



Midlothian



## **Burnbrae Primary**

### **Standards and Quality Report 2020-21 Improvement Plan - Year 2021-22**



## **Contents – Standards and Quality Report**

1. Context of the School
2. How our Vision, Values and Aims were developed and how our Stakeholders were consulted
3. Our School Vision, Values and Aims
4. 2020/21 Priorities
5. Review of Progress and Impact in Session 2020/21
6. Successes and Achievements in Session 2020/21
7. What is Our Capacity for Continuous Improvement?

## 1. Context of the School

### Our School Vision, Values and Aims

Burnbrae Primary School is a non-denominational school that serves the area of Bonnyrigg. Our main school building opened in 2010 in the Burnbrae area of Bonnyrigg. Previously our school was situated on the Hopefield site in Bonnyrigg. Additional capacity for the school was created in a new building at a joint campus with St Mary's Roman Catholic Primary School in Bonnyrigg. Burnbrae Early, a bespoke Early Years environment for three nursery classes with spaces for up to 144 nursery children, was opened in August 2021 and the Complex Needs Provision opened in September 2021. The school has a roll of 649 which includes full time nursery places and two Complex Needs provisions. We currently have 19 classes in the mainstream, a supported Primary 1 class hosted in the cabin, 2 classes of 5 in the Social and Complex Needs Provision and 4 classes of 10 in the Complex Needs Provision. In the main building classes use the 2 atrium spaces with classrooms off and the former Nursery space.

We have a library and PE Hall and 2 multi-function rooms. Learners from across Midlothian can be allocated a place at either of the Burnbrae Complex Needs Provisions. Shared placements with children's community school are fostered and developed. Bonnyrigg After School Club operates within the building to provide a breakfast and after school service. We benefit from a Multi Use Games Area used by our children for P.E and recreation. The school grounds are currently being developed to provide an exciting space for learning outdoors as well as play.

Active Schools clubs are usually well attended by our children across the stages but due to Covid-19 restrictions this session they worked with P5 and P6 in hockey. Last session we had 5 class teachers return from maternity leave. Mrs Linda Clarkson was appointed Head Teacher from August 2020. An additional Depute Head was appointed and the start date was 16 September 20. Five teachers have gone on maternity leave during this session.

The Leadership Team consists of Head Teacher, Linda Clarkson and three Depute Head Teachers. There are newly appointed Principal Teachers for both Complex Needs Provisions, a Principal Teacher in the Early Years Centre and two part time Principal Teachers in the mainstream Primary. There are 27 Full Time Equivalent Class Teachers made up of 9 full time teachers and part time teachers. Support staff comprises an Admin Support and 3 Clerical Assistants, 6 full time and 1 part time Learning Assistants.

The Social and Complex Needs Provision has 2 Class Teachers, 4 Learning Assistants and a Youth Worker. The Complex Needs Provision had 4 Class Teachers, 3 Early Years Practitioners 4 Learning Assistants and a Youth Worker. The school is working with Midlothian Council to increase the staffing in both provisions. The school benefits from 3 days specialist PE Teaching by staff from

Lasswade High School. Burnbrae Early Years Centre has 3 Senior Early Years Practitioners (EYPs), 7 full time EYPs and 4 Part Time EYPs, 4 Modern Apprentices and 1 Learning Assistant.

We were inspected by HMIE in November 2019 and they graded the school 'weak' in QI2.3 and 3.2. Their report has provided the school with clear actions which are reflected in our plans for the coming years.

**Our most recent inspection report can be found here –**

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=1822>

This has, indisputably, been a unique and difficult year. The COVID-19 pandemic has introduced unprecedented levels of uncertainty for people and education systems. We returned to remote learning for most children in January 2021. Children in P1-3 returned to school on 22 February 2021 and the rest of the school returned on 15 March 2021. In addition to periods of remote learning, constraints on our capacity to improve were the levels of staff and pupil absence and working from home for pregnant staff from 28 weeks. The focus on remote learning and prioritising wellbeing had an impact of the planned actions for this session but enabled positive progress which had not originally been planned such as the Relationships Policy.

**Partnership and collaboration** – we set up a school based learning for children of Key Workers and our most vulnerable learners.

**Data and evidence led** – we tracked pupil engagement and followed up with phone calls and a variety of approaches for families supporting some to engage online, distributing paper packs and resources for learning activities, providing story times and connecting with key workers through SeeSaw App for children who usually attend our Early years Centre, Burnbrae Early.

