19 Pandemic resulting in a further closure of all schools in January 2021 and the delivery of remote learning through our digital platform, Seesaw. This has had an impact upon attainment, the school improvement plan and pupil and staff wellbeing. It has had a positive impact upon the use of digital technology to enhance learning, relationship building and community spirit. Session 2021—2022 will continue to focus upon recovery planning with a particular focus upon raising attainment in literacy and numeracy, improving learning and teaching, developing nurture within health and wellbeing and developing digital literacy through 1-1 devices and staff training.

Our SIMD is well spread over deciles 1-10. There is an increase in the number of children within the lower deciles. Our overall attendance is very good and improving and the gap is slowly narrowing. Our attendance level is higher than the Midlothian and Scotland average.

## **2. How our vision, values and aims were developed and how our stakeholders were consulted.**

As part of our school improvement priorities for 2018 – 2019, we set out to review and develop the vision, values and aims of King's Park Primary School. During the October In-set day, Gillian Allan (Educational Psychologist) delivered a session to all members of staff to develop a vision of who we are, what we stand for and what our mission is at King's Park Primary School. It was through this that the vision of 'King's Park C.A.R.E.S' was developed.

In order to consult with all stakeholders, parents and carers were invited to an Open Morning in May 2019. This provided an opportunity for families to take part in activities with their children to promote discussion and gather feedback in identifying what we stand for at King's Park Primary School and what we want to be known for. This enabled us to identify the key values shared by all.

Key messages were gathered from the Open Morning and a survey was created to allow all stakeholders to vote on the values that they thought should be most evident and promoted in King's Park Primary School. A dot-mocracy voting system was used in classes and displayed within the main reception area. An online survey was also used to gather the views of the wider school community.

Over the course of the year, the school's behaviour policy has also been reviewed and developed. Using 'When Adults Change, Everything Changes' by Paul Dix, all staff and members of the parent council have fed back and contributed to the creation of a Behaviour Blueprint. Three rules were identified and these have been used as an over-arching theme under which the school aims have been developed.

It was through gathering this feedback from pupils, staff and the wider school community that we created our new vision, values and aims.

During session 2020—2021 our Vision, Values and Aims have continued to be embedded into the life of the school and have become increasingly familiar with pupils, staff and the wider school community. King's Park C.A.R.E.S has been at the heart of the school this year, with #KPCares being used frequently in social media communications. This vision has also been used to create Spotlight Certificates, acknowledging learner's efforts to uphold and demonstrate Creativity, Aspiration, Resilience, Empathy and Success. Fischy Music ran several workshops with a group of pupils to create a school song to communicate the school's Vision, Values and Aims and this has been learned by all learners. Due to COVID-19 we have been unable to sing the song in school. However, it has been used as a background accompaniment in School Assemblies. A competition was run for all classes to create a design for a new school banner to be displayed in the welcome area to continue to promote the Vision, Values and Aims and feedback was sought on our vision, values and aims from parents this session. Almost all parents commented positively upon our focus upon kindness and well-being as well as academic subjects, We have been unable to work with a local graphic designer to bring these designs to fruition and we intend to do this in Session 2021—2022.

### 3. Our vision, values and aims

#### Our Vision

#### King's Park C.A.R.E.S

We strive to create an environment where all our learners experience and demonstrate...

Creativity

Aspiration

Resilience

Empathy

Success

#### Our Values

Our vision at King's Park Primary School is underpinned by our core set of shared values:

Effort   Happiness   Inclusiveness   Kindness   Respect

#### Aims: 3 Rules

Through our three King's Park Rules, we are committed to...

#### Ready to Learn...

...Creating an environment where all learners are fully engaged in high quality teaching and learning experiences.

...Meeting the needs of every learner through appropriate pace, challenge and effective support.

#### Be Responsible...

...Meeting the needs of every learner through appropriate pace, challenge and effective support.

...Developing a community where everyone demonstrates a responsibility for care towards peers, staff and property.

#### Respect for All...

...A Rights Respecting School where all members of our school community feel included and welcomed.

#### 4. Review of Progress and Impact in Session 2020/21 - Attainment Data

##### Context:

The recent pandemic has had some impact upon attainment. Work still needs to be done with teaching staff to ensure that attainment data is a true reflection of children's progress.

Curriculum Area	Attainment over time	P1	P4	P7	All pupils achieving expected level	Evaluation
Reading	<b>KPPS 2020/21 Projections</b>	<b>85%</b>	<b>78%</b>	<b>92%</b>	<b>85%</b>	<b>Good</b>
	KPPS 2019/20	74%	82%	84%	80%	Good
	KPPS 2018/19	91%	87%	86%	88%	Good
	KPPS 2017/18	90%	85%	88%	88%	Good
	Midlothian Average 2018/19	82%	74%	70%	75%	
	National Average 2018/19	82%	78%	80%	80%	
<b>King's Park Attainment Gap (SIMD1-2 / SIMD 9-10)</b>		<b>24%</b>	<b>20%</b>	<b>30%</b>		

Curriculum Area	Attainment over time	P1	P4	P7	All pupils achieving expected level	Evaluation
Writing	<b>KPPS 2020/21 Projections</b>	<b>83%</b>	<b>75%</b>	<b>88%</b>	<b>82%</b>	<b>Good</b>
	KPPS 2019/20	85%	67%	81%	73%	Satisfactory
	KPPS 2018/19	82%	90%	82%	85%	Good
	KPPS 2017/18	88%	77%	86%	84%	Good
	Midlothian Average 2018/19	84%	77%	72%	78%	
	National Average 2018/19	79%	73%	74%		
<b>King's Park Attainment Gap (SIMD1-2 / SIMD 9-10)</b>		<b>36%</b>	<b>40%</b>	<b>40%</b>		

Curriculum Area	Attainment over time	P1	P4	P7	All pupils achieving expected level	Evaluation
Talking and Listening	<b>KPPS 2020/21 Projections</b>	<b>93%</b>	<b>84%</b>	<b>98%</b>	<b>92%</b>	<b>Very Good</b>
	KPPS 2019/20	79%	88%	91%	86%	Good
	KPPS 2018/19	91%	97%	89%	93%	Very Good
	KPPS 2017/18	91%	97%	91%	93%	Very Good
	Midlothian Average 2018/19	90%	89%	84%	88%	
	National Average 2018/19	87%	85%	86%	758%	
<b>King's Park Attainment Gap (SIMD1-2 / SIMD 9-10)</b>		<b>36%</b>	<b>40%</b>	<b>10%</b>		

#### 4. Review of Progress and Impact in Session 2020/21 - Attainment Data (cont.)

Curriculum Area	Attainment over time	P1	P4	P7	All pupils achieving expected level	Evaluation
<b>Numeracy</b>	<b>KPPS 2020/21 Projections</b>	<b>83%</b>	<b>81%</b>	<b>84%</b>	<b>83%</b>	<b>Good</b>
	KPPS 2019/20	70%	59%	79%	69%	Satisfactory
	KPPS 2018/19	85%	86%	77%	83%	Good
	KPPS 2017/18	88%	79%	84%	84%	Good
	Midlothian Average 2018/19	83%	79%	78%	80%	
	National Average 2018/19	85%	77%	76%	79%	
<b>King's Park Attainment Gap (SIMD1-2 / SIMD 9-10)</b>		<b>10%</b>	<b>20%</b>	<b>60%</b>		

#### Review of Progress and Impact in Session 2020/21 – SIMD Attainment Data

Curriculum Area	Four Year Trend for SIMD 1-2	P1	P4	P7	All pupils achieving expected level
<b>Reading</b>	KPPS SIMD 1-2 2020/21	66%	80%	70%	<b>75%</b>
	KPPS SIMD 1-2 2019/20	56%	42%	50%	<b>48%</b>
	KPPS SIMD 1-2 2018/19	85%	90%	71%	<b>83%</b>
	KPPS SIMD 1-2 2017/18	82%	70%	44%	<b>65%</b>
	Midlothian Average 2018/19	87.21%	79.47%	79.19%	-
	National Average 2018/19	81%	77%	79%	

Curriculum Area	Four Year Trend for SIMD 1-2	P1	P4	P7	All pupils achieving expected level
<b>Writing</b>	KPPS SIMD 1-2 2020/21	57%	60%	60%	<b>59%</b>
	KPPS SIMD 1-2 2020/21	56%	42%	50%	<b>48%</b>
	KPPS SIMD 1-2 2018/19	77%	90%	71%	<b>80%</b>
	KPPS SIMD 1-2 2017/18	73%	60%	67%	<b>67%</b>
	Midlothian Average 2018/19	83.69%	76.37%	75.94%	-
	National Average 2018/19	78%	72%	73%	

Review of Progress and Impact in Session 2020/21 – SIMD Attainment Data (cont.)

