



# King's Park Primary School

## Standards and Quality Report 2022-23 Improvement Plan 2023-24



# Contents

## **Section 1: Our context**

- a) School/setting information
- b) Our Vision, values and aims
- c) Consultation & communication

## **Section 2: Standards & quality report 2022-23**

- a) Successes and achievements in session 2022-23
- b) Capacity for continuous improvement

## **Section 3: Improvement plan 2023-24**

- a) Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations
- b) Tackling and removing barriers in order to achieve priority 1 All children & young people feel valued & included, and have the same opportunities to succeed
- c) Improvement drivers
- d) Associated Schools Group Improvement Plan

## **Section 4: Data to inform improvement**

## **Section 5: Pupil equity fund plan 2022-23**

## Section 1: Our context

### a) School/setting information

School/setting name: [King's Park PS](#)

School/setting location: [Dalkeith](#)

Associated School Group: [Dalkeith](#)

School/setting roll: 498 / 79

[Link to school data report \(see improvement plan section below\)](#)

Briefly, any other relevant contextual information:

## **b) School 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...

**C**reativity  
**A**spiration  
**R**esilience  
**E**mpathy  
**S**uccess

### **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.

## c) Consultation & communication

This year, we have consulted in the following ways.



### **With learners**

In our school, we are committed to ensuring that all learners are able to share their views and opinions and participate at school. We consult with our learners in a variety of ways. Over the course of the year, we have sought views and communicated with our learners through regular assemblies, huddles and pupil leadership groups. Learners lead one of the three parent consultations alongside their parents and we profile learners' progress and achievements through a written report and Seesaw profiles. Our Pupils as Leaders (OPAL) groups exist for the following areas and work to bring about school improvement and embed our King's Park C.A.R.E.S vision: Playground, STEM, Languages, RRSA, Reading Rangers, Charities, Outdoor Learning, Maths, Eco Squad, Mental Health Champions, Press Pack, Wee HGIOS, Pupil Parliament, DELTA, JRSOs, House and Vice Captains, Community.

Our House Captains are active participants in the life of the school and are voted for by our learners. They have contributed to the planning of King's Park's Got Talent and our Musical Showcase this session. Reading Rangers as part of OPAL have been active participants in the selection of new books to support raising attainment in reading, developing our Book Nooks and supporting the refurbishment of our library. Our Charities OPAL group invited a member of the Dnipro Kids charity into school resulting in the group organising a fundraising event. The Playground OPAL group has transformed our school playground this session. Pupil focus groups have shared their views on curriculum developments in Numeracy and Digital Technologies. A pupil focus group also contributed towards a catchment area review. During our thematic review on Curriculum with HMie, pupil groups were able to contribute their views about our school curriculum. We have also sought the views of our learners on the following themes this session: The purpose of school; Maths Week Scotland; Wellbeing Survey; Reading Survey; Food for Thought; Mental Health Champions and Positive Behaviour Expectations.

### **With parents, carers & families**

At King's Park, we value the role that parents, carers and families have in the life of our school. We have an active Parent Council and Parent Teacher Association (PTA). We have an open door policy for all parents and carers and email communication provides a flexible way for two way communication between school and families. We make good use of our school App, Website and Twitter to communicate with our parents, carers and families. Google Forms is used as a platform to seek views and Seesaw provides an online platform that parents and carers can interact with. Termly newsletters are used to convey information and share learning and successes with parents and carers. Open mornings / afternoons are used to share learning and are well attended and a good way to showcase the children's learning. We have sought the views of parents, carers and families on the following themes: The purpose of school dot-moc-racy; homework policy; school improvement on reading,

numeracy, digital and nurture. A parent and carer working party has been established to support the school's work on the cost of the school day and participatory budgeting. There are three parent consultations and a written report to communicate learner progress and next steps, supported by Seesaw. Within our ELC setting, we have sought views of parents on care and support, quality of environment, curriculum, ELC improvement priorities and our new start process in both October and May.

### **With staff**

Staff views are gathered both formally and informally through a number of collegiate activities throughout the school year. These include meetings for groups of staff, learning and teaching meetings, collegiate activity time (CATs) and INSET days. ELC staff and teachers all contribute to working groups as part of the school improvement plan. Leadership opportunities are available for all staff and this is encouraged. Regular self-evaluation takes place and informs the overall picture of our school. In our ELC, monthly evaluation meetings are held to allow all staff to evaluate our setting based on HGIOELC, Realising the Ambition and using the Care Inspectorate Quality Framework. This session, staff have been consulted on the following themes: The purpose of school; our unique context; key drivers for school improvement, quality improvement in Reading, Numeracy, Digital, Nurture and Health and Wellbeing; workload and school improvement priorities for session 2023 - 2024.

### **With others**

This session, we were selected to take part in a thematic review on 2.2 Curriculum. A member of HMie was in school for two days. They met with the Senior Leadership Team (SLT), staff groups and pupil groups. They also observed 11 classes and the ELC. Whilst the visit is not graded, good feedback was given on the work being done to develop the curriculum in King's Park.

We have had three visits from the local authority to quality assure our self evaluation on 3.2 Raising Attainment, 2.3 Learning, Teaching and Assessment and 1.1 Self-evaluation for self-improvement.

## Section 2: Standards & quality report 2022-23

This year we worked on the following improvements:

- Raising Attainment in Reading and Numeracy
- Improve Equity and Inclusion, including Nurture
- Enhancing Learning, Teaching and Assessment using Digital Technologies
- Curriculum Design and Rationale

Improvement outcome we were trying to reach	What happened?	Impact on the improvement outcome.	What next?
<b>Priority 1 Raising Attainment in Reading</b>			
Leaders at all levels work together within an empowered system to improve outcomes for children, young people and families.	<p>Reading moderation has taken place. Reading books across the school have been audited and reading resources purchased in order to enhance learning and teaching and provide children with greater exposure to a wider range of rich and diverse texts.</p> <p>High quality challenging texts are beginning to be used to provide opportunities for children to develop their comprehension skills in a more holistic way.</p>	<p>Reading moderation in September showed a lack of differentiation within reading activities for some learners. Evidence gathered, highlighted the need for a broader range of high quality texts to deepen children's understanding and encourage critical thinking.</p> <p>All learners have had the opportunity to develop a deeper understanding of literary concepts. Explicit teaching of the concepts through high quality texts has enabled greater differentiation within literacy lessons, observed during team teaching.</p>	All planning and assessment approaches are matched to the needs of learners and enable learners to fully demonstrate their abilities. Staff embed opportunities for learners to influence and participate in the planning of how they learn and how they are assessed.
To raise attainment in reading.	All teachers have engaged in CLPL opportunities on Reading pedagogy and have trialled the introduction and investigation stages within their literacy teaching. A systematic approach towards teaching reading has been developed. A draft reading progression for P1-7 has been written to support teachers at the planning stages.	Most staff (86%) have an improved understanding of how to teach reading. Almost all staff have found attending CLPL opportunities on Reading pedagogy helpful and will use this to inform their practice. Views gathered by staff highlighted that CLPL activities for Reading demonstrated: how to contextualise literary teaching; provided examples of how to teach reading systematically and provided an opportunity to share good practice across stages and learn from each other.	All staff will engage with the King's Park Literacy Progression Pathway and Midlothian Reading Progression - with a particular focus upon teaching the identified comprehension strategies. Pupil 'reading rangers' to gather feedback and inform next steps.  Improvements in learners'

	<p>Staff confidence in teaching reading systematically has been supported through a series of team teaching lessons with the Literacy Champion Principal Teacher. 8 Teachers across First and Second level planned, delivered and evaluated a series of reading lessons with the PT.</p>	<p>Almost all staff were able to identify specific improvements in learners' Literacy. Evidence gathered, highlighted an increase in learners' confidence in reading, enhanced vocabulary and exposure to a wider range of high quality texts.</p> <p>All identified learners assessed using PM Benchmark assessments achieved 97% and above reading accuracy scores.</p> <p>All learners have moved on a reading level with the majority (63%) moving on 5 levels or more.</p> <p>Most (82%) assessed learners have moved on a reading age bracket with the majority (63%) identified learners having increased their reading age by over a year in an 8 month period.</p> <p>All participating staff shared that they felt more confident planning and delivering engaging and interactive lessons. Almost all participating teachers commented on the benefits of team teaching with an experienced teacher who could model effective practice.</p>	<p>literacy should lead to improved attainment in ACEL data for reading at most Stages.</p>
<p>Increased staff confidence in delivering high quality experiences in Literacy ensures that learners are engaged and achieving their potential.</p>	<p>Three teachers and two members of the SLT have participated in the SEIC Literacy Connectors Programme. Staff engaged in professional reading, implemented improvements in the classroom and collected data around the impact of these improvements.</p>	<p>Almost all (96%) targeted P1 learners achieved band 3 and above when completing the SNSA literacy assessment.</p> <p>Almost all (92%) targeted P1 learners have achieved Early level in reading.</p> <p>Most (88%) of the targeted P3 learners have improved sound and word recognition scores. All learners within the</p>	<p>Overall attainment in combined literacy P1, P4 and P7 ACEL data is raised through high quality learning, teaching and assessment to ensure equity and inclusion for all. Staff to embed opportunities for learners to influence and participate in the planning of how they learn and how they are assessed to ensure equity and inclusion for all.</p>