**Agility and flexibility** – this has characterised our response to the situation this session where we have had to isolate two classes for one week each and the SCN provision for one week and provide blended learning for another week. Children self-isolating have received learning through Teams and we were even able to support a family in Pakistan whose return was delayed due to the pandemic.

**Priority on equity** - including inviting children to attend part time in school, complex needs provision and social and complex needs provisions remaining open throughout the lockdown with part time attendance to reduce capacity, distribution of digital devices, and the authority's ongoing provision of free school meals

School Leadership

- Strong and effective leadership in following guidance and keeping children safe
- Clear communication on arrangements and guidance of safe practice with regards to Covid-19 and remote learning taking account of our most vulnerable families

- Focus on developing effective and inclusive learning and teaching
- Recovery, nurture and resilience focus on return to school
- Partnership with Education Scotland, Local Authority and Associated Schools Group

#### Teacher Professionalism

- Collaboration and professional development in digital learning
- Stage partners worked effectively using Teams to provide a consistency of arrangements, learning and teaching across every year group during remote learning and continuing in school
- Introduction of Early Level Pathways for Literacy and Numeracy in the Nursery and use of these to support transition to Primary 1
- Staff engaged in Professional Development and Review and Making Performance Matter Meetings

#### Parental Engagement

- Meet the Teacher Curriculum information in September
- Parent phone calls to discuss children's progress in October and March
- Class newsletters in November and March
- Teams/ Seesaw learning shared online during remote learning
- Reports to parents with sections on your child as a learner, social and emotional development, targets for literacy numeracy and health and wellbeing, child's comment and teacher comment. Opportunity for parent comment by email. Feedback from the Parent Council is that these are informative for parents and they liked the format.
- Online meetings with parents and other agencies for child planning and Individualised Education Plans

#### Assessment of Children's Progress

- Scottish National Standardised Assessments (SNSAs)
- Professional judgement for achievement of a level based on Benchmarks for Curriculum for Excellence Levels

#### School Improvement

- Building reorganised following Covid-19 closure and variety of arrangements
- Outstanding repairs and basic decoration to main parts of school
- Refurbishing of Expressive Arts Room to create multi-purpose room/ additional dining space
- School grounds work – double opening gate, all weather surface installed
- Successful opening of new building for Early Years and Complex Needs and adaptation to 'Bubbles' during the session 20/21

- Refurbishment and resourcing of the cabin for opening Enhanced Support Primary 1 class in August 2021

#### Performance information

- Resources for learning and teaching purchased
- Team teaching in P1-3 for concrete, pictorial, abstract approaches to maths
- Consistent planning folder
- The impact of two periods of remote learning and absence due to self-isolating has had an impact on attainment.
- The dip in recorded levels since 2019 reflects a more robust approach to professional dialogue and use of the benchmarks
- Moderation to develop teacher confidence and accuracy will be a key priority for professional learning
- Numeracy and writing are highlighted as areas for improvement – at P4 50% of children achieved the expected level in numeracy and writing. These attainment statistics are influenced by the number of learners in our provisions and in the mainstream who have barriers to learning and may not be meeting national expectations however they are making progress.

<b>SIMD</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>%</b>	<b>0.4</b>	<b>1</b>	<b>5.7</b>	<b>2.7</b>	<b>11</b>	<b>1.9</b>	<b>1.5</b>	<b>58</b>	<b>0.8</b>	<b>18</b>
<b>Number of children</b>	<b>2</b>	<b>5</b>	<b>30</b>	<b>14</b>	<b>56</b>	<b>10</b>	<b>8</b>	<b>303</b>	<b>4</b>	<b>93</b>

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

This year we have engaged with pupils and staff to consult about our Values as it was agreed that these could be more meaningful in child friendly language. This was discussed using HGIOURSchool? At assembly discussions children and staff submitted their top values. Teachers had the opportunity to discuss this on the In Service Day May 2021.

Staff completed an exercise at an in service day in May 2021 sharing their vision and a number of statements were collated. The next step is to consult with parents and partners at Burnbrae.

It was clear from the discussion with children and staff that they had ownership of, understood and wanted to keep the vision statement Burnbrae plays, grows and learns together. Having two buildings and over 20 new members of staff, this is even more important. Children and staff shared their most important values through assembly discussions in the Spring of 2021.