Curriculum Area	Four Year Trend for SIMD 1-2	P1	P4	P7	All pupils achieving expected level
Talking and Listening	KPPS SIMD 1-2 2020/21	64%	85%	90%	<b>81%</b>
	KPPS SIMD 1-2 2019/20	56%	58%	83%	<b>63%</b>
	KPPS SIMD 1-2 2018/19	85%	100%	86%	<b>90%</b>
	KPPS SIMD 1-2 2017/18	91%	90%	44%	<b>75%</b>
	Midlothian Average 2018/19	92.68%	85.12%	83.63%	-
	National Average 2018/19	87%	85%	84%	

Curriculum Area	Four Year Trend for SIMD 1-2	P1	P4	P7	All pupils achieving expected level
Numeracy	KPPS SIMD 1-2 2020/21	64%	80%	40%	<b>61%</b>
	KPPS SIMD 1-2 2019/20	56%	42%	50%	<b>48%</b>
	KPPS SIMD 1-2 2018/19	85%	80%	57%	<b>77%</b>
	KPPS SIMD 1-2 2017/18	73%	70%	44%	<b>62%</b>
	Midlothian Average 2018/19	86.68%	78.81%	74.75%	
	National Average 2018/19	85%	76%	75%	

## 4. Review of Progress and Impact in Session 2020/21

### PRIORITY 1: Raising Attainment and Improving Learners' Experiences in Numeracy

#### NIF and Midlothian Priority

1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

#### NIF Driver(s) (highlight as applicable)

School Leadership

Teacher Professionalism

Assessment of Children's Progress

Performance Information

Parental Engagement

School Improvement

#### Progress and Impact:

The new Maths Policy has been the stimulus for professional dialogue within the Maths Working Party and we now have clarity in how we want Numeracy and Maths teaching and learning to look in King's Park Primary School. This will be rolled out to all staff in the new session to ensure a consistent approach across the school and a shared understanding amongst all staff of their roles and responsibilities.

The Numicon Programme has been used as a numeracy intervention by SfL, but not consistently enough to measure impact due to Covid restrictions regarding use of concrete materials and SfL capacity to work with groups of children. To implement this consistently as a SfL intervention is a next step, particularly in the upper school. SEAL assessments are featuring more within Children's Planning Meeting's, IEP's and teacher based assessments as staff are recognising how effective these are for identifying gaps in conceptual understanding of number and becoming more confident in implementing them.

The rainbow resource drawer sets have allowed teachers to develop more active learning approaches to teaching numeracy, but again Covid guidance has limited impact.

SEAL training was delivered at the start of the session for new staff and PEF LAs. This has ensured consistency in approach across the school and developed teacher's understanding of how children think about and understand number. The professional dialogue offered clarification for teachers to focus on domains for more than one day when planning and teaching. Learners are therefore receiving a more in depth experience which gives scope for more responsive planning.

A CAT focusing on high quality assessments was delivered and all staff created a high quality assessment to use with their class before Christmas. This allowed learners to demonstrate transference of skills into a new context. It was a collaborative task to stimulate professional dialogue and increase staff confidence and the assessments were then moderated later in the year encouraging critical reflection. Staff also developed an understanding of the importance of having a variety of evidence to support teacher judgement. Prior to this MUMP was featuring too heavily.

#### HGIOS 4 Quality Indicator(s) / HGIOELC

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/ Securing children's progress
- 3.3 Increasing creativity and employability

As a result of a CAT session, all staff now ensure that Maths Talks is an integral component of a Numeracy and Maths lesson. This has allowed for a consistent approach across the school, where children feel safe and secure to explore their mathematical thinking and share their strategies. Staff have shared that Maths Talks has supported the less able learners and ensured the more able are appropriately challenged.

Basic Facts has been identified as the progression for mental agility but as this is an active approach, again Covid guidance has reduced the impact upon this within the middle and upper school. Next session it is hoped that Basic Facts will improve children's speed and accuracy.

Child friendly plans have been created as Numeracy and Maths mindmaps and used by all staff in the third term. These have been adapted to take into account the benchmarks and allow children to have more ownership of their own learning, see the bigger picture of the skills necessary to achieve a level, identify gaps in learning and identify their own next steps. This is then translated into the children's Numeracy targets.

New resources (Leckie and White Rose Maths) have been purchased to support the teaching of numeracy and maths and have raised staff confidence in how to teach different concepts and ensured progression of each teaching concept. Both resources provide extension opportunities and promote dialogue amongst learners. These resources are also in line with the benchmarks, include assessments and have been incorporated into the MUMP planners to support staff. The assessments are supporting staff in making professional judgements about a child's progress through a level and will support moderation.

National Numeracy Week encouraged outdoor learning experiences in numeracy. This was celebrated in a whole school virtual assembly, raising the profile of outdoor learning to teach these concepts.

Sharing strategies on Seesaw during remote learning has allowed parents to engage in their children's learning experiences in numeracy. Seesaw has enabled parents to have a deeper understanding of what their child has learned and their next steps in numeracy. It also allowed teachers to share videos of how we teach numeracy and strategies we use to solve mental tasks enabling parents to be better equipped to support their children at home.

We have created a flowchart and vocabulary mat to support learners to solve word problems. All classrooms have these displayed and teachers are making reference to these when modelling to children how to solve word problems.

Teachers have taken more ownership of identifying learners that are not on track with their learning and those that are exceeding expectations. Dialogue with the SLT has helped ensure necessary supports are in place to close the gap for the lower attaining children and more now needs to be done to stretch those that are more able. Overall, attainment in numeracy has improved and there is greater consistency in numeracy planning, teaching and learning. Further work next session will focus upon assessment and involving children in the learning process. Mindmaps will help achieve this.

### **Next Steps:**

- Ensure quality interventions in Numeracy are timely and appropriate.
- To develop active Numeracy lessons, including digital technology and outdoor learning opportunities to improve overall learning and teaching in Numeracy and Maths.
- Incorporate Numicon into the MUMP planners so it is more readily used as an approach.
- Ensure we gather the views of all staff, pupils and parents and use this to review and improve our practice.

## 5. Review of Progress and Impact in Session 2020/21

### PRIORITY 2: Raising Attainment and Improving Learners' Experiences in Writing

#### NIF and Midlothian Priority

1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

#### NIF Driver(s) (highlight as applicable)

School Leadership

Teacher Professionalism

Assessment of Children's Progress

Performance Information

Parental Engagement

School Improvement

#### HGIOS 4 Quality Indicator(s) / HGIOELC

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/ Securing children's progress
- 3.3 Increasing creativity and employability

#### Progress and Impact:

All staff have demonstrated commitment to and have been involved in the process of change within our writing curriculum this session. Teachers within the Writing Working Group have taken on a leadership role and have motivated and inspired staff to improve the overall learning and teaching within writing. This had led to a shared understanding of how we teach writing and a greater consistency of approach. The new Writing Framework has streamlined the planning process for staff helping to tackle bureaucracy and gives a clear direction to staff for planning. The Framework is a supportive tool for transition and will enable class teachers to plan effectively to ensure continuity and progression for the children's learning immediately in the new session. The Framework ensures that there is a range of genres and purposes for writing which enables the children to access a wide variety of rich texts. Using the rich texts enables the children to see what a good piece of writing looks like and provides a good stimulus. Evidence has shown that most children's writing is up-levelled because the children are able to magpie ideas from model texts and peers. Talk for Writing has been implemented across the school for Primary 1-7 and has led to improved attainment in writing and greater staff confidence. Resources have been purchased to support the teaching of writing and this has exposed the children to a wider variety of texts and enabled pupils to improve their writing skills through the use of model texts. Staff have demonstrated creativity to ensure a wide range of contexts for writing and have made good use of story maps to develop the children's understanding of tools for writing. Using Cold and Hot tasks as a means of assessment has enabled teachers to identify the gaps in learning and plan next steps with and for learners. The children are able to apply the skills learned through short burst activities into their writing which has improved writing and enabled the children to achieve the success criteria. Children are able to co-construct success criteria based upon their learning from the rich texts and most children are able to discuss their achievements and next steps with their teacher.

There is much more 'talk for writing' within all classes and children are now making links with the grammar that they have been taught and apply this in their writing. Children are using the language of learning and can use appropriate vocabulary. The children are much more aware of what makes a successful piece of writing. Using Cold and Hot tasks as an assessment tool clearly evidences learners' progress and enables teachers to identify any gaps in children's learning and plan for next steps. The children are able to apply skills learned through short burst activities into their writing which has improved their writing and enabled the children to achieve success criteria. Children are able to co-construct success criteria based upon their learning from the rich texts giving them a greater understanding of their own progress and areas for development. Almost all children are much more aware of what makes a successful piece of writing. Most children are able to use the language of learning to discuss their writing with peers, in groups and as a class. Assessment is more embedded within the writing framework therefore staff are planning for assessment during the planning process. Carefully planned assessment ensures that the children are developing their skills and knowledge and that there is a clear progression in the development of these. All children are writing for a purpose and this is illustrated within the links made to literacy within the school's Inter-Disciplinary Learning bundles and the Writing Table within P1 and P2 provides further opportunities for rich contexts. Writing attainment has increased overall from last session.

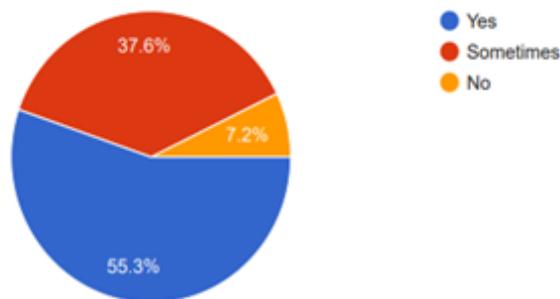
Sharing text maps on Seesaw has allowed parents to engage in their children's learning experiences in writing. It has also supported remote learning and enabled learning to continue at home. Children have gained a sense of achievement when their writing is uploaded to Seesaw. Seesaw allows parents to have a deeper understanding of what their child has learned and their next steps in writing. However, a survey to establish parents' views on the teaching of writing in school has shown that whilst the majority of parents have heard of our Talk for Writing Approach, 30% of our parents have not. The majority of our parents would like to learn more about how writing is taught through Seesaw and an Information Leaflet.

Pupil voice through the Writing Survey has evidenced that there is work to be done in increasing the children's confidence in their writing abilities and that the majority of learners feel that they need help with or find writing hard. A CAT session on the Assessment of Writing had to be cancelled towards the end of this current session. This will be delivered early in Session 2021 - 2022 and the resources created will greatly support both staff and learners to develop a deeper understanding of attainment within writing and curriculum for excellence levels within writing.