		<p>targeted group have increased their 'words per minute' reading score. All learners within the targeted group are on track in reading.</p> <p>Most (77%) identified P5 learners knew most assessed vocabulary words. The majority (67%) of learners knew almost all or all of assessed vocabulary words.</p>	
<p>Learners have improved word reading and comprehension skills.</p>	<p>All classes have visited the local library regularly. Book Nooks have been established throughout the school and a wider range of texts are available. Children have engaged with author and poet visits. The school library is undergoing a full refurbishment with the support of parents and the local library. A pupil leadership group, 'Reading Rangers' has been established with the role of improving reading culture. All teachers within P1-3 are teaching vocabulary explicitly and this has been extended into P4.</p>	<p>Almost all (95%) staff have reported an improved reading culture within school. Following the improvement of the reading culture within the school, most (77%) parents reported that their child was more motivated to read.</p> <p>Most teachers (81%) are explicitly teaching vocabulary to improve word reading and comprehension skills.</p> <p>All teachers using the vocabulary programme have noted improvement in almost all children's use of vocabulary in literacy tasks and activities, identified through marking and assessment. Staff are better equipped to teach children to be accomplished and keen readers.</p> <p>Almost all (99%) parents surveyed reported that their child has benefited from regular visits to the local library. Almost all (97%) parents believe that their child has had an opportunity to read a wider variety of books this session. Fostering a love of reading and sustaining a reading culture within our school will lead to improved outcomes for our learners.</p>	<p>Ensure that the learner voice is central to sustaining a reading culture for our learners and community by ensuring staff embed opportunities for learners to influence and participate in the planning of the curriculum around reading.</p>

<b>Priority 1 Raising Attainment in Numeracy</b>			
Learners are engaged and achieving through a range of high quality numeracy experiences.	<p>All class teachers are now using new Midlothian Numeracy Progression Pathways to plan innovative learning experiences, using the mid level plans and detailed slides to inform their practice.</p> <p>Staff have used the revised diagnostic numeracy assessments to identify what phase a learner is working within and to plan appropriate learning opportunities.</p> <p>Some second level teachers and pupils have trialled new digital consolidation sheets to assess learners progress. These have now been shared with all staff.</p> <p>Shared Classroom Experience took place for all class teachers, with a focus on identifying good practice and high quality learning experiences. Follow up dialogue allowed staff an opportunity to talk about their approaches to assessment, pupil voice and how staff are developing resilience in learners.</p>	<p>Most staff (76.2%) shared that using the Midlothian Numeracy Progression Pathway with their class has ensured consistency and supported their planning.</p> <p>Most staff (76.2%) reported that using the revised Diagnostic Numeracy Assessments helped them to identify gaps in learning and support their planning and teaching.</p> <p>A small pupil group of P6 learners took part in the pilot phase of trialling the new digital consolidation sheets with the Recovery lead. All learners shared that they liked that they could receive immediate feedback.</p> <p>There is evidence of very good practice from some practitioners, particularly the use of enquiry learning and rich play based learning experiences within the Early Years classes. Concrete materials are more commonly used within classes working at Early and First Level. This practice was less evident within the Second Level classes. The majority of staff (71.4%) shared that they use concrete materials either daily or a few times a week. The majority of staff (60%) use digital manipulatives either daily or a few times a week. The majority of</p>	<p>Staff to embed the use of the Midlothian Numeracy Progression Pathway, familiarising themselves with the detailed slides and suggested resources.</p> <p>All staff use the revised Diagnostic Numeracy Assessments to identify those learners who are on track to achieve the expected level, ensuring appropriate pace and challenge for able learners.</p> <p>All First and Second Level staff use the digital consolidation sheets as a resource to revise taught concepts and to inform planning and teaching.</p> <p>All staff should consistently use concrete materials to support learners' conceptual understanding. Opportunities should be provided to allow peer observations and for staff to share good practice.</p>

	<p>Maths Week Scotland allowed all learners to explore maths through Art and Music, as well as STEM. A focus on 'Maths at Work', highlighted the importance of maths in a range of careers and jobs linking into skills for life, learning and work. An overview with suggested learning opportunities was shared with all staff.</p> <p>Mathletics and MathSeeds were introduced for all learners this session. Both of these programmes allow for teachers to assign tasks to learners to consolidate learning.</p> <p>Following a short trial period, a subscription for Heinemann Active Maths has been made in order to further support the engagement of learners through high quality learning and teaching, alongside the use of textbooks as a further resource.</p>	<p>parents (74%) reported that their child talks about strategies they use in school to support their understanding of numeracy.</p> <p>Class blogs demonstrated that a wide range of learning opportunities were provided throughout the week for all learners, as well as posts shared on Twitter by class teachers. Almost all learners (94.5%) reported that they took part in maths webinars throughout the week. Feedback was positive about these and the other activities that were provided.</p> <p>Less than half of staff (42.9%) reported that they use Mathletics or Mathseeds to assign numeracy and maths activities to their learners daily or a few times per week. Most learners (83.6%) shared that they enjoy using MathSeeds or Mathletics. The majority of parents (73.2%) shared that their child uses online platforms such as MathsSeeds, Mathletics or Sumdog to practise numeracy at home.</p> <p>The majority of staff (52.3%) shared that Heinemann Active Maths has been a useful resource to support their teaching and learning of numeracy.</p>	<p>Embed use of Mathseeds and Mathletics to support learning and teaching. Run drop in sessions to increase staff confidence in Mathseeds and Mathletics.</p> <p>Embed use of Heinemann Active Maths to support learning and teaching. Drop-in session to be organised to develop staff confidence to use this resource, particularly to assign tasks to learners.</p>
<p>Learners benefit from improved support at home by parents and carers</p>	<p>A draft On-Track Numeracy summary has been created for each stage, which outlines what skills an on-track learner should have across the different numeracy organisers at the end of each phase within a Level.</p>	<p>Almost all teaching staff have shared through professional dialogue that they feel that this summary is helpful to share with parents and to support dialogue about a child's progress and any gaps in their learning. Most</p>	<p>Draft document to be reviewed following feedback from stakeholders. A child friendly version of this should be created with learners to support their setting of SMART targets within numeracy.</p>

	<p>A 'Supporting Numeracy at Home' handout has been created by the Numeracy Working Group which gives parents suggestions about how they can build learning into everyday routines to further develop skills at home. This also links into supporting videos and a glossary provided by Education Scotland.</p> <p>Maths Circle Family Sessions were held in school to promote a joy for maths and numeracy and for families to work together to solve a range of maths problems.</p>	<p>parents (78.9%) shared that this document would help with their understanding of what different skills their child will develop each year. Almost all parents ((93%) feel confident to support their child's numeracy development; of this, 46.5% feel very confident. Most parents (83.1%) shared that their child is able to confidently talk about what they are learning in numeracy and maths. The majority of parents (71.8%) expressed that their child is able to talk about what they need to practise within numeracy and maths.</p> <p>In the parent survey completed in October 2022, almost all parents (91%) shared that they would find website links, information leaflets and different maths resources helpful. From the follow up survey in May 2023, most parents (82.4%) reported that the 'Supporting Numeracy at Home' handout would give them ideas about how they can help their child at home with numeracy and maths. Most parents (77.5%) felt able to provide real-life contexts to practise numeracy concepts out of school.</p> <p>A small number of families participated in these after school sessions. The feedback was very positive, with almost all families sharing that these were fun and enjoyable sessions. Feedback from families included that the sessions were a good way for children to think critically about maths, as well as to develop analytical learning. One parent shared that these sessions were a great way to exercise the brain and work together, whilst another parent shared that it helped</p>	<p>Further opportunities should be provided for parents to develop strategies to further support their child's learning at home.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------

		them to see what they can practise at home.	
Develop staff understanding and pedagogy of progression of mathematical strategies within a level.	<p>Almost all staff, including class teachers, learning assistants and Support for Learning staff, attended training sessions with Lynda Keith, Education Consultant over four days throughout the session. The sessions included opportunities to reflect on own practice, share practical teaching ideas and encouraged professional dialogue between practitioners.</p> <p>Staff used the October Inset day, as well as follow-on sessions with Lynda Keith, to begin to make links with the Lynda Keith progressions and the new Midlothian Numeracy Progression Pathways. The Numeracy coordinators have continued to focus on this area of development, beginning to develop progression pathways for First Level.</p> <p>All staff identified areas for a numeracy focus with their class during the October inset day. This included the use of the King's Park Book of Questioning with groups of learners as well as a focus on the mental maths strategy, 'Counting on and Back'.</p>	<p>Most staff (85.7%) shared that the sessions with Lynda Keith helped them to develop their understanding of numeracy pedagogy. 23.8% of staff expressed that this had a significant impact upon their professional knowledge and understanding.</p> <p>Most staff (81%) identified that the sessions with Lynda Keith had increased their understanding of progression within an organiser. 28.6% of staff expressed that this input was significant upon their professional learning.</p> <p>Staff identified during professional dialogue at the May Inset day that aligning the two progression pathways should be a high priority for the next academic session. Staff have also shared that they would benefit from clear guidance about what order different mathematical strategies should be taught within a phase.</p> <p>The majority of staff (66.6%) reported that sessions with Lynda Keith have helped them to become more confident in their use of questioning during numeracy sessions.</p>	<p>Numeracy coordinators should share the draft 'Detailed Numeracy Progression Pathway' for First Level with staff once completed. Seek feedback from staff and use this to inform the progression pathway for Second Level.</p> <p>All staff should display the mental maths Strategy Keys as part of their Numeracy working wall within class to develop the use of these strategies across all stages.</p> <p>Staff should continue to look for opportunities to incorporate the use of higher order questioning during numeracy sessions, to encourage curiosity and develop learners' ability to confidently talk through a range of strategies.</p>
<b>Priority 2 Improve Equity and Inclusion, including Nurture</b>			
Learners will have greater equitable experiences through a consistent nurturing approach within learning and teaching.	The Nurture Leads have created a working group and are continuing to develop a programme of ongoing professional learning which	During Visit 1 and the school HMIE Thematic Review it was observed that almost all staff model a nurturing approach in all their interactions within the context of the classroom,	To involve all stakeholders in the creation of a Nurture Policy, with clear selection procedures for learners who are attending the Nurture