### 3. Our vision, values and aims

**Vision:** Burnbrae plays, grows and learns together

**Values:** Kindness Respect Curiosity – (further discussion with wider community to be facilitated)

**Aims:**

- All children will experience effective and inclusive learning and teaching where children are supported and challenged to be the best they can be.
- Burnbrae will become a nurturing school where staff are experts in creating a culture of warmth, kindness and quality relationships which nurture the emotional health and well-being needs of every child, young person, and family and of each other in the workplace
- Children will develop skills for learning, life and work to enable them to work well with others, be competent in digital learning, independent learners, confident individuals, responsible citizens and effective contributors to their communities.

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

<p>NIF and Midlothian Priority (<i>highlight as applicable</i>)</p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly literacy and numeracy</li> <li>2. Closing the attainment gap between most and least disadvantaged children</li> <li>3. Improvement in children and young people’s health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ol> <p>NIF Driver(s) (<i>highlight as applicable</i>)</p> <ul style="list-style-type: none"> <li>• School Leadership</li> <li>• Teacher Professionalism</li> <li>• Assessment of Children’s Progress</li> </ul>	<p>HGIOS 4 Quality Indicator(s) / HGIOELC (<i>highlight as applicable</i>)</p> <ol style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change 1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection 2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment 2.4 Personalised support</li> <li>2.5 Family learning 2.6 Transitions 2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/ Securing children’s progress</li> <li>3.3 Increasing creativity and employability</li> </ol>
---	--

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Performance Information</li><li>• Parental Engagement</li><li>• <b>School Improvement</b></li></ul> |  |
|---|--|

**Progress and Impact:**

Statements from the inspection report informed priorities for improvement in Quality Indicator 2.3 Learning Teaching and Assessment.

Burnbrae Primary reopened in August 2020 with a supportive risk assessment in place and with a strong focus on the overall health and wellbeing of all. Children, young people and staff transitioned back safely to school and Early Years Centre. Our focus was nurture, resilience and recovery. We achieved things we hadn't planned such as our Relationship's Policy and exponential growth in digital skills in response to the need to adapt once more to remote learning.

- QIO digital learning has supported the SLT to expand digital devices available for learners including a pilot for the authority for 1:1 in P7 and class sets in use throughout the school to enhance learning experiences and develop skills. Professional development day took place in September 20 and support was available throughout the session.
- Established and created planning folder for each member of staff which was implemented and reviewed – further streamlining necessary
- Establish planning teams via Microsoft Teams and engaged all staff in planning and promote consistency
- IDL to support children to plan their own learning in term 1
- All children developed individual targets to promote greater responsibility and engagement in learning
- Used Microsoft Teams for all children in classes P1-7 and for home learning /Seesaw for provisions and Early Years Centre
- Created shared understanding and expectations for all lessons including shared learning intentions and success criteria
- Developed draft assessment framework
- Head Teacher established tracking and monitoring meetings three times in the session and dedicated staff meetings to support use of data in planning for next steps in learning.

**Next Steps:**

**Literacy:** Use consistent and innovative approaches to the learning and teaching of literacy to improve engagement, confidence and progress of children. Plan whole school writing progression framework.



**Numeracy:** Use consistent and innovative approaches to the learning and teaching of Numeracy to improve engagement, confidence and progress of children

**Health and Wellbeing:** Embed the principles of UNCRC in learning teaching and assessment

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

<p><u>NIF and Midlothian Priority (highlight as applicable)</u></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly literacy and numeracy</li> <li>2. Closing the attainment gap between most and least disadvantaged children</li> <li>3. Improvement in children and young people’s health and wellbeing</li> <li>4. Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ol> <p><u>NIF Driver(s) (highlight as applicable)</u></p> <ul style="list-style-type: none"> <li>• School Leadership</li> <li>• Teacher Professionalism</li> <li>• Assessment of Children’s Progress</li> <li>• Performance Information</li> <li>• Parental Engagement</li> <li>• School Improvement</li> </ul>	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC (highlight as applicable)</u></p> <p>1.1 Self-evaluation for self-improvement          1.2 Leadership of learning          1.3 Leadership of change 1.4 Leadership and management of staff          1.5 Management of resources to promote equity          2.1 Safeguarding and child protection 2.2 Curriculum          2.3 Learning, teaching and assessment 2.4 Personalised support          2.5 Family learning 2.6 Transitions 2.7 Partnerships          3.1 Ensuring wellbeing, equality and inclusion          3.2 Raising attainment and achievement/ Securing children’s progress          3.3 Increasing creativity and employability</p>
---	---

**Progress and Impact:**  
 Statements from the inspection report informed priorities for improvement in Quality Indicator 3.2 Raising Attainment and Achievement/Securing Children’s Progress. Progress with these have been evaluated by stakeholders and shape our next steps.