Overall, attainment in writing has improved and there is greater consistency in Writing planning, teaching and learning. Further work next session will focus upon assessment of writing and making children's progress visible to both learners and parents. The introduction of target setting will also support this.

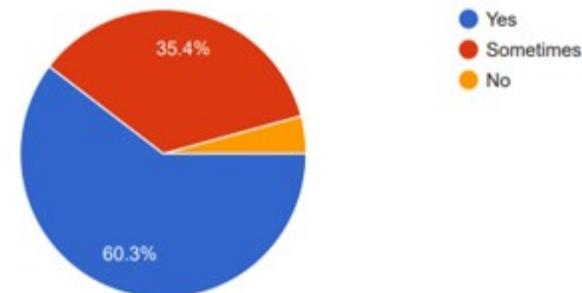
13. Do lessons on spelling, grammar and punctuation help you to become a better writer? Choose one option below.

237 responses



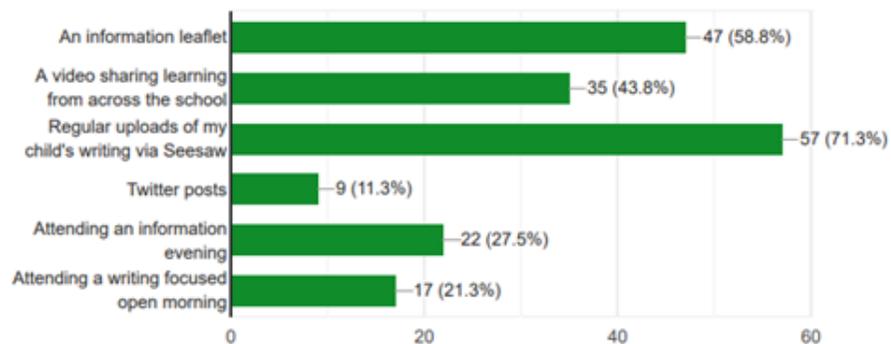
17. Does feedback from your teacher help you to make progress in your writing? Choose one option below.

237 responses



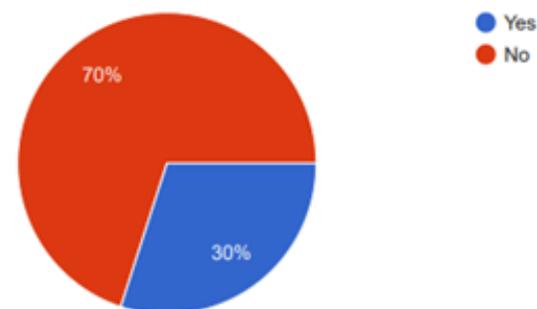
I would like to learn more about how writing is taught at King's Park by:  
(tick all that apply)

80 responses



I have heard/am aware of the 'Talk for Writing' approach which is being used to teach writing at King's Park.

80 responses



### Next Steps:

- Introduce Writing Toolkit Posters and Genre Posters to support the assessment of writing
- Develop assessment approaches to writing
- Improve writing feedback to learners
- Ensure that parents have a greater understanding of the writing process within King's Park and their child's progress and how they can support.

## 5. Review of Progress and Impact in Session 2020/21

### PRIORITY 3: Improving Teaching and Learning

NIF and Midlothian Priority

1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Driver(s) (highlight as applicable)

School Leadership

Teacher Professionalism

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HGIOS 4 Quality Indicator(s) / HGIOELC

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/ Securing children's progress
- 3.3 Increasing creativity and employability

### Progress and Impact:

Staff in the Learning and Teaching Group have all shown a commitment to improve the quality of learning within the school which has raised expectations around learning and teaching. All teaching staff engaged in CLPL to identify assessment strategies that they currently use within their class in order to identify commonalities and staff set their own next steps to improve their learning and teaching practice. We reviewed the Principles of Assessment, discussing How, What and When we assess learners. A 'Back to Basics' approach was shared with staff which has ensured a whole school approach to learning and teaching. This set out the expectation for all staff to share learning intentions, share/co-construct success criteria and to refer to learner qualities during lessons. Due to Covid-19, shared classroom experience has not been able to happen, therefore it is difficult to ascertain if this has been embedded. Staff undertook a follow up task to focus on using different self and per assessment strategies. Almost all staff applied these learning and teaching strategies in Literacy or Numeracy, which contributed to a positive impact on our school priority of raising attainment in Literacy and Numeracy. All staff were able to identify the impact on learners and identify how they could further develop use of this assessment strategy.

Examples of impact on learners include the following comments from staff:

"I found that the children became more confident in discussing their work and how it had met or not met the Success Criteria."

"The impact this had on learners was to gain a better understanding of how children felt about their learning in numeracy in order for me to plan next steps for individual children and the class."

Staff have fed back that they will continue to use visual success criteria in Literacy and Numeracy. They will also build upon the success of co-constructed Success Criteria

and further investigate how to support learners to properly self-assess. Opportunities should be provided for learners to peer assess to allow children to use other learners' work for inspiration and ideas. Staff recognised that some learning and teaching strategies are effective in encouraging children to think about their own next steps in learning. We now need to ensure that this is monitored next session through the introduction of Learning and Teaching meetings.

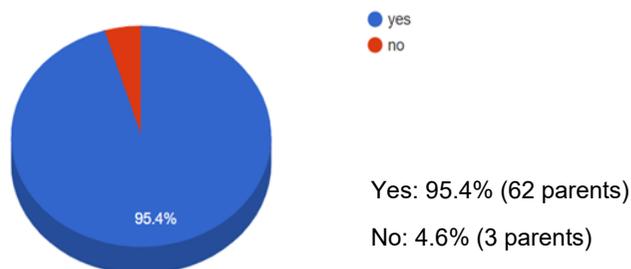
Restrictions around group teaching and movement around classrooms has meant that staff have had to amend their approach to learning and teaching this year. CLPL allowed staff to consider what an excellent lesson looks like during Covid-19 in both Literacy and Numeracy, building on the What a Good One Looks Like (WAGOLL) approach used last year. This helped all staff to identify the key features of a lesson that would be effective in meeting learner's needs at this time. Staff within the ELC and P1-P2 followed the Early Learning and Childcare Setting Covid guidance, which enabled the children to learn through a play-based approach to learning. This allows for the development of social skills, modelling and language development.

In January, our school returned to a period of remote learning for almost all pupils. Clear expectations were shared with parents and staff around the remote learning offer for King's Park pupils. This ensured consistency in the learning and teaching that was provided with a focus on Literacy and Numeracy as Core Tasks as well as Health and Wellbeing through daily check-ins. Our remote learning programme included a range of learning approaches including 'live' interactions between staff and children, pre-recorded videos to support learning tasks, online learning and offline activities. Using Seesaw as our remote learning platform, with the introduction of twice-weekly Google Meets for each class, meant that relationships between children and key staff could continue virtually. The Learning and Teaching group delivered CLPL during Remote Learning which supported staff in developing their knowledge about the range of tools that Seesaw offered. Staff shared good practice in order to support one another to enhance their knowledge of skills within ICT. Expectations around what a remote learning lesson should include were also shared with staff to ensure high expectations for all learners.

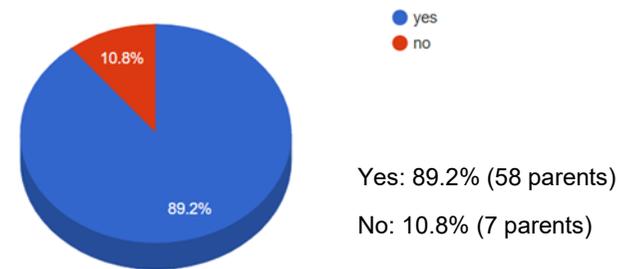
Almost all children engaged with Seesaw through remote learning. Class teachers made initial contact with families of those not engaging, supported by SLT making further contact, to ensure that all children were supported and encouraged to engage with remote learning. This contact also helped to identify additional vulnerable families to offer in-school support.

65 families engaged with the remote learning survey which we issued in March. This provided us with both qualitative and quantitative data, which will help to inform any future practice around remote learning. Children also engaged in a Learner Survey to seek their views about remote learning, with this being set as a Seesaw task for P4-7 learners and an in-school activity for P1-3 classes.

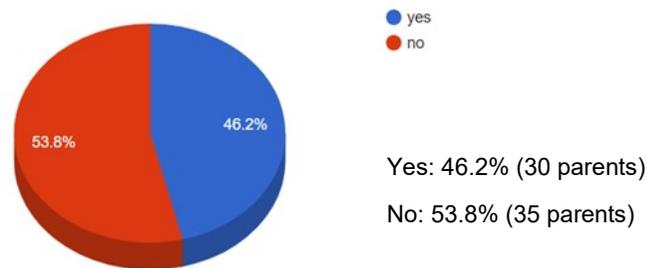
Results as a chart: 2. Do the pre-recorded videos and instructions help your child to understand the activities?



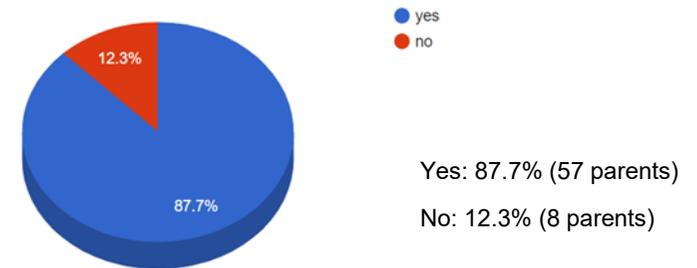
Results as a chart: 5. Is the content of the work set appropriate for remote learning?