<p>Increased staff understanding of Nurture approach to be successfully embedded and demonstrated in everyday practice.</p>	<p>promotes the understanding of attachment and child development and supports staff to reflect on where behaviour comes from and how it impacts on children and their current functioning.</p> <p>The school has established Nurture Groups to provide targeted support, taking account of the key components of a Nurture Group model. There are specific targeted approaches that support learners' readiness to learn, for example, targeted adult support, small group input, soft starts and breakfast club.</p> <p>The school recognises nurturing approaches as a key approach to tackling the attainment gap. Learners who demonstrate difficulties with their readiness to learn have been identified as a key focus for nurturing input.</p> <p>The school has provided improved opportunities for community involvement through the development of KPCarers.</p>	<p>playground and school setting.</p> <p>Nurture Groups are seen as an integral part of the school.</p> <p>Almost all staff agree that Nurture sessions have had a positive impact upon pupils and have improved learners' 'readiness to learn' (52% agree and 42.9% strongly agree).</p> <p>Almost all staff agree that Nurture sessions with a focus on raising attainment in Literacy and Numeracy have had a positive impact (57.1% agree and 33.3% strongly agree).</p> <p>All learners accessing Nurture based Support for Learning intervention have demonstrated progress in the Read, Write Inc Programme, progressing by two levels or more.</p> <p>Small groups of targeted learners have benefited from 1:1 paired reading with a trained adult, developing their confidence and enjoyment for reading.</p>	<p>Group, for example, initial discussion through staged intervention, observations, use of assessments such as Boxall Profile.</p> <p>To continue to embed a shared language and develop an understanding of the Nurture Principles with staff, learners and the wider school community.</p> <p>To review and embed the Behaviour Blueprint to ensure a rights based approach promoting positive relationships, underpinned by dignity and social justice.</p> <p>To provide time for Nurture staff and mainstream staff to liaise regularly to ensure appropriate, targeted support.</p> <p>To develop a tracking system to monitor, track and evaluate individual progress across time for targeted learners accessing interventions.</p> <p>To ensure opportunities for learners to play an integral part of the monitoring, tracking and evaluating process, to develop their understanding of themselves as learners.</p> <p>To utilise the parents' skills and talents and invite them to join KPCarers in order to provide bespoke learning opportunities, pathways and develop skills for life.</p>
<p>Learners' wellbeing will improve through effective</p>	<p>There is a wide range of opportunities to achieve within the school that supports learners' wellbeing</p>	<p>Almost all parents (97.1%) believe that the lunchtime/after school sports clubs have helped to promote</p>	<p>To analyse the data from the Glasgow Wellbeing survey in order to identify and prioritise</p>

<p>identification of wellbeing needs.</p> <p>To develop an improved system to track, monitor and evaluate learner wellbeing.</p>	<p>and helps them to develop wellbeing.</p> <p>All staff have been given guidance on the different methods and tools used to support the assessment of health and wellbeing. Most staff are aware of the Boxall Profile and have actively contributed to the completion of it for targeted individuals.</p> <p>The school has developed a range of clubs, awards and mentoring schemes to promote wider achievement across the school. We are using a whole school tracker to record learners' achievements and we are looking to develop this system to track how we celebrate achievements.</p> <p>A variety of assessment approaches to health and wellbeing are used, including observations, gathering of views, Boxall Profile and the recently developed whole school 'readiness to learn' tracker. Where the Boxall Profile is used, staff have had training in its use and only use it in a targeted way.</p> <p>Self-evaluation has been used to monitor and evaluate the emotional wellbeing of P4-7 stages and to evaluate how well supported learners, parents and carers feel within the school setting.</p> <p>The Senior Leader Team engaged with data for attendance, exclusion, attainment and staged interventions to evaluate the impact of a nurturing approach for targeted individuals.</p> <p>Learner, parent and carer views were sought using the Glasgow Wellbeing survey to</p>	<p>an active lifestyle.</p> <p>Monitoring meetings have highlighted that most staff are able to link the outcomes of assessments completed to interventions that will support individuals in their learning, making links to the Circle document. This is resulting in a greater understanding of the responsibility of all for the inclusion and wellbeing of our learners.</p> <p>Almost all learners accessing Nurture intervention have demonstrated improvements in Boxall Profiles within the nurturing setting for the aspects of giving purposeful attention and participating constructively.</p> <p>The majority (72%) of learners have reported feeling safe in school and the majority (57%) of learners feel that they belong 'a lot' in school (Wellbeing survey P4-7).</p>	<p>the aspects of a nurturing approach to be developed and embedded within the school next session, including which Nurture Principles to develop as a whole school.</p> <p>To develop a system to effectively track, monitor and acknowledge learners' wider-achievements.</p>
----------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	gather feedback on how welcome and included they feel within the school community. The Nurture Lead alongside the Mental Health Champions OPAL group, analysed this feedback to determine the overall wellbeing of the stages and shared this with class teachers.		
Learners will experience a high quality nurturing classroom environment.  To develop nurturing classroom practice and nurturing environments.	The curriculum is appropriately individualised to allow learners to have opportunities and experiences that may have been missed in their early life.  There are specific, designated areas of the classroom, playground and school buildings that learners can access if they feel that they need space or a break from the normal routine of the day.  The environment has been maximised to provide additional spaces for learners to regulate their emotions and access their learning in a safe space.	Most staff report improved inclusive practice with the development of the school environment, classrooms and the playground (47.6% agree and 47.6% strongly agree).  Learners' accessing the ASN base and Learning Hive have had the opportunity to experience success through accessing an alternative, personalised curriculum to develop skills for life.	The Circle document will be regularly used to review the physical environment of the classroom and to identify adaptations to be made in order to meet the needs of different learners.  To continue with the effective systems in place to promote equity of success and achievement for all, including flexible pathways to meet the needs of learners.
To embed and promote the key values of the UNCRC.  Learners will have a greater understanding of their own rights (UNCRC) and the rights of others'. This will be evidenced through:	All staff have engaged in CLPL on the UNCRC and the creation of a rights based class charter. All classes have created a class charter which is displayed within the class using the appropriate terms such as 'Rights Holders and Duty Bearer'.  A steering group has been established which meets regularly to review the Silver Rights Respecting Schools Award. This group visited the Scottish Parliament and engaged in meaningful discussions with local MSPs.	The school is beginning to have a shared understanding of rights based language which is understood by staff and learners.  All learners within the steering group have had the opportunity to engage with a rights based approach to decision making.  All classes have engaged with the UNCRC through pupil-led workshops and subsequently	To continue to embed the shared language associated with the UNCRC and continue to work towards achieving our Silver RRSA.  Pupil views continue to be gathered regularly to inform school improvement regularly.  RRSA steering group to continue to lead school development which ensures a rights based approach.



	<p>The steering group has delivered UNCRC based lessons to all classes.</p>	<p>have a better understanding of the principles of the convention.</p> <p>The steering group has had the opportunity to engage with key national political figures and have used the experience to inform their own leadership roles within school.</p>	
--	-----------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

**Priority 3 Enhancing Learning, Teaching and Assessment using Digital Technologies**

<p>Learners' experiences have been enhanced through the upskilling of staff and sharing of innovative digital practice.</p>	<p>Almost all staff (95.2%) are using digital technologies to enhance and extend learning, teaching and assessment.</p> <p>Some members of staff have participated in digital learning CLPL. Two members of staff have achieved Gold Google Workspace badges, three have achieved silver and two awarded bronze with others engaging in some badges. Four staff members have gained Apple Teacher status.</p> <p>Almost all staff have been trained in using Micro Bits.</p> <p>Most staff are piloting and contributing to a resource sharing website (GRIP) in collaboration with Lasswade Primary staff.</p> <p>Most ELC- P7 learners participated in Scottish Digital Literacy week in October.</p> <p>Most ELC to P7 learners participated in Safer Internet day.</p>	<p>Almost all parents (95.5%) feel that their child's learning has been enhanced by digital technology.</p> <p>Most staff (85%) are using Google workspace to plan and work collaboratively resulting in an increase of shared practice and resources, making planning flexible and streamlined.</p> <p>Most learners (74.22%) report that they have increased their digital literacy skills. Almost all parents (92.5%) stated that their child's digital literacy skills have improved.</p> <p>Most staff (81%) frequently use age and ability appropriate software/ apps/ websites to support differentiated and targeted learning.</p> <p>Almost all parents (98.5%) reported that their child enjoys using technology across the curriculum. Digital learning is beginning to be used in areas of the</p>	<p>All new staff will be supported via appropriate CLPL to ensure learner's experiences are equitable.</p> <p>Continue to work towards the Digital Schools Award using current evaluations.</p> <p>Begin working towards Digital Wellbeing award for Cyber Resilience and Internet Safety.</p> <p>Review our school internet safety pathway planners in line with the above award.</p>
-----------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>The DELTA working group members each shared innovative practice at a collegiate session which has been trialled by other staff.</p> <p>Midlothian Digital Literacy planners have been trialled by most staff to develop progression in digital literacy skills.</p>	<p>curriculum beyond Literacy and Numeracy.</p> <p>Most staff utilised our school internet safety planners and lesson ideas to actively teach digital citizenship. This has equipped learners with increased knowledge and skills to be responsible citizens online.</p> <p>All Primary One staff delivered 'Grab and Go' iPad lessons over a period of weeks, supported by a Learning Technologist which resulted in increased staff confidence (by 66.7%)</p>	
<p>Learners have a good understanding of their strengths and next steps in learning and learner profiles have been developed consistently throughout the school using the learning platform Seesaw.</p>	<p>Guidance to staff on expectations of Seesaw as a learner profile has been shared for a consistent approach.</p> <p>A refresher Seesaw training session was attended by new and less confident staff.</p> <p>A Learning Technologist has been carefully timetabled to support staff and pupils to use Seesaw as a learning profile.</p> <p>Moderation of Seesaw was planned but postponed due to the Seesaw breach before Christmas.</p> <p>DHT participated in Education Scotland sessions, carrying out research and working collaboratively across Scotland on a publication on Profiling Achievement.</p>	<p>Most staff have a variety of evidence across the curriculum within learners' profiles. 71% of learners have been using Seesaw to independently record learning.</p> <p>Careful targeting of support via use of a Learning Technologist in class has helped staff to use the platform appropriately. Almost all staff (95.2%) stated that this increased their confidence and skills</p> <p>When published, the Profiling Achievement document will provide support and guidance to staff on best practice on profiling from across Scotland.</p>	<p>To continue to build capacity and independence of learners to select and share their own work, assessment pieces and to give feedback on why they have chosen it.</p> <p>To moderate a full academic session of using Seesaw as a learning profile.</p> <p>To review the current system for tracking and celebrating wider achievements from ELC to P7.</p>
<p>Learners have increased confidence in using digital tools to formatively assess their work and to provide feedback.</p>	<p>All P3 - 7 learners have been taught how to use the Read and Write toolbar.</p> <p>All P3 - 7 staff including Support for Learning and some Learning Assistants have been trained in using Read and Write as an accessibility</p>	<p>All P3-7 learners are able to utilise digital accessibility tools to access learning and limit barriers.</p> <p>Almost all staff are able to model and support the appropriate use of accessibility tools to ensure</p>	<p>To create a learning, teaching and assessment policy that incorporates digital learning and the new Midlothian policy. Staff member to be a part of Midlothian's L,T&amp;A Policy working group.</p> <p>To hold workshops and the</p>