- Teachers engaged regularly in moderation activities using the Benchmarks to assess children’s progress
- Jotters which encourage neat presentation used, standards and expectations shared and writing was encouraged every day
- Planning teams and whole school approaches to teaching and learning were effectively used

- Professional Learning on approaches and feedback in writing to be offered –also on next session’s plan due to impact of Covid on staffing and capacity for professional learning
- Professional dialogue meetings to track children’s progress were held three times during the session collating quality information on children’s progress and interventions to support and challenge
- Working group established to look at developing a Reading Culture – to be continued
- Increased opportunities for children to lead learning in class, at assemblies and in areas such a digital leaders, JRSO
- Attainment Gap to be identified
- Circle document used to support staff identify strategies and resources to meet learners needs working closely with DHTs in departments to track progress and measure impact of interventions through review of IEPs and the Establishing Needs process.

### **Next Steps:**

#### **Literacy:**

- Digital literacy approaches will be embedded in our literacy, learning and teaching to enhance engagement and reduce barriers to learning.
- Moderation of Talk for Writing approach will support consistency and confidence in CfE level judgement

#### **Numeracy:**

- Develop use of high quality assessments to inform next steps in learning
- Moderation of assessment will support consistency and confidence in CfE level judgement

#### **Health and Wellbeing:**

- All staff well informed about learners and contribute to plans and strategies to keep everyone safe and learners engaged using Circle document to support and inform actions
- Embed the Relationships Policy: Class charters reflect rights and articulate shared understanding of what Ready to learn, Respectful and Safe looks like
- Respond to Nurture Audit and develop bespoke approaches to nurture, recovery and resilience at Burnbrae, including a Nurture and Wellbeing Teacher to support inclusion and meeting learners needs

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

- Link to the Burnbrae Early PowerPoint on Education Scotland website recognising the wonderful work to support children and families during the remote learning period in January and February 2021.
- <https://education.gov.scot/improvement/supporting-remote-learning/national-overviews>
- Rights Respecting Schools Bronze Award achieved May 2021
- Class leading RRS – distributed leadership
- All 54 children in the Complex Needs Provision and the Social Complex Needs Provision were offered part-time places during remote learning from January through to March.
- In addition to this, 90 Key Worker children and 32 vulnerable children were offered places in school during the lockdown period and this was highly praised and appreciated by parents and is a significant increase on the support offered during the lock down in 2020
- Recruitment: Appointed: 28 members of staff to build capacity and expertise for the future
  - 1 clerical – 20 hrs short until November
  - 5 full time LAs (3 need to be back filled), 2 started in January
  - Provision staff 2 LAs, 2 Youth Workers, 4 Teachers and 2 Principal teachers
  - Principal Teachers Provision: Joanna Hames started 4 June 2021 and Angela Evans starting 16 August 2021
  - 1 DHT 17 September 20, confirmed 31 May 2021
  - 4 Class Teachers
  - 1 Supported P1 Class Teacher, 2 LAs to start in August 21
- Approval for Nurture and Wellbeing Teacher secured to support inclusion
- Engaging Masked Reader event for World Book Day to support reading culture in school
- Walk to school week campaign for active travel by JRSO's
- Review of the year photographs  
<https://www.thinglink.com/video/1463817997691912195>
- Ready Respectful and Safe successfully introduced as school rules August 2020 in all sectors, shared with parents/carers and reinforced regularly at assemblies