Results as a chart: 7. Does the work set encourage 'independent learning' and time away from the screen?



Results as a chart: 8. Does your child find the feedback from their teachers helpful?



Staff are much more confident using Seesaw as a means of delivering learning remotely, with the consistent use of Curriculum folders and links to Experiences and Outcomes to track learning which is demonstrated through our increased attainment this session. Whilst Seesaw has been effective as a platform for remote learning, we have not been able to use it as a learning journal this year. We will provide clear guidance for teaching staff, pupils and parents about the type of work and frequency of uploads to ensure it is used effectively as a learning journal. This guidance has been created by the Learning and Teaching Group and will be shared with all staff the beginning of the next academic year.

The three Parent Consultations have all been held via telephone this year. Pupil voice was incorporated into the third consultation. This enabled meaningful conversations between staff and parents based on their targets and next steps, which were identified in their written report in the previous term. Looking forward, we want to look at ways we can incorporate learners into the third parent consultation to talk about their learning experiences over the year. It is difficult to review and evaluate the changes to reporting since we haven't been able to follow the planned formats for parent consultation due to Covid-19. We aim to seek views of parents and staff once we have completed a cycle of planned parent consultations.

CLPL in Term 3 introduced Learning Targets for P1-3 and Smart Targets for P4-7, where all children set an individual learning target for Literacy and Numeracy. These targets have helped children to understand what their next steps are and develop a deeper understanding of where they are in their learning. Staff shared that these are a useful tool for dialogue and supporting learners to set their next steps, develop growth mind-set and celebrate achievement. Targets were on display for the children in order to be used to as a motivational tool to focus during a lesson and to remind children of their targets during learning and teaching. Targets will be set at the beginning of each term and shared with parents via Seesaw to enable parents to have a greater understanding of their child's progress and learning. Children will be supported to evaluate their targets at the end of each term.

The Learning and Teaching group identified a shared vocabulary with key prompts to improve the quality of feedback given to learners. A whole school marking scheme will be further developed and implemented next session to improve the quality of feedback given to learners. The group now need to produce and share the marking scheme with staff and learners. This will be trialled initially at the beginning of next session and then feedback sought from pupils and staff.

Next steps:

- To develop the use of target setting, with this shared and reviewed via Seesaw with parents and carers.
- To share clear guidance around the use of Seesaw as a Learning Journal with staff, pupils and parents.
- To introduce a whole school marking scheme, which will improve the quality of feedback given to learners.

## 5. Review of Progress and Impact in Session 2020/21

### PRIORITY 4: Improving Learners' Experiences in Science and Technology

#### NIF and Midlothian Priority

1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

#### NIF Driver(s) (highlight as applicable)

##### School Leadership

##### Teacher Professionalism

##### Assessment of Children's Progress

##### Performance Information

##### Parental Engagement

##### School Improvement

#### HGIOS 4 Quality Indicator(s) / HGIOELC

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/ Securing children's progress
- 3.3 Increasing creativity and employability

#### **Progress and Impact:**

Some good progress has been made with improving the quality of Learning and Teaching in Science, and raising teacher confidence amongst teachers and learners. Almost all staff fed back positively about the use of bundled outcomes to deliver Science experiences through IDL. Staff feedback has indicated that using the bundles has ensured that STEM learning is not taking place in silos and that children have had the opportunity to make connections and apply their learning in engaging, real life and relevant contexts. Using bundled outcomes has also ensured that Science is a component element of our school curriculum, with progression across the stages.

The involvement of a Working Group member in reviewing the bundles has meant that Technology Experiences and Outcomes are now fully embedded in the planners for next session. This will have a positive impact on the Technology learning experiences planned and delivered as part of IDL.

The Science Working Group have worked to improve staff engagement in CLPL by sharing, and encouraging staff members to engage with STEM related learning opportunities provided by the authority and beyond. The Working Group have signposted relevant professional reading and CLPL. A few staff have engaged more rigorously with such events.

The Science Working Group have continued to foster positive community links and have organised STEM events such as the Jewel and Esk Valley College 'Build a Bridge' Primary 7 transition event. Almost all Primary 7 learners engaged enthusiastically with the event.

A few members of staff have benefited from being involved in council wide networking, SCIEC and STEM CLPL opportunities. The aim of these sessions was to further enhance individual understanding of rich STEM learning experiences and for these members to take a lead role in cascading information to wider staff. In this area, satisfactory progress has been made, with an increase in practitioner networking and collaborative working for interested staff.

Weak progress has been made with disseminating SSERC workshops to wider staff. Sessions could not be delivered effectively this session because of restrictions around using and sharing resources. The Working Group have collated the SSERC input and plan to deliver the sessions virtually at the start of next session. Staff absence has also affected progress in this area.

Most staff have conveyed increased confidence with using digital technology because of moving to remote learning. The Working Group has highlighted rich Science materials available through the school's chosen digital platform, Seesaw, and the majority of staff used such lessons as part of their online learning curriculum. Feedback from most learners has illustrated that they have been engaged with, and motivated by, Science content. This platform has also incidentally facilitated parental involvement, as at some stages, lessons have required adult support. The majority of staff have engaged well with Science resources shared by the Working Group, especially TigTag which is used at most stages.

Initial staff feedback identified that a barrier to teacher confidence with delivering Science was linked to a lack of resourcing and confidence with how to use the available resources to provide rich learning experiences. Good progress has been made in supporting practitioners to deliver Science Experiences and Outcomes by sharing ideas of how to plan for and embed Science IDL experiences, and explore the less practical elements, such as Topical Science outcomes by engaging in relevant news stories, scientific innovation and events. Lesson ideas have been shared and the Group have facilitated conversations around how to best plan for and facilitate teaching Science with this year's limitations. The Working Group have made satisfactory progress with addressing tangible resourcing issues by auditing, organising and linking resources to particular Science organisers and curriculum bundles.

**Next Steps:**

- Trackers to sit alongside bundled outcomes to ensure Science progression across the school and ensure specific skills are being taught with sharing practice, and professional dialogue opportunities built in to develop teacher confidence
- Embed Technology Experiences and Outcomes in to planning bundles
- Continue to audit and organise STEM resources linking the resources to the bundles

## 5. Review of Progress and Impact in Session 2020/21

### **PRIORITY 5: Develop and improve the Health and Wellbeing curriculum to support recovery and the wellbeing of all children, staff and families**

#### NIF and Midlothian Priority

1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

#### NIF Driver(s) (highlight as applicable)

#### School Leadership

#### Teacher Professionalism

#### Assessment of Children's Progress

#### Performance Information

#### Parental Engagement

#### School Improvement

#### HGIOS 4 Quality Indicator(s) / HGIOELC

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection **2.2 Curriculum**
- 2.3 Learning, teaching and assessment **2.4 Personalised support**
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/ Securing children's progress
- 3.3 Increasing creativity and employability

### **Progress and Impact:**

As part of our recovery curriculum, our children have been at the centre of all of our planning and we have encouraged them to become active participants in their learning and development through a range of Pupil Voice activities and through our Health and Wellbeing curriculum this session. All staff engaged with the Emotion Works Recovery Programme to help settle children back into school following the March 2020 Covid19 lockdown. The programme provided opportunities for pupils to talk and learn about emotions in ways that helped process experiences, support re-engagement with learning and promote well-being. Particular emphasis has been placed upon enabling children to recognise their emotions and actively seek ways in which they can bring about positive emotions and improve their own mental health. This has enabled almost all of our children to have a successful transition back to school and to show increased resilience, courage and confidence during the second lockdown. Our learners and staff have coped extremely well throughout this school session and high expectations of all learners has led to improved overall attainment.

Assemblies with a focus upon health and wellbeing have taken place virtually and children and staff have valued the opportunity to come together as a whole school, albeit virtually, which has ensured a sense of connectedness. Spotlight Certificates moved from monthly to weekly to improve children's wellbeing, recognise achievement and to ensure that successes were continually recognised and celebrated. This has demonstrated our commitment to our school vision, King's Park Cares.

A staff recovery group was established and this enabled staff to have a voice and ensure collective efficacy to improve our school and ensure the wellbeing of our pupils and staff. Improvements to our staffroom has enabled a more comfortable environment for staff and further demonstrates our commitment to staff health and wellbeing.

The twice-weekly Google Meets gave pupils an opportunity to engage with their class and teacher and celebrate achievements and successes during remote learning. 91% of the parents who completed the remote learning survey shared that their child enjoyed attending the Google Meets. 30% of the P4-7 pupils who replied to the pupil survey reported that they found the Google Meets the most useful aspect of remote learning.

The introduction of class Playground Packs has helped improve relationships and behaviour in the playground. There has been a reduction in the number of behaviour incidents reported to SLT. Children have been observed playing creatively with the range of equipment and this has improved social skills such as sharing and turn taking. Pupils reported that the equipment has encouraged them to socialise more, to play together and share equipment and to talk to more people in their class.

Parent Council meetings have continued to take place via Zoom. They have played a key role in supporting the school throughout the session and in particular during lockdown. Trusting relationships have ensured open and honest conversations about how well we are doing and what we need to improve. Parents have identified some key areas in school that we can improve upon and sub groups will be established to support the school in moving forwards with these. Our focus upon positive affirmations helped to improve the wellbeing and self-esteem of most learners within the school. These were tweeted to demonstrate our positive ethos and to spread some positivity to our school community.

Our whole school health and wellbeing topic at the start of the year enabled staff to provide a supportive learning environment for the return of our learners. Making use of the seven-cogs model to enable learners to explore their feelings during lockdown provided learners the opportunity to talk about their feelings and identify how they could have a positive impact upon their own health and wellbeing. This had a positive influence on the children and staff commented that learners were more empathetic to one another and were more supportive towards their peers.