	<p>tool.</p> <p>All P3-7 learners have trialled using the voice note feature of Read and Write to give verbal self and peer feedback on Google Classroom work.</p> <p>One member of the DELTA working party completed a practitioner enquiry on using digital tools to gain formative feedback.</p>	<p>learning is equitable and accessible.</p> <p>All P3-7 learners have experienced a digital approach to formative assessment with ⅓ of learners feeling very confident to use this method and the majority of learners feeling confident to give feedback digitally.</p> <p>Primary 6 successfully trialled using Google Forms as a method of giving feedback to their class teacher regarding the lesson and their next steps in the form of exit passes. This resulted in increased pupil voice and ownership of learning.</p>	<p>development of help sheets for families on how to use Read and Write.</p> <p>Further guidance is required for staff when collating evidence and assessing work on Google Classroom.</p>
<p>Learners have increased opportunities for pupil voice to contribute to learning, teaching and assessment.</p>	<p>Whole school OPAL groups have been re-established.</p> <p>In the context of digital learning, the mini DELTA group has worked alongside a Teacher and Learning Technologist to create a bank of help slides and videos to support learners and staff in using digital tools and coding resources in class. The pupils have supported their teacher and peers in class.</p>	<p>Almost all learners have been empowered to share their views on school development. Almost all learners have completed key action points to support the life of the school community and support key school improvement priorities.</p> <p>The mini DELTA group have trialled Wevideo (ahead of next sessions roll out) to create their support videos. Having pupils from different classes has resulted in group members cascading support back to their peers and teacher in class. This approach has utilised the learners' digital skills and developed higher order thinking and presentation skills.</p>	<p>A review of OPAL groups to be carried out prior to restarting.</p> <p>To provide opportunities for learners (mini DELTAS) to lead digital learning workshops with families and staff.</p>
<p><b>Priority 4 Curriculum Rationale and Design</b></p>			
<p>Learners' attainment and experiences will improve through a broad, general and progressive curriculum.</p>	<p>Almost all staff engaged in work on the school's curriculum rationale. Feedback was sought from HMie during the school's recent thematic visit on Curriculum. Most staff took part in partnership working</p>	<p>Staff have a deeper understanding of the local area and how the school's unique context can be used to enrich the curriculum. Almost all learners are motivated and engaged in learning activities that are linked to the local</p>	<p>Widely share and embed the school's curriculum rationale and ensure that staff and partners have a clear understanding. Refresh the school's bundles and work with partners to develop the school's Social</p>

	with the Dalkeith Museum and tour of Dalkeith.	area.	Studies Curriculum.
Learners' experiences are rich and varied with improved staff understanding of what to teach whilst developing their practice in the 'how' of learning and teaching.	All staff have engaged with the new Midlothian Frameworks and identified next steps to ensure that these are used effectively to support the delivery of a wide and varied curriculum. Play pedagogy is clearly embedded within P1 and P2 classes and is beginning to emerge in P3. EYPs have been introduced into P1 and P2.	The curriculum is beginning to be more rich and varied, taking account of the school's unique context. Most classes have opportunities to deepen their learning across all curriculum areas through IDL and discrete learning, including outdoor learning. Play Pedagogy has been identified as a strength and a key driver in improving the curriculum during a recent thematic review on curriculum. Learners in P1 and P2 have a clear understanding of what they are learning.	Engage in P1 SEIC Connectors Programme on Play Pedagogy. Improve interactions, observations and the learning environment within P1 and P2. Create a year plan that outlines progressive experiences across the 4 contexts.
Learners will experience a broad and progressive Health and Wellbeing curriculum.	<p>A new Health and Wellbeing progression pathway has been created and developed. Almost all Staff have engaged with the planners from January and provided feedback. New Health and Wellbeing resources have been purchased, shared, trialled and linked to the progression pathway.</p> <p>Almost all staff have trialled a new PE programme and a year overview planner has been developed to ensure progression across all stages.</p> <p>Almost all ELC - P7 learners participated in Health Week.</p> <p>In partnership with the PTA and school staff and parent volunteers, all sporting clubs lunchtime and after school have been made free to all learners. As a school, we were successfully awarded the Silver Sports Scotland award.</p> <p>All learners have engaged with the Building Resilience programme.</p>	<p>Almost all (98.6%) parents feel that their child experiences a broad and progressive Health and Wellbeing curriculum. Most staff (85.7%) feel that the new Health and Wellbeing planners have provided a progressive programme for learners.</p> <p>Most staff (81%) feel confident in delivering RSHP. Most staff have trialled using the new resources to improve the quality of learning experiences.</p> <p>Almost all parents (95.8%) reported that their child has enjoyed PE lessons this session.</p> <p>Almost all learners (98.6%) enjoyed the activities offered during Health week. The silent disco was a particular success highlighted by staff, parents and pupils in their feedback. Successes were celebrated via an assembly where learners identified ideas for next year.</p> <p>Almost all parents (97.1%)</p>	<p>Staff need to embed the Health and Wellbeing Progression pathway. Staff will continue to contribute to the resources hyperlinked in the planners.</p> <p>Development of a Health and Wellbeing policy.</p>

		<p>believe that the lunchtime/after school sports clubs have helped to promote an active lifestyle.</p> <p>All Learners have showcased their Building Resilience learning and skills through four termly assemblies. This has resulted in learners becoming more resilient and having a positive growth mindset.</p>	
Learners will have increased opportunities to make connections with their local community.	<p>P4 and P6 learners have visited the Dalkeith museum and volunteers from the museum have provided artefact boxes and guest talks.</p> <p>P6 learners participated in a tree planting project in Dalkeith Country Park</p> <p>P4 learners visited both Crystal Mount and Archview lodge to make intergenerational links.</p> <p>A 'Try Bowls Day' was held at Buccleuch Bowling Club for P5, 6 and 7 learners.</p> <p>All learners have visited the local library regularly throughout the session.</p>	<p>Developing a partnership with Dalkeith museum has resulted in IDL learning experiences being more relevant and meaningful to our learners.</p> <p>The links made with Dalkeith Country Park deepened P6 learner's knowledge of their IDL topic on sustainability as well as bringing a sense of ownership over the local community as P6 now have their very own forest in Dalkeith.</p> <p>The partnership links made with the local care homes have given pupils an opportunity to live out our school's values and vision.</p> <p>Links with the local bowling club resulted in a new after school club being offered for free to P5-7 learners.</p>	To further explore partnerships in the local community and involve those partners in the development of our school curriculum.
<b>ELC Priority 1 To raise attainment in Literacy and Numeracy</b>			
To develop consistency in approach towards developing learners' writing skills across Early level.	<p>Almost all ELC staff participated in Talk for Writing training to develop a consistent Early level approach.</p> <p>Most ELC staff have used story spoons, gestures stones and object signifiers to retell model texts throughout daily storytelling sessions.</p>	<p>As evidenced by observations, the writing area has been used with increased frequency due to the provocations linked to texts and an improved rich literacy environment.</p> <p>Dedicated daily storytelling sessions have inspired the majority of learners to extend their learning at the writing</p>	To continue to develop staff confidence by providing further training and opportunities to embed this approach.

		table as evidenced on Seesaw.	
Learners have increased skills in Talking and Listening from staff leading targeted intervention groups.	Targeted intervention groups have included a daily NELI group, two TalkTime groups per week, two social skills groups per week and a weekly Helicopter Story group.	From analysing the weekly evaluations and assessment notes from each invention, learners have developed skills in listening, talking, turn taking, sharing and waiting.  All staff (100%) feel that the interventions are having a positive impact in raising attainment.	Further training on SEAL approaches and Numicon CLPL for staff.  To ensure that interventions are prioritised and continued in the event of staff absences.
A tracking and monitoring system has been developed to identify on track, off track and learners that are exceeding in progress.	A robust tracking and monitoring system has been developed and completed termly. Factors such as SIMD, EAL, ASN and LAC have been incorporated into the data.	Learners who are off track and exceeding are clearly identified which has resulted in supports and appropriate interventions being targeted at a much earlier stage.  Almost all (92.5%) parents have reported that their child is challenged in their learning.	To establish attainment meetings for ELC staff to measure progress termly and to ensure very good progress has been made.  To develop a system to track the pace of achievement of 'Learning Priorities' to ensure challenge for all learners.
The quality of Literacy and Numeracy experiences have been improved across the setting.	There has been a focus on using planning documents consistently and collaboratively through fortnightly meetings.  The ELC Numeracy working party staff have participated in Lynda Keith training sessions and developed questioning and resources within the ELC as a result of the training sessions.  The Midlothian Literacy and Numeracy audit has been carried out and specific provisions have been identified and introduced to area planning.  Almost all ELC staff have been trained in using Word boost to extend vocabulary.	Almost all parents (96.2%) feel that their child's interests are taken into account and taken forward in their learning. All ELC staff and learners have contributed regularly to our Learning Wall where responsive planning is captured and evidenced. All staff (100%) surveyed commented that they were more confident in responsive planning.  Staff's approach to questioning and use of mathematical language has improved and open ended counting resources have been implemented in the ELC.  Most parents( 88.8%) agree that the ELC environment is stimulating for their child.  The Literacy and Numeracy	To ensure that intentional planning experiences are interwoven into the responsive planning.