- Focus on learning behaviour: Board of Recognition August 2020,Pupil of the week,
  - Sharing learning across year groups
  - Linking with targets
- Achievements recognised at Assemblies on Fridays
  - Digital learning Nessy programme introduced for 25 dyslexic learners in P5-7
  - Digital days extended from P7 now including P4-6 on Chromebooks, and iPads in use for P1-3
  - Pilot for P7 children using 1:1 devices resulting in increased engagement and more independence in learning with greater student collaboration
  - Seesaw introduced effectively supporting communication and engaging parents/ carers in children's learning in the Early Years Centre
  - Seesaw tracking developed to capture learning in Complex Needs provision
  - 5 minute boxes intervention successfully used at P2,3 and 4 to support individuals with developing phonics skills
  - Children leading assemblies
  - Partnership with Parent Council to celebrate the end of term P5 and P6 Fun Day in lieu of Camp, class treats
  - P7 Educational Visit to Dalkeith Country Park.
  - Whole school picnic across both settings and all sectors
  - Christmas around the world joint Recipe book venture with the Parent Council
  - Active Schools hockey sessions for P5 and P6
  - Data collected CN Provision

40 children assessed in December.  
 70% children reading below average. (28 children)  
 25% children at their reading age (10 children)  
 5 % children above average (2 children)

39 Children assessed in May/June  
 19% children not at their target reading age.( 7 children)  
 63% children at their reading age. ( 25 children)  
 18% children above reading age ( 7 children)



Twelve children from Complex Needs receive the John Muir Award

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

The building blocks put in place this year to create the climate and framework for continuous improvement through all staff involvement in working groups, collegiate planning and whole school approaches and training has built our capacity to improve. This will require the whole team at Burnbrae to engage in professional learning and to work together to secure improved outcomes for our children.

Quality Indicator	LA/School Self-Evaluation	Authority Reviews / Theme visits	HMIE/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	3	N/A	
2.3 Learning, Teaching and Assessment	3	N/A	Weak (2019)

3.1 Ensuring Wellbeing, Equity and Inclusion <b>(Take into account QI 2.1)</b>	3	N/A	
3.2 Raising Attainment and Achievement/ Securing Children's Progress	2	N/A	Weak (2019)

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

<b>Establishment</b>	Burnbrae Primary
<b>Area</b>	
<b>Session</b>	2021/22
<b>Planning Cycle</b>	

# Contents – School Improvement Plan

1. Overview of High Level NIF Priorities
2. Priority Summary and High Level Strategic Targets
3. ASG Plan

## MIDLOTHIAN EDUCATION: OVERVIEW OF HIGH LEVEL PRIORITIES (2021/22)

Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Career- Ready Employability	Priority 5 Finance and Resources
<p><b>1.1</b> Improve attainment within the broad general education stages, by focusing on:</p> <p><b>a)</b> improvements in planning, tracking and assessment and curriculum design and progression (including STEAM)</p> <p><b>b)</b> innovative pedagogical approaches and enhanced use of digital technology to support learning</p>	<p><b>2.1</b> Improve Equity and Inclusion, through the following areas:</p> <ul style="list-style-type: none"> <li>• Nurture</li> <li>• Attendance and Engagement</li> <li>• Family Learning</li> <li>• ASN</li> </ul> <p>Embedding the principles of UNCRC and The Promise</p>	<p><b>3.1</b> Develop a quality improvement framework to support ELC and schools to achieve Good or better in inspection QIs through:</p> <p><b>a)</b> empowering leaders at all levels, leading to an empowered system</p> <p><b>b)</b> improving quality of leadership at all levels, including leadership of learning</p> <p><b>c)</b> delivering a minimum</p>	<p><b>4.1</b> Improve senior phase progression pathways to increase positive destinations, including for young people with ASN and who are care experienced</p> <p><b>4.2</b> Prepare children and young people for the world of work:</p> <p><b>a)</b> carry out an audit of career education standards 3-18 and embed them within learning and teaching</p>	<p><b>5.1</b> Deliver Best Value through:</p> <p><b>a)</b> reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate</p> <p><b>b)</b> robust workforce planning.</p> <p><b>c)</b> DSM Review</p> <p><b>5.2</b> implementing 'Equipped for Learning' Digital Strategy to support</p>

<p><b>c)</b> pedagogy, play and progression across Early Level</p> <p><b>1.2</b> improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap</p> <p><b>1.3</b> identify and reduce the attainment gap between the most and least deprived children, including ASN and care-experienced children</p>	<p><b>2.2</b> Develop and improve health and wellbeing of staff and all children and young people, from Early Level to Senior Phase through:</p> <ul style="list-style-type: none"> <li>• HWB curriculum development</li> <li>• local authority, school and community supports</li> </ul>	<p>data set and supporting data literacy to improve self-evaluation</p> <p><b>d)</b> developing a Parental Engagement Strategy</p>	<p>across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations</p>	<p>transformational change in digital learning</p>
--	---	--	--	--