**Next Steps:**

- RSHP progression to be implemented from P1—P7 and shared with parents.
- Continue to improve break and lunchtime experiences for all learners.

## 5. Review of Progress and Impact in Session 2020/21

### ELC PRIORITY 1: Improvement in attainment, particularly Literacy and Numeracy

NIF and Midlothian Priority

#### Improvement in attainment, particularly literacy and numeracy

Closing the attainment gap between most and least disadvantaged children

Improvement in children and young people's health and wellbeing

Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Driver(s) (highlight as applicable)

School Leadership

Teacher Professionalism

Assessment of Children's Progress

Performance Information

Parental Engagement

School Improvement

Progress and Impact:

Our ELC Monitoring and Evaluation Policy has been implemented this session. This includes a robust calendar of when monitoring and evaluation takes place within the setting and who is responsible for this, setting clear expectations for all. The DHT and SEYPs are able to ensure consistency across the setting and intervene more promptly if and when required. We have created a self-evaluation calendar where each month all staff take a closer look at an aspect of HGIOELC and Realising the Ambition to self-evaluate current practice and identify areas for improvement. This ensures we are always looking to improve and develop our practice and staff are becoming more reflective and seeing challenge questions as a positive and necessary component for initiating change. Engagement of all staff with HGIOELC is leading to an improved understanding of standards and expectations and a shared language when engaging in professional dialogue. Furthermore, all staff have been allocated a 'Critical Friend' to encourage self-evaluation, critical reflection and professional dialogue. Staff now have a safe space to explore new initiatives and discuss their own practice and how it can be improved.

All children have three learning priorities, one for Literacy, one for Numeracy and one for Health and Wellbeing. Parents co-construct these in discussion with their child's key worker, ensuring meaningful learning priorities are set. All staff refer to the learning pathways when constructing the priorities to ensure continuity and progression for each child within these three over-arching areas of the curriculum. All staff have an increased understanding of the planning and observation cycle through working collaboratively to look at good practice exemplars and opportunities to discuss how to make effective use of observations within their own context. This is enabling staff to record, analyse and use assessment information to identify development needs for learners. Observation and Planning policies have been updated and shared with staff to reflect most up-to-date guidance. All staff have an increased understanding of their role within the planning and observation cycle following staff training during In-service days and periods of home learning. This has also led to more consistency across the setting and confidence levels amongst staff have increased. Children with identified ASN have CPM's where the team around the child are involved in creating the Child's Plan, which details the strategies to be implemented to meet their needs.

Learning Profiles in Nursery demonstrate evidence of children's progress in learning and achievement. Most children engage with and talk about their learning experiences and these profiles allow staff to track the learning of individual pupils. There is an increase in leadership of learning by staff at all levels and this has greatly improved the

HGIOS 4 Quality Indicator(s) / HGIOELC

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

1.3 Leadership of change

1.4 Leadership and management of staff

1.5 Management of resources to promote equity

2.1 Safeguarding and child protection

2.2 Curriculum

2.3 Learning, teaching and assessment

2.4 Personalised support

2.5 Family learning

2.6 Transitions

2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement/Securing children's progress

3.3 Increasing creativity and employability

overall capacity of the ELC to improve. Regular opportunities for staff to engage in professional dialogue at staff meetings and planning meetings are developing collective understanding. An improved shared understanding of standards and strategies to raise attainment exists and this needs to be further built upon. All staff have engaged with 'Seesaw' to demonstrate evidence of pupils' achievements and next steps in learning. Protected Time off the floor allows for all staff to ensure learning profiles and observations are of a high quality.

Regular contact over telephone with Health Visitors has ensured more robust communication between home, the ELC and health, giving staff more information about the children and how best to support them and their family.

Numeracy areas have been established within each cohort and more numeracy is embedded across the setting, both inside and outside. Referring to the pathways has supported all staff in ensuring all areas of numeracy and maths are offered to the children. Twitter, Seesaw, Planning documentation, learning profiles and report documents all reflect increased numeracy provision within the ELC.

#### Next Steps:

-To embed the self-evaluation calendar to foster a culture of continuous improvement

## 5. Review of Progress and Impact in Session 2020/21

### ELC PRIORITY 2: Improvement in children and young people's Health and Wellbeing

NIF and Midlothian Priority

**Improvement in attainment, particularly literacy and numeracy**

**Closing the attainment gap between most and least disadvantaged children**

**Improvement in children and young people's health and wellbeing**

**Improvement in employability skills and sustained, positive school leaver destinations for all young people**

NIF Driver(s) (highlight as applicable)

**School Leadership**

**Teacher Professionalism**

**Assessment of Children's Progress**

**Performance Information**

**Parental Engagement**

**School Improvement**

**Progress and Impact:**

The learning environment has been split into two areas to provide a quality provision for each of the two cohorts. The smaller, more intimate spaces, have suited the children better and staff have observed less running around the setting and more engagement within the areas by the children. Children with ASN have preferred mixing with smaller cohorts of children and staff have reported getting to know the children in their cohort better and seeing deeper, more meaningful relationships being formed. There has been a particular focus on improving displays within the setting and two staff (one from each cohort) have championed this. They created a 'Display with Impact' self-evaluation sheet to challenge staff to critically reflect on their displays, ensuring they meet the required criteria to represent a high-quality display for the children.

Learning Journey Walls have been set up in each cohort to show the children's learning, making it visible for all and to celebrate children's learning and achievements. Children's learning and achievements have also been celebrated more within their Learning Profiles, and observations within this document are more closely linked to their learning priorities. Seesaw and Twitter have been brilliant platforms for sharing successes with parents and the wider community, especially when parents cannot come into the setting due to Covid restrictions. Each week, the SEYPs share a weekly round-up of all the learning that has taken place that week and parents have spoken very positively of this to staff in parental consultations and in feedback questionnaires.

All staff have worked hard to embed the principles of the Emotion Works Programme into the ELC, with every EYP doing emotional check-ins twice daily with their key group of children. Feeling spoons are used to support non-verbal children. An 'Emotions display' is present within each cohort with visuals to support children in identifying their feelings. It is here that restorative conversations take place when required and children are now going to this space within the setting after an incident without being prompted by an adult as they know this is where they will have the opportunity to talk about what has happened. Talk Time has been a good platform to focus on emotions and children respond well to this smaller group interaction, led by an adult, particularly those with ASN. The Colour Monster book has been used as a stimulus to help children understand how they are feeling and has linked nicely into the principles within the Emotion Works Programme. Receiving money from the Inclusion Fund allowed us to purchase a number of resources to help children develop an understanding of emotions and these books have proved useful for children with SEBN, e.g. sharing a book about using gentle hands and feet with a child that was hurting others was very successful. A range of sensory resources were also purchased with this money and the children have fed

HGIOS 4 Quality Indicator(s) / HGIOELC

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

1.3 Leadership of change

1.4 Leadership and management of staff

1.5 Management of resources to promote equity

2.1 Safeguarding and child protection

2.2 Curriculum

2.3 Learning, teaching and assessment

2.4 Personalised support

2.5 Family learning

2.6 Transitions

2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement/ Securing children's progress

3.3 Increasing creativity and employability

back that they enjoy using these resources as they help them to feel calm and relaxed. Social Stories are well used for children when they require them and feature within Children's plans as part of CPM's. Staff are also so skilled at producing Social Stories that they are offering to make these to support parents at home and can feature as a target in a Child's Plan. Parents have been very grateful for this support and the Midlothian Team who support children with ASN have spoken positively about how our setting supports these children.

All staff have regular wellbeing meetings with the DHT to share any wellbeing concerns and how to best meet the learner's needs. This has resulted in the DHT knowing the children much better, aiding transition into the school and concerns are identified earlier to allow for Early Intervention.

A video Social Story was not created for Forest Schools as this had to be abandoned due to the site becoming unsafe for the children to use, despite numerous attempts to tidy it by staff and the community as a whole.

Next Steps:

-Apply the principles of Forest Schools to our outdoor area until a new site has been found.

## 5. Review of Progress and Impact in Session 2020/21

### ELC PRIORITY 3: Closing the attainment gap between the most and least disadvantaged families

NIF and Midlothian Priority

**Improvement in attainment, particularly literacy and numeracy**

**Closing the attainment gap between most and least disadvantaged children**

**Improvement in children and young people's health and wellbeing**

**Improvement in employability skills and sustained, positive school leaver destinations for all young people**

NIF Driver(s) (highlight as applicable)

**School Leadership**

**Teacher Professionalism**

**Assessment of Children's Progress**

**Performance Information**

**Parental Engagement**

**School Improvement**

**Progress and Impact:**

Thinking Time has been very successful for children in the setting and has enhanced reflection around behaviours. All staff have lanyards with symbols to support all children, particularly those with SEBN. They are used to clearly share expectations with children and almost all children are responding positively to these. All staff use a scripted response when dealing with more challenging behaviour, resulting in a more consistent and positive approach across the setting. Some staff have identified this as an area they would like to develop further in their MPM reviews. There are lots of restorative conversations happening after incidents and children are becoming more articulate at telling staff how they are feeling and why. Staff are acting more as facilitators to these conversations now due to the consistency in approach and children knowing what to expect. Up, up and away has been a useful document for staff to support children with SEBN and Literacy difficulties. Using the observation tools, staff have been able to carry out detailed observations of children, gather evidence and report back to parents. This has increased staff confidence and helped them understand behaviours more. Visuals around the setting have supported children who are on individual timelines, now and next boards or choice boards. Indeed, children have responded positively to the timeline used within the setting to help children plan their day and know what is happening next.