		<p>audit is being used by practitioners when setting up provocations and this has resulted in improved staff confidence and knowledge as evidenced during self evaluation meetings.</p> <p>Learners have been exposed to new vocabulary during 'Gather Time' through actions and gestures and via observations the learners vocabulary has increased.</p>	<p>To implement Word Boost into the fortnightly planning meetings to develop a structured approach and to create further resources.</p>
<p>Develop a consistent approach to planning across Early Level.</p>	<p>Numeracy, Literacy and Health and Wellbeing pathways were shared by ELC staff and used by Primary One staff from the beginning of the year to plan and identify next steps for learners.</p>	<p>This ensured continuity in progression and learning for our ELC learners moving into Primary One. New pathways were started for learners from feeder settings.</p>	<p>ELC staff to collaboratively plan more with Primary One staff.</p>
<p><b>ELC Priority 2 To improve equity, inclusion and nurture</b></p>			
<p>Develop the ELC outdoor area to provide a nurturing, inclusive, high quality learning environment.</p>	<p>After visiting other settings, collating learners, parents and staff views a working party redesigned the outdoors space alongside learners.</p> <p>Using funding from a local source, significant improvements to the outdoors area have been made such as installation of a willow den tunnel, development of a herb, fruit and flower garden and raised beds. Fern dens, tepees and a large loose parts area have been developed alongside an outdoors sandpit and music making area.</p> <p>Some staff participated in the loose parts training.</p> <p>Staff and a volunteer parent have aided learners to plant a variety of fruit and vegetables that will be donated to the local food bank.</p>	<p>Almost all (92.5%) parents surveyed stated that there has been a significant improvement to the outdoors area and were very positive in their comments. Almost all parents (96.2%) feel that their child has daily opportunities for outdoor play in all weathers.</p> <p>All staff (100%) feel that the outdoor learning environment has become more inclusive, nurturing and stimulating.</p> <p>The learners' views about their new outdoor area have been very positive as evidenced in our floorbook.</p>	<p>The learners have identified that they would like to increase the size of the fruit and flower garden area after their interest in planting.</p> <p>Parents and staff identified the need to improve and rekindle interest in the dinosaur outdoor area.</p> <p>Literacy and Numeracy experiences should continue to be developed using natural resources and Froebelian principles to enhance learning.</p>

<p>Enhance the opportunities for community involvement and real life applications of learning.</p>	<p>Links have been made with the local supermarket after learners expressed interest in learning about working in a shop.</p> <p>Almost all learners have experienced visiting Archview lodge care home to share stories, songs and socialising with the residents.</p> <p>Almost all learners participated in Friday Bookbug sessions at the local library.</p> <p>King's Park has been used to identify signs of seasons and for daily walks.</p>	<p>Learners have benefited from real life contexts and meaningful experiences. This has been evident through observations and learners' comments documented in the Floorbook. Learners have gained skills in road safety awareness, developed knowledge of their local area and skills for life and work.</p>	<p>Learners to be involved in weekly shopping for snacks or ingredients for baking in the local supermarket to offer real life experiences.</p> <p>To continue to build partnership links with the Pantry (food bank) and the local emergency services and to continue to use King's Park fully.</p> <p>To utilise the parents' skills and talents and invite them into our ELC setting to share with learners.</p>
<p>Consult with wider stakeholders, such as staff, pupils and parent/carers to implement policy changes to promote a positive behaviour approach within the ELC.</p>	<p>A draft policy was written in line with the school's 'Behaviour Blueprint' and restorative practice approach. This was shared with staff during an Inset day for feedback. The policy was then re-written and shared with parents for a second round of feedback and is now published.</p> <p>An engaging video created by all staff was made for the learners to watch to help model expectations within the ELC.</p>	<p>All parents surveyed (100%) feel that their child is treated fairly and with respect. All parents (100%) also commented that they feel comfortable and confident to ask staff any questions they may have relating to their child. Almost all parents (96.2%) feel that staff are supporting their child appropriately.</p> <p>There is a consistent positive behaviour policy and approach now in place to help build positive relationships and support staff and learners.</p>	<p>Continue to embed the new positive behaviour policy.</p> <p>Build in opportunities for staff to share strategies using Up, Up and Away.</p>
<p>Staff members will cascade and lead developments in Froebelian principles, following appropriate training.</p>	<p>Two members of ELC have successfully been awarded their Froebelian qualification this session with a third staff member due to finish in July.</p>	<p>Parental partnerships have been developed through the use of a 'Share Bear' where targeted families have been on adventures with a bear and invited into the ELC for a family picnic.</p> <p>The staff involved in gaining the qualification have been instrumental in sharing with other staff the Froebel's principles and 'Occupations' activities such as sewing, baking, singing and clay</p>	<p>To upskill all staff in Froebelian principles and to continue to share the best practice.</p>



		modelling have been introduced into the ELC. This has resulted in the learner's fine motor skills improving and increased rhyme recognition through singing.	
The approach to Learner Wellbeing folders will be reviewed and a robust quality assurance calendar will be developed in line with updated guidance.	<p>During a quality assurance visit, the Wellbeing folders were shared and reviewed.</p> <p>A quality assurance calendar was created and made at the start of the year in conjunction with the Care Inspectorate Quality Assurance calendar guidance.</p>	Clear remits and timescales were identified between Senior Early Years Practitioners and DHT. This has ensured a better model for reviewing medication, patterns of accidents/incidents and 'Critical friend' evaluations with a colleague to moderate learning journals.	<p>Review the use of chronologies and the Wellbeing indicators overview sheet within the Wellbeing folders.</p> <p>Re-consider methodology for reviewing personal plans every 6 months.</p> <p>Develop with staff what excellent practice would look like to establish peer/trio observations.</p>
<b>ELC Priority 3 Enhancing Learning, Teaching and Assessment using Digital Technologies</b>			
To support staff in their professional learning, sharing innovative and transformational digital practice.	<p>A Learning Technologist has been carefully timetabled to support some staff to use the Early level 'Grab and Go' activities using the ELC allocated iPads.</p> <p>A refresher Seesaw session was attended by most ELC staff.</p> <p>Two Early Years practitioners have achieved the Silver Google Workspace badge and 50% of staff have engaged with some of the training badges. One staff member has completed the Apple Teacher training.</p>	<p>Most (80%) staff are confident in using iPads to support learning. Almost all staff (90%) have increased confidence in using iMovie to create short films to capture learning and to share it weekly with parents. Almost all staff (90%) are confident in using Seesaw to share observations and significant learning experiences between home and ELC.</p> <p>All staff (100%) have agreed that having a Learning Technologist working alongside them has increased their skills and confidence.</p>	Continue to support new and less confident staff in using Google Workspace.
Digital tools will be used to enhance learning opportunities.	A digital learning working group specific to the ELC was established. Reference was made to the Education Scotland document 'What Digital Learning Might Look Like'. Key digital tools and ideas were identified and trialled within the setting.	As evidenced in our digital journey floorbook, almost all learners have experienced a wide variety of learning enhanced by digital technologies across the curriculum. Almost all staff (90%) frequently use age and ability-appropriate	Continue to develop staff and learner confidence in using digital tools.

	Most Learners have used applications such as Garageband to create their own music, i Movie (with support) to create the weekly news, Chatterpix to create characters and the drawing tool within Pages to create digital images.	software/apps/websites to support differentiated and targeted learning.  Learners are more confident in contributing to their online journal on Seesaw and are beginning to use the voice note feature to describe their learning.  Learners have increased their research skills by using devices to extend their interest based learning as evidenced in the floorbook and on Seesaw.	
To develop most learners' problem solving and computational thinking skills.	Most learners experienced small group sessions using the Sphero Indi cars and Beebots for coding.  Some learners have used Scratch Junior to create their own simple character and programme.	Most Learners' directional language and computational thinking skills improved due to these planned sessions as evidenced through observations and pupil voice in our Digital Learning floorbook.	To develop ELC staff's confidence further in using simple coding resources such as Spheros.
Development of ELC systems to utilise Google workspace, developing a more collaborative approach to planning, assessment and moderation.	Targeted staff have received support and training on using Google Workspace.  An ELC Drive has been set up with all non-confidential documentation, policies and proformas for staff to use.	Most staff are increasing in confidence in using Google Workspace tools. (by 60%)  All ELC documentation can now be shared more readily between staff and collaboratively worked on allowing for increased communication and flexible working.	To continue to develop staff's confidence in all aspects of Google Workspace tools.