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

Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners – <i>please refer to NIF targets at start of this section for 2021-22 AND use your own contextual targets IF REQUIRED</i>
Digital	QI 2.3	<p>Every school will participate in the following;</p> <ul style="list-style-type: none"> <li>• Half day in service training in Aug, focusing on new systems and processes</li> <li>• Half day in service training in Jan, focusing on professional learning in digital pedagogy</li> </ul> <p>Three mandatory e-learning modules, 3x30mins, linked to innovative pedagogical approaches and enhanced use of digital technology to support learning</p>	<p>Digital learning team and digital leaders in each school – Kerry Knight in Burnbrae supported by Gavin Smith</p> <p>See Key Actions</p> <p>All staff</p>	<p>Equity of access for learners baseline, Aug 2021</p> <p>Equity of access for learners measure, May 2022, expected to be 100%</p> <p>Staff confidence baseline in use of digital platforms, August 2021</p> <p>Staff confidence measure, March 2022</p>
Nurture	QI 3.1	<p>Every school will:</p> <ul style="list-style-type: none"> <li>• Appoint a Nurture Lead to support the development of whole school nurture</li> <li>• Complete a self-evaluation audit to identify areas of strength and target development</li> </ul>	<p>Nurture Strategy Group and Nurture Leads in each school and early years setting</p> <p>June 2021</p>	<p>100% schools will have identified specific Nurture targets in their SQIP, June 2021.</p> <p>100% of schools will have demonstrated an increase in whole school nurture knowledge and understanding and in applying nurture in practice</p> <p>Baseline evidence from School Nurture Audit, June 2021.</p> <p>Follow-up evidence gathering from School</p>

		<p>needs</p> <ul style="list-style-type: none"> <li>• Be enabled x2 hours minimum protected time to support development of whole school nurture and, where required access to bespoke training to meet identified learning needs</li> </ul> <p>The Education Service within the Directorate will</p> <ul style="list-style-type: none"> <li>- Circulate termly Nurture Newsletters to schools showcase good practice and share learning about how to apply whole school nurturing approaches</li> <li>- Improve access to practice ideas through shared Professional Learning Resources #nurturemidlothian</li> </ul> <p>Nurture Leads will</p> <ul style="list-style-type: none"> <li>- Have an opportunity to attend 8-10 (2 per term) online sessions 'Professional Learning for Nurturing Schools'. There will be approx. 8-10</li> </ul>	<p>June 2021</p> <p>October 2021</p> <p>April 2021 – May 2022</p> <p>September 2021 – May 2022</p> <p>May 2022</p>	<p>Nurture Audit, May 2022 with sample of schools. Training Evaluation Surveys</p> <p>All Nurture Leads will show an increase in skill and confidence in developing a nurturing school Baseline evidence - focus group with Nurture Leads, June 2021 Follow-up evidence focus group, May 2022.</p> <p>Selection of schools including pupil voice in self-evaluation (bespoke by school or Education Scotland self-evaluation pupil voice tools) demonstrate improvement in pupil well-being</p>
--	--	---	--	---

