

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

- Learning, teaching & assessment
- Curriculum
- Equity

Key actions:

- ⇒ Raise overall attainment in literacy through high quality learning, teaching and assessment and embed the new King's park progression pathway in Reading. Sustain a culture of reading and support pupil 'Reading Rangers' to gather feedback to inform next steps.
- ⇒ Improve outcomes for learners through high quality interaction, experiences and spaces to ensure children are offered a consistent pedagogical approach to high quality play for learning. Ensure that children are making decisions about their learning and environment.
- ⇒ Robust and timely assessment approaches ensure professional judgements of the achievement of a level within Literacy and Numeracy are based upon data and knowledge of learner progress.
- ⇒ Ensure the curriculum is meaningful and relevant to learners through mapping out learning experiences across the four 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.
- ⇒ Support a member of teaching staff to join the Midlothian working group to develop a learning, teaching and assessment framework. Develop a robust timeline for assessment to include what and when.
- ⇒ Develop creativity and skills for learning, life and work in the ELC. Continue to develop the ELC outdoor learning environment to ensure the provision of open ended and natural resources, and adaptability of space, encouraging creativity.

Priority — All children and young people feel valued and included, and have the same opportunities to succeed.

- Relationships
- Wellbeing & care
- Inclusion & targeted support

Key actions:

- ⇒ Review our behavior blueprint to ensure a rights based approach promoting positive relationships, underpinned by dignity and learner participation in planning and social justice.
- ⇒ Ensure all learners have the right access to support and interventions to tackle the poverty related attainment gap.
- ⇒ Develop parental partnerships and family learning within our ELC. Re-establish family learning programmes, creatively engaging families in learning and work alongside a range of partners to support family learning.
- ⇒ Demonstrate a strong commitment to children's rights to further develop our ELC setting's ethos and culture through our RRSA silver award journey.

## Improving our Curriculum Rationale and Design

### What we did?

- ⇒ All staff have engaged with the new Midlothian Frameworks and identified next steps to ensure these are used effectively to support a wide and varied curriculum.
- ⇒ Play pedagogy is clearly embedded within P1 and P2 classes and is beginning to emerge in P3.
- ⇒ A new Health and Wellbeing progression pathway has been developed.
- ⇒ Community links have been strengthened. P4 and P6 learners have visited the Dalkeith Museum. P6 learners participated in a tree planting project in Dalkeith Country Park. A 'try bowls' was held at Buccleuch Bowling Club for P5-7 learners.

### What was the impact?

- ⇒ Our curriculum is becoming more rich and varied. Most classes have opportunities to deepen their learning across all curriculum areas.
- ⇒ Play pedagogy has been identified as a strength and a key driver in improving the curriculum during a recent thematic review on curriculum.
- ⇒ Almost all parents feel that their child experiences a broad and progressive health and wellbeing curriculum. Most staff feel that the planners have provided a progressive programme for learners.
- ⇒ IDL learning experiences are more relevant and meaningful to our learners.

### We are going to...

- ⇒ Refresh the school's bundles and work with partners to develop the school's social studies curriculum.
- ⇒ Engage in the P1 SEIC Connectors programme on play pedagogy and improve interactions, observations and the learning environment with P1 and P2.
- ⇒ Embed the Health and Wellbeing Progression pathway and continue to develop resources for the planner.
- ⇒ To further explore partnerships in the local community and involve those partners in the development of our school curriculum.



## Standards and Quality 2022—2023 and Improvement Plan 2023 – 2024

### Summary for Parents



## King's Park Primary School

### Vision Values and Aims

#### Vision

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

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

Creativity

Aspiration

Resilience

Empathy

Success

#### Values

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

Effort Happiness Inclusiveness Kindness Respect

## Raising Attainment in Reading and Numeracy

### What we did?

- ⇒ Our school reading culture has improved through the refurbishment of the school library, establishment of book nooks and a pupil leadership 'Reading Rangers' group.
- ⇒ All teachers have engaged in professional learning opportunities on reading pedagogy. A systematic approach to teaching reading has been developed and a draft reading progression for P1-7 has been written.
- ⇒ All class teachers are using the new Midlothian Numeracy Progression Pathway to plan innovative learning experiences.
- ⇒ Almost all staff attended training sessions with a numeracy consultant. This enabled staff to reflect upon their own practice and share practical teaching ideas and encouraged professional dialogue.