## PEF IMPACTS

Gap	Intervention	Evaluation	Impact
Reading Percentage Point gap between P1, 4 and 7 SIMD Q1 learners and SIMD Q5 learners on track in Reading is 16%	The raising attainment teacher delivered phonics and writing interventions to a small targeted group.  Small targeted P1 group accessing Nuffield Early Language Intervention (NELI) oral language intervention,	Whilst the Reading gap for P1, P4 and P7 combined has increased by 4.3 %, most learners have demonstrated progress in their reading.  All learners (100%) in the small, targeted NELI group have made progress in their	We have closed the Reading Attainment Gap in P4 by 19%, from a 24% gap in session 2021-22 to a 5% gap in session 2022-23.  P1 learners accessing the NELI intervention have on average increased their sound

	<p>with a focus on developing narrative skills, vocabulary, sentence structure and sound knowledge.</p> <p>Support for Learning teachers delivered small targeted reading intervention to a group accessing Read, Write, Inc Programme.</p>	<p>knowledge and recall of sounds, demonstrated by the sound tracker baseline and end assessment.</p> <p>Almost all learners in the targeted Phonics Intervention group have demonstrated an increase in their phonological awareness, as evidenced by the Literacy Rich Block 1 sound assessment.</p> <p>All learners accessing the Read, Write Inc intervention group have demonstrated progress and have completed two levels or more.</p>	<p>knowledge by 13%, from 17% to 30%.</p> <p>Most learners (87%) in the Phonics Intervention Group have demonstrated improvement in their sound knowledge, 62% of learners can recognise all twenty-six of the Literacy Rich Block 1 sound assessment.</p> <p>The P2 Literacy Intervention group baseline assessment showed an average of 43% of identified learners were able to read ten or more digraph words and 71% of learners were able to read ten or more common words. The end of block assessment showed that most learners (75%) are now reading fifteen or more digraph words and all learners (100%) can read fifteen or more common words.</p> <p>Almost all P7 learners accessing the Literacy intervention group have demonstrated progress and have achieved Second Level in Reading (91.7%) .</p>
<p>Writing Percentage Point gap between P1, 4 and 7 SIMD Q1 learners and SIMD Q5 learners on track in Writing is 24%</p>	<p>The Raising Attainment teacher delivered Literacy intervention for a small P4 and P7 groups.</p>	<p>Whilst the Writing gap for P1, P4 and P7 combined has increased by 4.3 %, most learners have demonstrated progress in their reading.</p> <p>Most P7 learners (67%) accessing the Literacy intervention have demonstrated progress and improvement in their Writing attainment.</p>	<p>We have closed the Writing Attainment Gap in P4 by 9%, from a 33% gap in session 2021-22 to a 25% gap in session 2022-23.</p>
<p>Numeracy Percentage Point gap between P1, 4 and 7 SIMD Q1 learners and SIMD Q5 learners on track in Numeracy is 14%</p>	<p>Targeted individuals engaged in 1:1 Six Minute Seal intervention.</p>	<p>Whilst the Numeracy gap has increased by 16% for P1, 4 and 7 combined, most learners have demonstrated progress in Numeracy</p> <p>All learners accessing SEAL intervention have demonstrated progress and improvement in the numeracy</p>	<p>The majority of learner's (73%) accessing SEAL intervention have progressed on average by 2 chapters in the SEAL programme.</p>

		attainment, evidenced by the SEAL tracker.	
'Readiness to Learn' to increase participation and engagement with learning.	Enhanced Nurture Intervention to increase targeted learners' participation, engagement and 'readiness to learn'.	All learners have demonstrated an improvement in their 'readiness to learn' evidenced by Wellbeing Wheel records.	Learner's 'readiness to learn' has increased on average by 3.4 points on the Wellbeing wheel tracker.

Our current strengths include

Strength	How do we know?
<b>Play Pedagogy</b>	<ul style="list-style-type: none"> <li>Improvements in the learning environment have been observed in all Primary 1 and 2 classes.</li> <li>Features of effective practice were observed in all P1 and P2 shared classroom experience (SCE).</li> <li>In Primary 1, almost all children were observed showing a really clear understanding of what they are learning and there is very good progression and balance across the curriculum.</li> <li>Play was identified as a strength and key driver for our school curriculum during our 2.2 Curriculum thematic review with HMie.</li> <li>Almost all children in P1 and P2 are engaged and motivated to learn, observed through shared classroom experience.</li> </ul>
<b>Curriculum - Writing</b>	<ul style="list-style-type: none"> <li>Recent sampling of on-track, off-track and exceeding writing within each stage showed a good level of writing in most learners, particularly at P1 and First Level.</li> <li>Literacy was identified as a success during our 2.2 Curriculum thematic review with HMie.</li> <li>Almost all staff feel more confident teaching writing and assessing progress using the school's writing progression pathway and Midlothian's Literacy Framework.</li> </ul>
<b>Digital Technologies</b>	<ul style="list-style-type: none"> <li>Digital learning is being used by almost all teachers to enhance the learning, teaching and assessment experiences of learners as evidenced through observations and questionnaire feedback.</li> <li>Most learners have increased accessibility to learning through digital tools such as Read and Write and equity of opportunity by having a 1:1 device.</li> <li>Learners' digital skills have increased across the curriculum as evidenced by questionnaires.</li> <li>Digital technologies was identified as a key driver during our 2.2 Curriculum thematic review with HMie.</li> </ul>
<b>Nurture</b>	<ul style="list-style-type: none"> <li>Almost all learners are included, engaged and involved in the life of the school.</li> <li>Relationships across our school community are positive and supportive.</li> </ul>

	<ul style="list-style-type: none"> <li>• The school’s vision, values and aims promote a positive school ethos and a shared understanding of expectations within the school. These are embedded across the school.</li> <li>• Children are active participants in discussions and decisions that may affect their lives.</li> <li>• Inclusion and equality is leading to improved outcomes for all learners, demonstrated through a wide range of evidence including Children’s Planning Meetings (CPMs), Assessments, Boxall Profiles and Surveys.</li> </ul>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Our areas for development, over the next 4 years, include

2023-24	2024-25	2025-26	2026-27
Refresh ASG curriculum progression for Sciences	Embed Sciences progression within IDL and discrete learning.		
Work alongside Midlothian group on developing a Learning, Teaching and Assessment Framework. Develop a robust timeline for assessment - what and when.	Implement Midlothian Learning, Teaching and Assessment Framework.	Ensure consistent approach to Learning, Teaching and Assessment in all classes.	High quality learning, teaching and assessment ensures that learners are making very good progress in their learning.
Refresh Year Plan to ensure implementation of all curriculum areas, with a focus upon Social Studies. Map out King’s Park learning experiences across the 4 Contexts.	Pilot Social Studies progression and review. Develop world of work and meta-skills.	Review and embed Social Studies Progression.	Children’s learning experiences are evident across the 4 contexts of learning and a skills progression ensures that the children are developing the 4 capacities within their learning.
	Review Expressive Arts curriculum progressions.	Pilot Expressive Arts progressions.	Review and embed Expressive Arts progressions.

## Successes and achievements in 2022-23

Our wider achievements and successes this year include

- We had a very successful Thematic Review visit from HMIE, looking at 2.2 Curriculum, which identified our main strengths and areas of good practice - play pedagogy, writing and digital technologies.
- We successfully worked towards, and were awarded, our Silver School Sports Award from Sport Scotland.
- Our whole school community project ‘MADDL@KP’ (Music, Art, Drama and Dance through Languages) allowed classes to showcase their learning for parents and carers through art work, posters, videos and musical performances.
- Our P4-P7 learners used their democratic right to vote during our P7 House Captain elections, listening to the different candidate mandates before voting at our polling station.
- Learners celebrated Black History Month using a range of texts to explore, champion and honour diversity across the school
- P6 and P7 learners worked with our P1 and P2 classes to demonstrate leadership skills through Buddy sessions.

- P6 classes worked with Dunedin Consort to create musical pieces and to listen to and respond to orchestral music, as well as to conduct some pieces.
- P7 learners had a successful residential camp experience at Ford Castle Residential Centre, demonstrating our learner qualities throughout the week.
- Maths Week Scotland helped to promote the theme 'Beauty of Maths', where learners were encouraged to explore maths through Art and Music, as well as STEM. There was also a focus on 'Maths at Work', which highlighted the importance of maths in a range of careers and jobs.
- P3 and P5 classes worked collaboratively to plan a Christmas fundraising challenge, working with a charity in Tanzania. The Christmas Tree festival raised enough money to plant 108 trees in rural Tanzania with the charity 'Go Make a Difference in Tanzania'.
- Primary 6 pupils confidently shared a presentation about Dyslexia at the P6 and P7 Huddle.
- Our RRSA steering group helped to lead lessons across the school, teaching classes about the importance of being a Rights Respecting school.
- Our John Muir Award group have engaged in a wide range of outdoor learning activities at Newbattle Abbey, including learning about animals and their natural habitats, using natural materials to build dens and exploring the river through pond dipping.
- Two groups from our STEM club represented King's Park at Heriot Watt University as part of the STEM Challenge, showcasing environmentally friendly and sustainable designs.
- Our P5-P7 Glee Club qualified for the Regional Finals of the Scottish Primary School Glee Challenge 2023, finishing in third place.
- Our House Captains helped to plan and organise this year's King's Park's Got Talent competition, which showcased a range of talent from across the school.
- Our Health Week was a fantastic success, allowing learners to experience a range of sports including basketball, dance, football, hockey, tennis, as well as a very successful silent disco for all classes.
- Renewed links with our local library allowed regular visits from all classes to help promote our culture of reading for enjoyment.
- Our RRSA group visited the Scottish Parliament, where they attended an MSP Q&A session and were able to share their work towards the Silver award.
- Our Charities OPAL group welcomed Steven from Dnipro Kids, who shared information about the charity with learners. A whole school 'Blue and Yellow' day has been organised to raise awareness and much needed funds.
- Our P7 learners have had the opportunity to take part in several transition football festivals, which help to promote and build relationships between the four ASG schools.



- Our P5, P6 and P7 learners participated in a bowls taster session with Buccleuch Bowling Club, helping to develop links with our local community groups..
- Our learners have all had an opportunity to share and perform to parents through various services held at St John's and King's Park Church this year, including the P1 and P2 Nativity, P3 Singalong, P4 Harvest Service, P5 Easter Service and P6 Christmas Service.
- P6 and P7 learners demonstrated determination, sportsmanship and stamina at the Midlothian Cross Country festival.
- P6 pupils took part in a 'Horrible Histories' style walking tour of Dalkeith, forming links with the Dalkeith History Museum and its volunteers.
- P4 learners visited our local residential care home, Archview, and Crystalmount sheltered housing to sing Christmas songs with their residents.