		<p>sessions (approx. 2 each term).</p> <p>A sample of pupils' views will be gathered to explore experience and impact of nurture.</p>		
<p>Literacy</p> <p>Use consistent and innovative approaches to the learning and teaching of literacy to improve engagement, confidence and progress of children.</p>	<p>QIs 2.3,3.2, 1.1,1.3, 2.2</p>	<ul style="list-style-type: none"> <li>• Talk for Writing Audit – Aug 2021</li> <li>• Identify project leads at each stage including EYC</li> <li>• Project leads meeting 31 Aug 2021</li> <li>• Whole School T4W Fiction Training November CAT and December CAT</li> <li>• January Whole School Launch – moderate results</li> <li>• May – Review of project</li> </ul>	<p>Amy Richmond Rachael Harvey, Gemma Ramsay</p> <p>Sue Cove T4W Trainer</p> <p>All staff</p> <p>All staff</p> <p>Project leads</p>	<p>Baseline audit of staff skills, training and confidence</p> <p>Cold and hot tasks in jotters to show evidence of improvement</p> <p>Improvement in attainment of writing at every stage but additional progress for current P5 cohort of 15% more children on track for writing from 50 to 65%</p> <p>Children in EY to have baseline and after input recording of 'tell me a story'</p> <p>Impact assessment – future training planned</p>
<p>Numeracy</p> <p>Use consistent and innovative approaches to the learning and teaching of Numeracy to improve engagement, confidence and progress of children.</p>	<p>QI 2.3, 3.2,1.1,1.3,2.2</p>	<ul style="list-style-type: none"> <li>• Input on High quality assessment in numeracy and maths</li> <li>• Create one assessment per term with stage partners and moderate</li> <li>• Embed use of Concrete, Pictorial, Abstract Approaches – team teach</li> <li>• Embed use of EY Skills framework in EYC and extend to P1</li> </ul>	<p>Sarah Corrieri Aileen Burns EYC</p> <p>All teaching staff</p> <p>All staff Sarah Corrieri Claire Hadden</p> <p>Aileen Burns</p>	<p>Baseline confidence measure and impact measure at end of the year</p> <p>Improvement in attainment with 10% more children on track in CfE levels</p>

<p>Health and Wellbeing</p> <p>Embedding the principles of UNCRC</p>	<p>QI 2.3, 3.1, 2.6</p>	<ul style="list-style-type: none"> <li>• Develop a nurturing school in line with authority plan reflecting Burnbrae audit</li> <li>• Nurture leads group in school to lead colleagues</li> <li>• Work towards Silver RRS Award</li> <li>• Focus on safety – Team Teach Training for all LAs, and provision staff, all staff to have allergy and asthma training – 17 Aug In Service</li> <li>• Systems for meeting learner needs, recording and following up learning and behaviour embedded</li> <li>• Relationships Policy implemented</li> </ul>	<p>Clare McCallum</p> <p>Gillian Duncan, Moira Nelson, Orla Farrell, Amanda Lesley, Angela Crawford, EYC rep tbc</p> <p>Martin Sweeny, TT Trainer</p> <p>Amy Hawthorn, School Nurse</p> <p>Clare McCallum, working group, all staff Emily Savage &amp; Claire Finlay, Educational Psychologists</p>	<p>Progress reflected in actions in the school and in staff survey</p> <p>Achievement of RRS Silver</p> <p>Consistent approaches to de-escalation Raised awareness of safe working practices</p> <p>All staff well informed about learners and contributing to plans and strategies to keep everyone safe and learners engaged – minutes, use of circle document</p> <p>Class charters reflect rights and articulate shared understanding of what Ready to learn, Respectful and Safe looks like</p>
--	-------------------------	---	---	--

### 3. Interrupting the Cycle of Poverty – The Pupil Equity Fund Planning Template

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

**Total Funding Received: £123,745**

Gap Identified	Intervention Planned	Led by whom and by when	Cost (include any use of funding for participatory budgeting)	How will the impact of the intervention be monitored?	Measure of Success	Confirm Council Policies followed E.g. Procurement, Recruitment
Confidence and attainment in numeracy	Training, team teaching, professional dialogue	Sarah Corrieri (3 days out of class - allocation)	£6000	Improvement in MUMP assessment CfE attainment -	More children succeeding at MUMP assessment appropriate for level Increase by 10% P5 children on track for CfE level from 51% to 61%	Procurement Recruitment
	Concrete and pictorial materials for maths					
	ASG Maths post – professional learning	Claire Hadden	£1418.88 (Apr 21-Aug 21) £2480.31 (Aug 21-March 22)			
Attainment and progression in writing	Talk for Writing training Bronze Package	Sue Cove to deliver training	£2250 per year £4500 (total)	Audit of training and confidence Impact assessment	Improvement in writing P2-7 Increase by 15% number of children on track for writing in P5 from 48% to 63% and 10% at other stages	Procurement Recruitment
	Teacher two days a week to support team teaching of writing and facilitate observation of good practice	TBC	£24,274			
	2x Learning Assistants (27 ½ hrs and 15 ½ hrs) to support	A R DHT/ L	£19360 £10977	Progress with	Confidence in writing and	