All staff went on training for Talking Tubs and Floorbooks to ensure a consistent approach within the setting. Staff spent time looking at good examples during in-service days and engaged in lots of professional dialogue to gain more of an understanding in how to use these approaches in our setting. All staff have used Talking Tubs during Carpet Time and our next step is to have all staff using these regularly to ensure children's voices are heard consistently.

Parents have not been able to come into the setting so staff have been unable to utilise their skills.

We have created a flowchart to be used for all staff when reflecting upon the children in their key group.

Next steps:

-Review the behaviour policy for the ELC to be more in line with the new school behaviour blueprint and be part of King's Park CARES for celebrating success.

HGIOS 4 Quality Indicator(s) / HGIOELC

1.1 Self-evaluation for self-improvement

1.2 Leadership of learning

1.3 Leadership of change      1.4 Leadership and management of staff

1.5 Management of resources to promote equity

2.1 Safeguarding and child protection    2.2 Curriculum

2.3 Learning, teaching and assessment    2.4 Personalised support

2.5 Family learning    2.6 Transitions    2.7 Partnerships

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising attainment and achievement/ Securing children's progress

3.3 Increasing creativity and employability

## 6. Successes and Achievements in Session 2020/21

The current pandemic has had a significant impact upon the opportunity to provide opportunities for wider achievements for our learners this session. However, we are proud of our successes and achievements:

- During Lockdown, we regularly monitored engagement from pupils to ensure we were supporting families. On average we had around 95% engaging in remote learning.
- Chromebook Loans were requested for 64 families during the 2020-21 session, following several School App messages to raise awareness. This was particularly helpful to support Remote Learning in January 2021. The Digital Device Survey completed in February 2021 allowed us to ensure that all families who needed a device could receive this. 84 families engaged in this survey, which helped to inform us about the wide range of devices that families were using. Only 6 families indicated they were sharing a device.
- In-school places were provided for 54 pupils whose parents were classed as keyworkers. 30 children who were classed as Vulnerable Families attended school during the January 2021 Lockdown. This enabled us to provide continuity of learning, ensure the safeguarding of our learners and provide vital support for our families. Staff volunteers for the Hub demonstrated a commitment to the school and wellbeing of our families.
- A remote learning survey was completed in March 2021. 64 families engaged with this survey, which will allow us to review the remote learning experience for families and to inform any future practice.
- Due to a commitment of all staff to ensure high expectations for our learners, overall attainment has increased.
- PEF Interventions have made an impact for our SIMD 1 and 2 learners. In particular, the development of staff professional agency and focused training input for LAs has meant that professional knowledge has been improved rather than using resource led interventions. Referrals to SLT to support individual children have decreased as Classroom Teachers take increasing ownership for supporting SEBN.
- Creative approaches to parental involvement ensured that we continued to share our curriculum development, for example, video of our approach to Talk for Writing, and ensured that we took account of parental voice to inform our school improvement plan and curriculum developments.
- Navigating our way through the COVID pandemic, ensuring robust risk assessments were in place enabled our parents, pupils and staff were safe, healthy and achieving.
- A member of staff engaged in the Stepping Stones programme which has developed their early leadership skills and promoted the school in a positive light through the article that was published.
- Staff morale has remained high during the challenges brought about by the pandemic. We have continued to have high expectations for all learners and ensured a consistency of learning across the school.
- Virtual Children's Planning Meetings have ensured that pupil needs continue to be identified and met and has ensured that the child is at the centre of our planning and partnership working
- As part of our commitment to recognising wider achievement, sustaining community links and giving learners the opportunity to contribute to the wider community, the profile of several community-based competitions has been raised across the school. This has been done in part, by sharing at staff meetings and at assemblies with follow up emails to Class Teachers to encourage participation. Most recently, we have had successful winners from KP in Volunteer Midlothian's 'Name the Bear' competition and 5 winners from across the school will have their designs for Dandara's Speeding Sign completion displayed in the local area.

## 6. Successes and Achievements in Session 2020/21 cont...

- Ethos—Momentum has been built up using Twitter as a means to celebrate success with our wider parent community. Initiatives such as ‘Sweet Treat for Tweet of the Week’ has increased the number of teacher Tweets and creating a Twitter policy has helped share consistent expectations of using Twitter to support parental engagement. Re-establishing whole school Spotlight Certificates has supported whole school celebration of achievements linked to KPCares and children have reported positively about the impact of these.
- Overall attendance % -
- Parent Council—informed; partnership;
- Pupils in P4 and P5 engaged in virtual ‘Body Percussion’ workshops provided by Infection Groves in November 2020 to enhance their curriculum experience and improve their musicality and rhythm.
- Pupils in P3-P5 engaged in virtual ‘Rhythm Resource’ sessions in June 2021, which culminated in them recording their own percussion sessions to share with the Infectious Grooves team and their parents via Seesaw. This has enabled us to promote wider achievement. Amongst our learners and families.
- Pupils in P5 participated in ‘Paws and Learn’ virtual reading to dog sessions, as part of a research project linked to Edinburgh University which raised confidence in children’s ability to read aloud. A noted improvement in some children’s self-esteem linked to their reading ability was noticed.
- Primary 7 took part in Edinburgh College’s ‘Build a Bridge’ virtual STEM event. This has enabled us to continue our partnership working with Edinburgh College and has promoted STEM subjects and experiences amongst our learners to develop skills for learning, life and work.

## 7. What is Our Capacity for Continuous Improvement?

Quality Indicator	LA/School Self-Evaluation	Authority Reviews / Theme visits	HMle/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	Good		
2.3 Learning, Teaching and Assessment	Satisfactory		
3.1 Ensuring Wellbeing, Equity and Inclusion <b>(Take into account QI 2.1)</b>	Good		
3.2 Raising Attainment and Achievement/ Securing Children's Progress	Satisfactory		



**Part 2: Midlothian Education Improvement Planning – 2021-22**

Establishment	King's Park Primary School
Area	Dalkeith
Session	<b>2021/22</b>
Planning Cycle	

## **Contents – School Improvement Plan**

1. Overview of High Level NIF Priorities

2. Priority Summary and High Level Strategic Targets

3. ASG Plan

MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2021/22)

<b>Priority 1</b> <b>Attainment and Achievement</b>	<b>Priority 2</b> <b>Included, Engaged and Involved: Wellbeing and Equity</b>	<b>Priority 3</b> <b>Self-Improving Systems</b>	<b>Priority 4</b> <b>Lifelong Learning and Career- Ready Employability</b>	<b>Priority 5</b> <b>Finance and Resources</b>
<p>Improve attainment within the broad general education stages, by focusing on:</p> <p><b>a)</b> improvements in planning, tracking and assessment and curriculum design and progression (including STEAM)</p> <p><b>b)</b> innovative pedagogical approaches and enhanced use of digital technology to support learning</p> <p><b>c)</b> pedagogy, play and progression across Early Level</p> <p><b>1.2</b> improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap</p> <p><b>1.3</b> identify and reduce the attainment gap between the most and least deprived children, including ASN and care-experienced children</p>	<p><b>2.1</b> Improve Equity and Inclusion, through the following areas:</p> <ul style="list-style-type: none"> <li>• Nurture</li> <li>• Attendance and Engagement</li> <li>• Family Learning</li> <li>• ASN</li> </ul> <p>Embedding the principles of UNCRC and The Promise</p> <p><b>2.2</b> Develop and improve health and wellbeing of staff and all children and young people, from Early Level to Senior Phase through:</p> <ul style="list-style-type: none"> <li>• HWB curriculum development</li> <li>• local authority, school and community supports</li> </ul>	<p><b>3.1</b> Develop a quality improvement framework to support ELC and schools to achieve Good or better in inspection QIs through:</p> <p><b>a)</b> empowering leaders at all levels, leading to an empowered system</p> <p><b>b)</b> improving quality of leadership at all levels, including leadership of learning</p> <p><b>c)</b> delivering a minimum data set and supporting data literacy to improve self-evaluation</p> <p><b>d)</b> developing a Parental Engagement Strategy</p>	<p><b>4.1</b> Improve senior phase progression pathways to increase positive destinations, including for young people with ASN and who are care experienced</p> <p>Prepare children and young people for the world of work:</p> <p><b>a)</b> carry out an audit of career education standards 3-18 and embed them within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations</p>	<p><b>5.1</b> Deliver Best Value through:</p> <p><b>a)</b> reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate</p> <p><b>b)</b> robust workforce planning.</p> <p><b>c)</b> DSM Review</p> <p><b>5.2</b> implementing <i>'Equipped for Learning'</i> Digital Strategy to support transformational change in digital learning</p>

2. Priority Summary and High Level Strategic Targets (please see PPP 69 April 2021 for guidance)

Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners— please refer to NIF targets at start of this section for 2020-21 AND use your own contextual targets IF REQUIRED
Digital	QI 2.3	<p>Every school will participate in the following;</p> <ul style="list-style-type: none"> <li>• Half day in service training in Aug, focusing on new systems and processes</li> </ul> <p>Half day in service training in Jan, focusing on professional learning in digital pedagogy</p> <p>Three mandatory e-learning modules, 3x30mins, linked to innovative pedagogical approaches and enhanced use of digital technology to support learning</p>	<p>Digital learning team and digital leaders in each school</p> <p>DHT—Zoe Orr</p> <p>1 CAT session time allocated to cover the 3 mandatory modules (0.5hr)</p>	<p>Equity of access for learners baseline, Aug 2021</p> <p>Equity of access for learners measure, May 2022, expected to be 100%</p> <p>Staff confidence baseline in use of digital platforms, August 2021</p> <p>Staff confidence measure, March 2022</p>
Nurture	QI 2.1	<p>Every school will:</p> <p>Appoint a Nurture Lead to support the development of whole school nurture</p> <p>Complete a self-evaluation audit to identify areas of strength and target development needs</p> <p>Be enabled x2 hours minimum protected time to support development of whole school nurture and, where required access to bespoke training to meet identified learning needs</p> <p>The Education Service within the Directorate will</p>	<p>Nurture Strategy Group and Nurture Leads in each school and early years setting</p> <p>PT—Bianca Murray</p> <p>June 2021</p> <p>June 2021</p>	<p>100% schools will have identified specific Nurture targets in their SQIP, June 2021.</p> <p>100% of schools will have demonstrated an increase in whole school nurture knowledge and understanding and in applying nurture in practice</p> <p>Baseline evidence from School Nurture Audit, June 2021. Follow-up evidence gathering from School Nurture Audit, May 2022 with sample of schools. Training Evaluation Surveys</p> <p>All Nurture Leads will show an increase in skill and confidence in developing a nurturing school</p>