- Our P3 learners created a 'mini museum' to showcase their learning about the Victorians through a mix of posters, PowerPoints and models.
- Our P6 Euro Quiz team won the Midlothian Heats of this year's Euro Quiz, and will now attend the final at McEwan Hall in June.
- Our Choir, Glee Club and instrumentalists, including woodwind, brass and strings, performed to all of their parents and carers as part of our King's Park Musical Showcase at St John's and King's Park Church..
- P6 and P7 pupils took part in the Active Schools Hockey tournament and came third in their group.
- P1 and P2 classes have taken part in 'Come and Play' sessions throughout the year. The children have loved having their parents and carers joining them in class.
- Classes from across the school engaged in poetry sessions with Ash Dickson, helping to promote an enjoyment of poetry writing and giving learners the opportunity to create their own pieces.
- All classes participated in World Book Day, promoting a joy of reading and an opportunity to read together across the school.
- P6 learners have engaged with a group of researchers and educators from Nepal, helping to empower, inspire and build their confidence in STEM.
- A team of learners represented King's Park at the Lego League Challenge Tournament, winning a prize for their Innovation Project.
- P6 learners created digital presentations about Scotland to share with our partner 'Connecting the Climate' school in Nepal.
- Our Digital OPAL group have created and recorded tutorials to share with staff to help to develop confidence using a range of digital technologies.
- P6 learners worked with Edinburgh College Childhood Practice Team to develop their teamwork, planning, organisation and mentoring skills through the Careers in Childcare sessions, applying this through their Buddying sessions.
- Our P7 Athletics team finished in First Place at Midlothian's Active Schools Athletics tournament, demonstrating excellent sportsmanship and teamwork.
- Our P5-P7 Senior Choir were delighted to perform at the opening of Midlothian Council's meeting in December, as well as to school staff as part of their Christmas repertoire.
- Our Community OPAL group organised a very successful reverse advent calendar, collecting a huge variety of foods for local food banks.
- P5 learners worked with Dyson Engineering, learning all about engineering careers and dismantling and rebuilding Dyson Hoover heads.
- A team of our P6 and P7 learners celebrated with individual medals at the recent Outdoor Athletics Championship, finishing 4th overall.
- Two members of our ELC received their Froebel accreditation this year, with two further members of staff expected to achieve this accreditation later this year.
- Primary 5 pupils successfully participated in the Club Golf event organised by Midlothian Active Schools.



## Capacity for continuous improvement 2-18

### Primary, secondary & special schools

QI (HGIOS4 and HGIOELC)	QI 1.1 Self-evaluation	QI 1.3 Leadership of change	QI 2.3 Learning, teaching and assessment	QI 3.1 Ensuring wellbeing, equality and inclusion	QI 3.2 Raising attainment and achievement
Themes	<ul style="list-style-type: none"> <li>• Collaborative approaches to self-evaluation</li> <li>• Analysis and evaluation of intelligence and data</li> <li>• Impact on learners' successes and achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a shared vision, values and aims relevant to the school and its community</li> <li>• Strategic planning for continuous improvement</li> <li>• Implementing improvement and change</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and engagement</li> <li>• Quality of teaching</li> <li>• Effective use of assessment</li> <li>• Planning, tracking and monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of statutory duties</li> <li>• Inclusion and equality</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment in literacy and numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievement</li> <li>• Equity for all learners</li> </ul>
School self-evaluation	4 good	4 good	4 good	4 good	4 good
Local Authority or Collaborative Review evaluation	4 good	4 good	4 good	4 good	4 good
HMI/Care Inspectorate evaluation	4 good	4 good	4 good	4 good	4 good



## Early Learning and Childcare

The National Standard for Early Learning and Childcare	Care Inspectorate - Key Question Measurement	Care Inspectorate Quality Indicators - Key Quality Indicators for inspection	HGIOELC - Key Quality Indicators for Inspection	Self-evaluation
<p>Criteria 1 The appointed Early Learning and Childcare Setting will have a high Quality Workforce.</p>	<p>Care Inspectorate evaluations are “good” or better on the key questions “how good is our staff team?” and “how good is our leadership?”</p>	<p>4.1 - Staff skills, knowledge and values 4.3 - Staff deployment* 3.1 - Quality assurance and improvement are led well</p>	<p>1.3 – Leadership of change 2.3 – Learning, teaching and assessment</p>	<p>4 good</p>
<p>Criteria 2 The appointed Early Learning and Childcare Setting will demonstrate an ability to support outcomes for children in relation to all aspects of their development.</p>	<p>Care Inspectorate evaluations are “good” or better on the key questions “how good is our care, play and learning?”</p>	<p>1.1 - Nurturing care and support 1.3- Play and learning</p>	<p>2.3 - Learning, teaching and assessment 3.1 – Ensuring wellbeing, equality and inclusion 3.2 – Securing children’s progress</p>	<p>4 good</p>
<p>Criteria 3 The appointed Early Learning and Childcare Setting will have the right physical infrastructure, both indoors and outdoors to improve outcomes for children</p>	<p>Care Inspectorate evaluations are “good” or better on the key questions “how good is our setting?”</p>	<p>2.1 - Quality of the setting for care, play and learning</p>	<p>2.3 - Learning, teaching and assessment 3.2 - Securing children’s progress</p>	<p>4 good</p>

### Section 3: Improvement Plan 2023-24

Establishment	King's Park PS
Associated School Group	Dalkeith
Session	2023-24
Prepared by	<b>Senior Leadership Team:</b> Laurinda Renton, HT; Tracey McCabe, DHT; Zoe Orr, DHT; Bianca Nicol, PT Excellence and Equity; Kerrie Goodman, PT
Date	May 2023
Reviewed by	Name <i>Catriona McKinnon, Julie Fox</i>
Reviewer recommendations	<p>SQIP agreed</p> <p>Notes for SQIP requires amendment: <i>To be completed by Quality Improvement Manager</i></p>
Date signed off	Date <i>250823</i>

## Midlothian Education Service Priorities

<p><b>Why?</b> Our vision</p>	<p><i>All children, young people, adults and communities in Midlothian are supported to be the best they can be. This will be achieved through a nurturing, respectful and collaborative approach that promotes wellbeing, equity, inclusion and lifelong learning.</i></p>	
<p><b>What?</b> Our improvement priorities</p>	<p><b>Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations</b></p> <ul style="list-style-type: none"> <li>● Learning, teaching &amp; assessment</li> <li>● Curriculum</li> <li>● Equity</li> </ul>	<p><b>All children &amp; young people feel valued &amp; included, and have the same opportunities to succeed</b></p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Wellbeing &amp; care</li> <li>● Inclusion &amp; targeted support</li> </ul>
<p><b>How?</b> Our improvement drivers</p>	<ul style="list-style-type: none"> <li>● Continuous professional learning for all colleagues</li> <li>● Data which drives improvement</li> <li>● Quality improvement framework</li> <li>● Strong leadership at all levels</li> <li>● A children’s rights-based approach</li> <li>● Digital empowerment</li> </ul>	

## Raising attainment to ensure that all children and young people in Midlothian achieve outcomes which lead to positive destinations

- Learning, teaching & assessment
- Curriculum
- Equity

Where we are in Summer 2023	By Summer 2024	By Summer 2027
Curriculum improvement within literacy and numeracy should be embedded and greater consistency across the school in learning, teaching and assessment approaches is needed. This will raise attainment and ensure that learners make very good progress in their learning. Improvements in broadening the curriculum for all have been made and should continue to be developed.	Approaches to learning, teaching and assessment are consistent and take account of learners' views. Curriculum frameworks are in place for all areas of the curriculum and ensure that learners experience a broad curriculum. Teachers are using benchmarking and a wider range of assessments to improve attainment.	High quality learning and teaching exists in almost all classes and assessment is integral to the planning of learning and teaching. Very good use of moderation and assessment is used to plan engaging and meaningful learning experiences. Planning ensures that the needs of learners are met across all areas of the curriculum and learners are fully involved in planning learning. Confident teacher judgements with benchmarking and an appropriate range of assessments are leading to an improvement in attainment.

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Overall attainment in literacy is raised through high quality learning, teaching and assessment - make use of the Midlothian reading progression and embed the new King's Park progression pathway in reading and sustain a culture of reading. Pupil 'reading rangers' to gather feedback and inform next steps.	HT - LR Acting DHT - KG	August 2023 - June 2024	Combined attainment in reading is increased in P1, P4 and P7.

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
			Combined attainment in Literacy is increased in P1, P4 and P7. The attainment gap in reading is reduced.
Improve outcomes for learners through connecting Adult-led, Adult-initiated and Child-led learning to interactions, experiences and spaces, to ensure that children are offered a consistent pedagogical approach to high quality Play for Learning - participation in SEIC Play Pedagogy Connector Schools programme. Ensuring that children are making decisions about their learning and environment.	HT - LR Acting DHT - KG	August 2023 - June 2024	Increased learner engagement - Leuven Scale Raised attainment in P1 combined Literacy and Numeracy. Clear links can be demonstrated between the environment, high quality observations, responsive planning and pupil voice (floorbooks).
Robust and timely assessment approaches ensure that professional judgements of achievement of a level within literacy and numeracy are based upon data and knowledge of learner progress.	Acting DHT - BN	August 2023 - March 2024	ACEL data shows Increased attainment within Literacy components and Numeracy.
Ensure the curriculum is meaningful and relevant to learners through mapping out learning experiences across the 4 contexts to inform our curriculum and ensure account is taken of the local context. Continue to develop and promote equality and diversity and eliminate discrimination.	Acting DHT - BN	August 2023 - June 2024	Children experience a broad curriculum and can make connections to their lives and the local context and wider world. All classes have the opportunity to participate in the planning of the curriculum.
In collaboration with a Midlothian working group, develop a Learning, Teaching and Assessment Framework. To develop a robust timeline for assessment - what and when.	Acting DHT - BN CT - HR	August 2023 - June 2024	Learners will experience high quality learning and teaching and assessment at every level. This will be evidenced by and updated Learning, Teaching and Assessment Policy to include integration of digital technologies and a robust assessment calendar.
Develop creativity and skills for learning, life and work in the ELC. (3.3 HGIOELC). Continue to develop our outdoors learning environment to ensure the provision of open-ended and natural resources, and the adaptability of space, encouraging creativity. Through exploratory play, all children have the opportunity to develop and apply investigative, problem solving and thinking skills. Practitioners support the development of children's thinking skills through scaffolding, modelling, questioning and making their own thinking explicit. Parents are invited to share their skills and talents with ELC learners. Continue to establish community links to develop real life contexts for learning.	Acting DHT - KG	August 2023 - June 2024	Through observations, Learners will confidently apply creativity skills in all contexts. Learners will directly influence their own creative learning.  The outdoor area will display continued improvements and impact will be measured

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
			and evidenced by learner, staff and parent questionnaires.