### What was the impact?

- ⇒ Most staff have an improved understanding on how to teach reading.
- ⇒ Almost all staff have reported an improved reading culture within the school. Most parents reported that their child was more motivated to read.
- ⇒ Most staff feel that the Midlothian Numeracy Progression Pathway is ensuring consistency and supporting their planning. Staff are more equipped to identify gaps in learning and plan to address these.
- ⇒ Most staff identified that the sessions with the numeracy consultant had increased their understanding of progression.

### We are going to...

- ⇒ Ensure that learner voice is central to sustaining a reading culture for our learners and community.
- ⇒ Raise overall attainment in combined literacy through high quality learning, teaching and assessment.
- ⇒ Embed the use of the Numeracy Midlothian Progression Pathway and make good use of the revised diagnostic numeracy assessments.
- ⇒ Review and embed the King's Park 'On-Track Numeracy Summary'. Create a child friendly version to support learners to set SMART targets within numeracy.

## Improve Equity and Inclusion, through Nurture

### What we did?

- ⇒ Further developed nurture groups to ensure a focus on raising attainment in literacy and numeracy.
- ⇒ Improved opportunities for community involvement through the development of KPCarers.
- ⇒ Developed flexible pathways to meet the needs of learners through an alternative personalised curriculum.
- ⇒ All staff engaged in professional learning opportunities on the UNCRC and the creation of a rights based class charter.

### What was the impact?

- ⇒ Almost all staff agreed that nurture sessions have had a positive impact on learners' readiness to learn and raising attainment.
- ⇒ Targeted groups of learners benefited from 1 to 1 and small group sessions with KPCarers, developing their confidence and enjoyment.
- ⇒ Identified learners have had opportunities to experience success and develop skills for life whilst accessing the Learning Hive.
- ⇒ A rights based approach is becoming more embedded as the school is beginning to have an understanding of a rights based language which is understood by staff and learners.

### We are going to...

- ⇒ Continue to provide targeted support for learners with a focus on raising attainment in literacy and numeracy.
- ⇒ Utilise the skills and talents of KPCarers to provide bespoke learning opportunities and cultural capital.
- ⇒ Provide further opportunities through flexible pathways and develop skills for life through the introduction of meta-skills.
- ⇒ Continue to embed the shared language associated with the UNCRC and continue to work towards achieving our silver RRSA.

### Communication:

School office: 0131 271 4610 or [kingspark\\_ps@midlothian.gov.uk](mailto:kingspark_ps@midlothian.gov.uk)

School App: Download Scot Ed and select King's Park.

Follow us on Twitter: @KingsParkPS

School website: <http://kingspark.mgfl.net/>



## Enhancing learning, teaching and assessment using digital technologies

### What we did?

- ⇒ Almost all staff are using digital technologies to enhance and extend learning, teaching and assessment.
- ⇒ Guidance to staff on the expectation of Seesaw as a learner profile has been shared for a consistent approach.
- ⇒ All P3-P7 learners have been taught how to use the Read and Write toolbar. All P3-7 staff, including support for learning and some learning assistants have been trained in using Read and Write as an accessibility tool.
- ⇒ Primary 6 learners trialled using Google Forms as a method of giving formative feedback to their teachers regarding their learning and next steps.

### What was the impact?

- ⇒ Almost all parents feel that their child's learning has been enhanced by digital technology.
- ⇒ Most staff have a variety of evidence across the curriculum within learners' Seesaw profiles.
- ⇒ All P3-7 learners are able to utilise digital accessibility tools to access learning and reduce barriers.
- ⇒ Increased pupil voice and ownership and learning through the use of digital tools to gain formative feedback.

### We are going to...

- ⇒ Begin working towards the Digital Wellbeing Award for Cyber Resilience and Internet Safety.
- ⇒ Moderate a full academic session of using Seesaw as a learner profile.
- ⇒ Hold workshops and develop help sheets for families on how to use Read and Write.
- ⇒ Provide further guidance for staff in using digital google classroom tools to collate evidence and assess learning.



**King's Park**  
Primary School