2. Priority Summary and High Level Strategic Targets (please see PPP 69 April 2021 for guidance)

Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners– please refer to NIF targets at start of this section for 2020-21 AND use your own contextual targets IF REQUIRED
Nurture (Cont.)		<ul style="list-style-type: none"> <li>• Circulate termly Nurture Newsletters to schools showcase good practice and share learning about how to apply whole school nurturing approaches</li> <li>• Improve access to practice ideas through shared Professional Learning Resources #nurturemidlothian</li> </ul> <p>Nurture Leads will</p> <ul style="list-style-type: none"> <li>• Have an opportunity to attend 8-10 (2 per term) online sessions 'Professional Learning for Nurturing Schools'. There will be approx. 8-10 sessions (approx. 2 each term).</li> </ul> <p>A sample of pupils' views will be gathered to explore experience and impact of nurture</p>	<p>October 2021</p> <p>April 2021 – May 2022</p> <p>September 2021 – May 2022</p> <p>May 2022</p>	<p>Baseline evidence - focus group with Nurture Leads, June 2021 Follow-up evidence focus group, May 2022.</p> <p>Selection of schools including pupil voice in self-evaluation (bespoke by school or Education Scotland self-evaluation pupil voice tools) demonstrate improvement in pupil well-being</p>

Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners— please refer to NIF targets at start of this section for 2020-21 AND use your own contextual targets IF REQUIRED
Nurture cont...		<p>Nurture UK training for identified staff.</p> <p>Readiness to Learn encompassing Nurture, curriculum opportunities that enhance cultural capital, staff professional development linked to ACEs and understanding nurture principles and greater diversity with enhanced curriculum experiences for individual learners and their families, are key PEF priorities.</p> <p>Effective Nurture provision set up in school.</p>	<p>September—December 2021</p> <p>September 2021—June 2022</p> <p>September - December 2021</p>	<p>Staff confidence baseline</p> <p>Pupil Impact baseline and end of year review</p>
Raising Attainment	1.2, 1.3, 2.3, 3.2	<ul style="list-style-type: none"> <li>• Improve attainment and achievement within writing through: developing assessment approaches to writing; improving writing feedback to learners; ensuring that parents have a greater understanding of the writing process, their child's progress and how they can support.</li> <li>• Improve attainment and achievement in Numeracy through: ensuring quality interventions in Numeracy are timely and appropriate; developing active Numeracy lessons, including digital technology and outdoor learning opportunities to improve overall learning and teaching in Numeracy and Maths; Incorporating Numicon into the MUMP planners so it is more readily used as an approach; ensuring we gather the views of all staff, pupils and parents and use this to review and improve our practice.</li> </ul>	<p>Laurinda Renton—HT Claire Griffith—Literacy Lead Heather Craig—Literacy Lead August—June 2022</p> <p>Julie Findlay—DHT Kirsty Mowat—Numeracy Coordinator August—June 2022</p>	<p>Attainment in Writing has improved.</p> <p>Children's confidence and understanding of their progress in writing has improved— comparator survey.</p> <p>Most parents have a good understanding of the writing process and know their children's progress in writing—comparator survey.</p> <p>Attainment in Numeracy and Maths has improved.</p> <p>Children will receive appropriate interventions when required.</p> <p>Children will engage in active learning, using a variety of concrete materials to support their understanding.</p>

<b>Priority</b> <b>(paste from above)</b>	<b>Links to HGIOS4?</b>	<b>Key Actions</b>	<b>Lead Person</b> <b>Timescale</b> <b>Links to WTA</b>	<b>Expected measurable outcomes for learners— please refer to NIF targets at start of this section for 2020-21 AND use your own contextual targets IF REQUIRED</b>
Raising Attainment Cont...	1.2, 1.3, 2.3, 3.2	<ul style="list-style-type: none"> <li>• Improve the overall quality of Learning and Teaching through: developing the use of target setting, with this shared and reviewed via Seesaw with parents and carers: sharing clear guidance around the use of Seesaw as a Learning Journal with staff, pupils and parents; introducing a whole school marking scheme, which will improve the quality of feedback given to learners.</li> <li>• Improve the Health and Wellbeing Curriculum through: development of a curriculum progression pathway.</li> </ul>	Zoe Orr—DHT Learning and Teaching Working Group August—June 2022	<p>Children are able to identify their next steps in Literacy and Numeracy, and evaluate and review these targets each term.</p> <p>Staff, pupils and parents have a clear understanding around how Seesaw can be used effectively as a Learning Journal, with clear expectations around the quantity and quality of Seesaw uploads.</p> <p>The quality of feedback given to learners will have improved, with the consistent use by all staff of an agreed whole school marking scheme.</p>

## Interrupting the Cycle of Poverty - The Pupil Equity Fund Planning Template 2021/22

Pupil Equity funding should be focused on activities and interventions that will lead to improvements in literacy and numeracy across the Broad General Education, increased levels of engagement, participation, health and wellbeing and an improvement in attendance and a reduction in exclusions. Head Teachers can work at individual school and local community level or collegiately in wider school clusters and beyond at local authority level to address common interests.



PEF allocation for 2020-2021. (Please also note any carry forward from 2019-2020.)

<u>Gap</u>	<u>Outcome Statement</u>	<u>Measures</u>	<u>Lead Staff Member</u>	<u>Details of Intervention</u>	<u>Cost</u>
Provide details of the gap you want to address.	What do you hope to achieve? What is going to change? For whom? By how much? Timescale?	What data will you gather to determine whether or not improvement is taking place? When will data be collected?	Who is responsible for this element of your PEF plan?	What are you going to do to achieve the outcome?	
<u>Writing</u> Percentage Point gap between P1, 4 and 7 SIMD 1+2 learners and SIMD 9 & 10 learners on track in Writing is 32.7%.	For the academic session 2021-22:  To reduce the number of P1 and 4 learners not on track in Writing from 10 learners reduced to 5.	Attainment information gathered will consist of standardised assessments (SNSA, SWST etc.).  <u>CfE</u> Achievement of a level data will also be collected through attainment meetings using judgement of teachers based on curricular frameworks with focus on quality assurance and moderation to ensure sound judgement.	PT PEF  Literacy Champions	T4W Training refresh Bronze for literacy Champions and selected members of the Writing Working Group. These staff will then cascade information to wider staff and provide consultancy within the school by modelling pedagogy and facilitating a lesson study approach.	£4500  £2250 (supply costs)
	To target Primary 6 SIMD 1 and 2 learners currently not on track in Writing and reduce the number of children off track from 2 out of 10 to 1 out of 10. (Include other off track learners in any interventions)	Specific focus will also be given to formative and summative assessments for Writing using the Talk for Writing framework and school trackers.	PT PEF	Writing Intervention e.g. Rapid Writing (Pearson) Target Literacy - boosting Writing Primary Switch On Writing	TBC
			PT L&T	Literacy Rich Environment - class library refresh with money allocated for each class to invest in rich, diverse and inclusive texts that provide rich writing stimulus.	£950 £50 per class x 19 classes
		Termly RAG sheets		Investment in a range of texts that will increase all learners' cultural capital and	£400

		Intervention assessment data	PT L&T L&T Working group in liaison with DHT L&T	support whole school development of the equalities agenda.  High quality L&T tools - Shirley Clarke training Feedback, what works and why? The Power of Formative assessment video subscription.	£100
<p><b>Numeracy</b> Percentage Point gap between P1, 4 and 7 SIMD 1+2 learners and SIMD 9 &amp; 10 learners on track in Numeracy/Maths is 37.6%</p>	<p>For the academic session 2021-22:  To reduce the number of P1 and 4 learners not on track in Writing from 9 learners reduced to 5.  To target Primary 6 SIMD 1 and 2 learners currently not on track in Numeracy and reduce the number of children off track from 4 out of 10 to 2. (Include other off track learners in any interventions)</p>	Attainment information gathered will consist of standardised assessments (SNSA, Basic Fact Assessments etc.).	PT L&T in liaison with DHT Numeracy	Numeracy Apps	£500
		Termly RAG sheets	DHT Numeracy	Focus on high leverage teaching practices: Sharing good practice opportunities for example Class Teachers in the early years sharing their approach to pedagogy. Theory informed practices, professional reading group and opportunities to link with SCIEC and University of Edinburgh.	£2000
		Interventions assessment data		LA/Teacher Numeracy intervention groups or support in class.  Targeted Numeracy intervention programme such as <del>NumBots</del>  Numeracy consultant e.g. Lynda Keith to develop whole school staff professional knowledge. Parental engagement sessions. Investment in digital technology e.g. microphones, music system and recording equipment so learners can be involved in planning and delivering virtual help sessions for parents and learners at different stages which showcase a range of numeracy strategies, provide interactive support and	TBC  £5000