## All children & young people feel valued & included, and have the same opportunities to succeed

- Relationships
- Wellbeing & care
- Inclusion & targeted support

Where we are in Summer 2023	By Summer 2024	By Summer 2027
<p>We are improving outcomes for our children and families. Relationships across our school community are positive and supportive. Our vision, values and aims are embedded and should now inform the school's curriculum rationale. Inclusion leads to improved outcomes for learners. Effective strategies are in place to improve attainment and achievement for children facing challenges and barriers to their learning. Nurture is a key strength and is integral to tackling the poverty related attainment gap and reducing</p>	<p>Opportunities for children to be active and involved in the wider life of the school are reviewed and improved to ensure that engagement is meaningful. Children are encouraged to use their voice to influence school improvement and children are confident. All staff model behaviour which promotes and supports the wellbeing of all. Alternative learning pathways ensure that outcomes are improved for all learners.</p>	<p>The whole learning community has a shared understanding of wellbeing and children's rights. Children feel safe and enjoy better relationships across the school. Children are active and involved in the wider life of the school and community. The curriculum provides children with well-planned and progressive opportunities to explore diversity. Our children are knowledgeable about equalities and inclusion. Inclusion and equality leads to improved outcomes for all learners.</p>

barriers to learning. We have effective systems in place to promote equity of success and achievement for all, including flexible pathways to meet the needs of learners.		
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Review Behaviour Blueprint to ensure a rights based approach promoting positive relationships, underpinned by dignity and learner participation in planning and social justice.	Acting DHT - KG	August - December 2023	The school's and ELC's Relationships and Positive Behaviour policy utilises rights respecting language. Achieve Silver RRSA by December 2023 Most learners can speak with confidence about how positive relationships are encouraged within the school (survey and pupil groups).
Ensure all learners have the right access to support and interventions to tackle the poverty related attainment gap.	Acting DHT - BN	August 2023 - 2024	The gap between SIMDQ 1 and 5 is reduced in Literacy and Numeracy. The gap between fsm and non fsm is reduced in Reading, Writing, Talking and Listening and Numeracy.
To develop parental partnerships and family learning within our ELC. Re-establish family learning programmes such as PEEP, creatively engaging families in learning and work alongside a range of partners to support family learning. (2.5 and 2.7 HGIOELC)	Acting DHT - KG	August 2023 - June 2024	Families are involved in evaluating the impact of their involvement in programmes and in planning next steps.
Demonstrate a strong commitment to children's rights to further develop our ELC setting's ethos and culture through our RRSA silver award journey.	Acting DHT - KG	August 2023 - June 2024	Achieve Silver RRSA by December 2023

## Improvement drivers

### Continuous professional learning for all colleagues

How is continuous professional learning enabling you to achieve your school improvement priorities?

CLPL opportunities clearly link to our school improvement plan.

We are committed to looking inward, outward and forward as part of improving our school. Staff are encouraged and supported to make links with other schools / settings and to use research to inform decision making and practice.

Training is available for Learning Assistants, linked to raising attainment in Literacy and Numeracy eg 6 minute SEAL; phonics.

All staff engage in PR&D / MPMs - staff identify strengths and next steps and make use of CLPL opportunities to bring about their own improvement.

### Data which drives improvement

How are you using data to drive school improvement?

Attainment meetings take place 3 times within the school calendar. The senior leadership team tracks learners according to ACEL data, gender, additional support needs and SIMDQ. Assessment evidence is used to make judgements and priorities are set according to areas for improvement and identified next steps. Regular self-evaluation takes place across the school year.

### Quality improvement framework

What quality improvement activities do you have planned for the session?

Shared classroom experience

Attainment Meetings

Sampling children's work

Moderation - in school and ASG

Review of IEPs / Child's Plans

Peer planning and observations



## Strong leadership at all levels

How will leadership be developed across your school during the session?

Staff have opportunities to take on leadership roles through working parties, within key areas including Literacy, Numeracy and Technologies and identified through PR&D and MPMs.

## A children's rights-based approach

How will you continue to embed UNCRC within your school?

Our PEF action plan will provide clear and specific plans, informed by data, to address barriers to learning relating to poverty, attainment, achievement and wellbeing. Learners will have the opportunity to lead school improvement through the continuation of Our Pupils as Leaders (OPAL) groups. Learners will have opportunities to make decisions about their learning which will be reflective within forward planning documents. We will continue to explore ways to embed knowledge and understanding of the UNCRC within the curriculum with meaningful links to our school, community and the wider world. We will review and adapt our 'positive relationship' policy ensuring it is underpinned by dignity. Learner views will be gathered regularly to inform ongoing school improvement. We will continue to embed the shared language associated with the UNCRC and continue to work towards achieving our Silver RRSA.

## Digital empowerment

What are your digital inclusion & learning

Staff access a range of CLPL opportunities that will allow them to make the most effective use of digital technology to enrich learning and teaching and develop digital skills of learners. (Including use of Canopy Google Workspace badges for staff and session 23-24 for learners)

Targeted support of a Learning Technologist through school tracker system and evaluations.

Continue our journey in achieving the Digital schools award.

Support, develop and embed approaches to assessment that make effective use of digital technology, both formatively and summatively.

Using accessibility tools such as Read & Write and features on the devices to reduce barriers to learning.

A digital pupil voice group is given opportunities to share their digital experiences and skills and feedback on digital learning. Ensure that cyber resilience and internet safety are central to all digital technology use across the curriculum, through planning, assemblies, parent workshops and class digital charters. Begin our journey towards the Digital Wellbeing Award for Cyber Resilience and Internet Safety.

## Associated School Group Improvement Plan

Where we are in Summer 2023	By Summer 2024	By Summer 2027
Moderation in writing has taken place across the ASG within ACEL. The Midlothian Framework for Writing is used to assess and moderate writing, using the matrices.	Writing is planned collegiately across the ASG and moderated using the Midlothian Progression assessment materials.	All staff have a clear understanding of progression across CfE levels within writing and have WAGOLLS for each level based upon text types.
Transition is limited to P7 learners and a few learners from P5 and P6. Learners have some opportunities to take part in transition activities. Enhanced transition takes place in May.	All schools have a deeper understanding of the key vision and aims for transition within the Dalkeith Learning Community. A robust transition policy is in place and includes a clear timeline. ASG HTs have begun to evaluate data and use this to inform ASG planning and next steps.	Transition arrangements ensure children's wellbeing and raise attainment. There is a comprehensive, well-planned programme of transition arrangements in place.

<b>Priority One</b>	<b>Raising Attainment in Writing</b>
<b>Aim</b>	<b>Ensure planned opportunities for teachers to come together to develop a shared understanding of progress across levels and into the senior phase across the ASG.</b>

<b>Key Actions</b>	<b>Lead Person</b>	<b>Timescale</b>	<b>Expected measurable outcomes for learners</b>
Dedicate ASG SLT time to review and analyse ASG attainment data.	ASG Chair	August 2023 - May 2024	Head Teachers have a clear understanding of the attainment within the ASG and work together to plan collegiate activities to raise attainment. A shared understanding of the attainment gap exists across the ASG.
ASG SLT to set ASG attainment targets in Writing.	ASG Chair	September 2023	Clear expectations are set across the ASG ensuring attainment is raised in Writing and the poverty attainment related gap in Writing is tackled.
Continue to use the Midlothian Writing Frameworks to support planning, teaching and assessment.	Literacy Champions	August 2023 - May 2024	Attainment is raised through confident teacher judgements together with benchmarking and an appropriate range of assessments across the ASG.
Identify key dates for teachers to come together to develop a shared understanding of progress across levels and into the senior phase.	PT English	August 2023 - June 2024	Improved moderation and professional judgement of the achievement of a level through professional dialogue and shared assessment opportunities.

<b>Priority Two</b>	<b>Priority 2: To improve universal and enhanced transition within the Dalkeith Learning Community.</b>
<b>Aim</b>	<b>A robust transition programme and timeline exists for staff and learners to come together to improve transition.</b>

<b>Key Actions</b>	<b>Lead Person</b>	<b>Timescale</b>	<b>Expected measurable outcomes for learners</b>
Establish a full enhanced transition programme.	HT DHS - EO	August 2023 - May 2024	Transition arrangements ensure wellbeing of children and young people and raise attainment.

Key Actions	Lead Person	Timescale	Expected measurable outcomes for learners
Create a transition policy which includes a transition calendar.	HT DHS - EO HT KPPS - LR	August 2023 - December 2023	There are clear, shared processes in place for the transfer of information about children's learning and achievements across the curriculum. Partnerships are based upon a shared vision, values and aims. This supports continuity in learning at P7-S1 transition.
Re-establish an ASG residential experience.	DHT - ZO	August 2023	Relationships are developed to improve learners' experiences of P7-S1 transition.
Agree upon data collection - what and when?	ASG HTs	September 2023	We work together effectively to plan, deliver, monitor and evaluate joint work.
Establish a pupil, parent and partnership group to support the planning of the DLC transition calendar.	ASG HTs	September 2023	Children and their parents and carers are actively involved in planning transitions.

## Section 4: Data to Inform Improvement & PEF

The statistical data which, is used to inform improvement for this school, is contained within a separate spreadsheet which can be accessed by clicking on the link below:

<https://docs.google.com/spreadsheets/d/1-itKiipSQoiR5Td4nXllo8bvsSmFdePtoX9oU6oWFO4/edit?usp=sharing>