				model pedagogical approaches such as using Numicon, SEAL and Numeracy resource trolleys.	
<u>Readiness to Learn</u>	To develop cultural capital opportunities for all of our SIMD 1 and 2 pupils across the school by ensuring they are receiving at least, 1 enhanced curriculum opportunity per term.	Wellbeing webs to be completed by all classes each term.	PEF PT LAs	Development of whole staff professional agency through: Nurture UK training - PEF LAs and Nurture Lead The Theory and Practice of running a Nurture Group 29 <sup>th</sup> , 30 <sup>th</sup> September & 9 <sup>th</sup> November Duration: 3 days Time: 9:00 - 16:00 (unless stated otherwise) Fee* £718 per person x 3	£ 2154
Lateness		Planning scrutiny			
Cultural capita		Monthly tracking of attendance through <u>Seemis</u> attendance monitoring.			
Referrals to SLT for support for 2 pupils in P6 and P7.	To increase attendance rate for 8 targeted SIMD 1-2 pupils across the school and increase their average from 85.72% to 90%. Include other learners with less than 90% attendance in any interventions) KC, HQS, MG, ZC, MKS, RM, OR, DJB, KM, LC, <u>AMc</u> , ZK, LV, VP, <u>JMc</u> , NM, JS, <u>EMc</u> )  To decrease the referrals for support to SLT for 1 P6 and 1 P7 pupil from 5 per week to once. SS KC	Resilience Reflection Tool  Standing item added to monitoring and tracking dialogue Pupil and parent questionnaires		Seasons for Growth Children and Young People's Programme (2 day online companion training) £3245  Play therapy training for LAs £450 -266.25 (owed to us)	£3245  £183.75
		Ready to Learn referral forms		ACEs - Resilience Film Screening for staff science of adverse childhood experience and the impact of toxic stress	£250
				Nurture Professional Learning Library - staff and pupils	£500
				Wellbeing Clinics resources Parental Involvement sessions e.g. Cuppa and a Chat sessions Responsive planning resources Child-led interest groups Forest School	£5000

			<p>Family trips  Forest school training/outdoor ranger service  Nurture room resources  CAHMS workshops for parents</p> <p>Whole School Introduction of the Resilience Reflection tool</p> <p>Activities that develop cultural capital e.g. trips to parliament, book festival, topical trips. Families invited to attend alongside their child.</p>	€3000
			<p>Staffing Costs*</p> <p>3 x 20 hour LAS (€9600 each per year)</p>	€28,800
			<p>Teacher (difference between PT salary and CT Salary) 49,250 and 38,739</p>	€10,511

Total\* € 68,843.75

€69,348 to spend after €29,500 has been deducted from €98,848

€74, 737 plus carry forward of €53, 711 (commit €29,500 for staffing until Aug 21)

(Should be full allocation of PEF)

Dalkeith Learning Community Improvement Plan for 2021 -2022

Priority	Links to HGIOS4	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners <i>Please refer to NIF targets</i>
<p><b>Priority 1 Attainment and Achievement</b></p> <p>Improve attainment within the broad general education stages, by focusing on improvements in planning, tracking and assessment.</p>	<p><b>3.2</b> Raising attainment and achievement</p> <p><b>2.3</b> Learning, teaching and assessment</p>	<p><b>Moderation (Literacy &amp; English, Numeracy &amp; Maths):</b></p> <p>Co-ordinators / Teachers take part in the moderation sessions for writing, reading and numeracy with colleagues in school; within our Dalkeith Learning Community; within Midlothian, and as part of the South East Improvement Collaborative.</p>	<p>Co-ordinators / Representative Teachers.</p> <p>Dates to be identified in August 2021</p>	<p><b>Impact on Teachers:</b></p> <p>Increased teacher confidence in planning, teaching and assessment (differentiation, use of feedback, pace and challenge).</p> <p><b>Impact on learners:</b></p> <p>Improved skills evidenced by attainment. Learners have effective feedback on their strengths and areas for improvement.</p>
<p><b>Priority 1 Attainment and Achievement</b></p> <p>Improve attainment within the broad general education stages, by focusing on improvements in planning, tracking and assessment and curriculum design and progression – STEM.</p>	<p><b>1.2</b> Leadership of learning</p> <p><b>1.3</b> Leadership of change</p> <p><b>2.2</b> Curriculum</p> <p><b>2.3</b> Learning, teaching and assessment</p> <p><b>3.2</b> Raising attainment and achievement</p>	<p><b>Year 2 of the SSERC Primary Cluster Programme in STEM 2021 -2022 (Areas postponed from 2020-21 due to COVID).</b></p> <p>DLC Working Group meet to develop progressions, resources and understandings of pedagogy.</p> <p>Opt-in CLPL sessions tailored to DLC and individual schools.</p>	<p>Midlothian Co-ordinator:</p> <p>Vicky Ormiston , PT Woodburn PS;</p> <p>Jess Seaton, CT Tynewater PS;</p> <p>Douglas Lawson, HT Tynewater PS as DLC HT Rep</p>	<p>Relating to the teaching, learning and assessment of STEM:</p> <p>Increased levels of confidence and practice by 95% of DLC Teachers;</p> <p>Improved quality learning and attainment experienced by learners.</p>

Dalkeith Learning Community Improvement Plan for 2021 -2022

Priority	Links to HGIOS4	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners <i>Please refer to NIF targets</i>
<p><b>Priority 1</b> <b>Attainment and Achievement</b></p> <p>Develop and improve health and wellbeing of children and young people transitioning from DLC primary schools to DHS S1.</p> <p><b>Priority 4</b> <b>Lifelong Learning and Career-Ready Employability</b></p> <p>Wider achievement - provide pathways for learners that best support the realisation of young peoples' future aspirations.</p>	<p>Self-evaluation for self-improvement</p> <p>2.3 Learning, Teaching and Assessment</p> <p><b>2.6</b> Transitions</p> <p><b>2.7</b> Partnerships</p>	<p>Timeline of transition activities.</p> <p>Agree activities to support transition, replacing DLC Camp.</p> <p>Build framework for recognising Wider Achievement through the primary schools and into S1 (DHS Award). Link activities to 'camp'.</p>		<ul style="list-style-type: none"> <li>Improvement in children and young people's health and wellbeing.</li> </ul> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p>

NIF Priority (paste from above)	Links to HGIOELC	Links to National Standard	Key Actions	Lead Person Timescale	Expected measurable outcomes for learners <i>please refer to NIF targets for 2020-21 AND use your own contextual targets IF REQUIRED</i>
PRIORITY 1 Improvement in attainment, particularly literacy and numeracy	1.1  3.2  2.2  1.3	6.2 4.2	<ul style="list-style-type: none"> <li>Take part in the Early Level Mathematics Project within Midlothian</li> <li>Be involved in the Literacy Project within Midlothian</li> <li>Continue to embed the tracking and monitoring of learner's progress within Literacy, Numeracy, H&amp;WB and other curricular areas</li> <li>Link to the working group in the authority looking at using the up, up and away document to improve literacy</li> </ul>	September 2021 Catherine Paterson  September 2021 Lauren Rao  Aug 2021— June 2022 SEYPs  September 2021 Julie Findlay	1.1 Improve attainment within the broad general education stages, by focusing on:  A) Improvements in planning, tracking and assessment and curriculum design and progression  C) Pedagogy, play and progression across Early Level

NIF Priority (paste from above)	Links to HGIOELC	Links to National Standard	Key Actions	Lead Person Timescale	Expected measurable outcomes for learners <i>please refer to NIF targets for 2020-21 AND use your own contextual targets IF REQUIRED</i>
PRIORITY 2  Improvement in children and young people's health and wellbeing	1.1   1.5   3.1	3.2  2.2  4.2	<ul style="list-style-type: none"> <li>• Review behaviour policy to be more in line with school's behaviour blueprint</li> <li>• Embed the celebration of children's learning and achievements to be more in line with the school and KP CARES</li> <li>• Embed the principles of Forest Schools in our own outdoor space until we identify an offsite location</li> <li>• Senior staff to meet regularly with HV to identify learner's needs sooner and put early interventions in place to meet their needs</li> </ul>	Julie Findlay October 2021  Lauren Rao October 2021  Catherine Paterson Aug 2021— June 2022  SEYPs Aug 2021— June 2022	2.2 Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase 2.3 Support schools and ELC settings to provide high quality EY services, which focuses on early intervention and prevention 2.4 Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff 3.1 Develop a quality improvement framework to support schools to achieve Good or Better in inspection Qis through: A) Empowering leaders at all levels, leading to an empowered system B) Improving quality of leadership at all levels

NIF Priority (paste from above)	Links to HGIOELC	Links to National Standard	Key Actions	Lead Person Timescale	Expected measurable outcomes for learners <i>please refer to NIF targets for 2020-21 AND use your own contextual targets IF REQUIRED</i>
PRIORITY 3  Closing the attainment gap between the most and least disadvantaged children	1.1  3.1  2.7  2.4  2.1	5.2  4.2  5.1	<ul style="list-style-type: none"> <li>• Identified staff to attend PICL Training (Parents Involvement in their Children's Learning) and implement associated suggestions/strategies</li> <li>• Implement the Nuffield Early Language Intervention (NELI)</li> <li>• Implement a new structured Talk Time</li> <li>• Look at how Helicopter Stories fits in to the Talk for Writing approach used in school</li> <li>• Ensure effective interventions are in place to provide additional support for children</li> <li>• Collaborate with Child Minders to ensure a more joined up approach</li> </ul>	DHT & EYP Nov 2021  HT—Sept 2021  Catherine Paterson—Aug 2021—June 2022  HT- Nov 2021  Julie Findlay—Oct 2021  SEYP Aug 2021— June 2022	1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children