Phonics for identified lower attaining group of children in P3	interventions such as fresh start, 5 minute boxes, Nessy Teacher one day a week Supporting work by LAs	Clements PT Aug21 -Mar 22  A Richmond DHT oversee Moira Nelson	£12137	interventions assessments  Progress with Phonics Assessments	reading, Jotter evidence, AR Scores  Use skills phonics in reading	To be appointed
Support regulation and engagement in learning	LA support for identified children	25hrs (15 ½ ) Rhea Ramage 25hrs Rosie Chapman 52hrs Natalie Barker, David Kelly Contracts to June 21	£6689 £6337.50 £8788.00			Recruitment
	ASG Literacy Post	To be appointed	£2480.31 (to March 22)			Recruitment
Emotional wellbeing	Your Space Counselling  Nurture Room Resources – seasons for growth training and books Beanbags	Jackie McGregor Nurture Teacher	£5,500 (April 21- June 21) £10 000 (tbc Aug 21- March 22)  TBC	Greater ability to regulate emotions	Evaluation – child and family feel supported  Boxall Profiles Circle scale	
	ASG Wellbeing PT	To be appointed	£569.08 (to March 22)			Recruitment
Need to promote engagement in learning (opportunity gap)	Youth Work – Provisions 5hrs (addition to 25hr contract) – music/ outdoor learning	Jordan Cronin Amber Curran Instructor from Instinctively Wild	£1477.35  12 x £100 £1200	Pupil voice	John Muir Award Participate in music therapy – increased confidence	
Improve	YW Post SCN– outdoor	Catherine	1 June to -25	Reduction in	Increased engagement of	Recruitment –

regulation and engagement in learning for children in SCN / CN Provision	learning  Breakfast provided as part of soft start, baking and cooking as part of the curriculum and developing life skills	Hendry	June (not 3,4 or 11 June) £ TBC  £250 estimate	incidents, engagement in learning	children - fewer violent incidents	temp from YW supply
Inclusion in wider community	Bonnyrigg After School Club for 1 child		£663			
Ensure nurturing start to school day	Provide breakfast where there is and identified need		£150 tbc			
			<b>Total: £95,686.93 + £21,8145 which has been spent on LAs (92 hours April- June 21) = £115,901.43) and YW from June 21 tbc £1600 tbc</b>			

**Your Space proposal pending – reduction to 1 day**

**Additional allocation to support resources for interventions and literacy and numeracy. Money to be set aside for contributing to residential visit for children identified through PEF.**

## 5. ASG Plan – Lasswade ASG

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	2.3	Create a shared understanding of Numeracy expectations across the Lasswade ASG by developing a shared Numeracy Transition paper. Use consistent and innovative approaches to the learning and teaching of Numeracy to improve engagement, confidence and progress.	Implementation of a wide range of creative approaches and strategies used to increase student progress and confidence, enhance staff skill sets, improve student engagement and provide the appropriate support and challenge for all students.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p><b>1. Numeracy Development Officer (3 days/week Principal Teacher role)</b> Amendments to current Development Officer remit:</p> <ul style="list-style-type: none"> <li>• Data collection and analysis across the ASG.</li> <li>• ASG Staff Professional Development Programme.</li> <li>• ASG Numeracy calendar for equitable access to support and to drive Quality Improvement.</li> <li>• ASG Numeracy Transition Paper.</li> <li>• Leadership of Numeracy Subgroup.</li> </ul>	June 2021 - June 2022	ASG Head Teachers Lasswade HS Maths Faculty ASG Primary Teachers ELC Nurseries	<ul style="list-style-type: none"> <li>• The ASG will fund this post 3 days per week.</li> <li>• ASG funding to be split: 50% from LHS, remainder pro rata per Primary School.</li> <li>• Supporting the continued development of creative, effective and sustainable learning and teaching of Numeracy.</li> <li>• Access to the Lasswade Locality shared drive.</li> </ul>
<p><b>2. SEAL Refresher &amp; Recovery Programme Rollout</b></p> <ul style="list-style-type: none"> <li>• School and nursery SEAL refresher with ASG staff (in groups or virtual refresher), if required. Special consideration given to new staff and NQTs.</li> <li>• Audit of SEAL pedagogy and programmes in each</li> </ul>	August 2021	C.Hadden F.Sands ASG Numeracy Coordinators ASG Primary	<ul style="list-style-type: none"> <li>• Cover and/or DAT/In-Set time.</li> <li>• Agreed dates for meetings/visits added to C.Hadden's Numeracy calendar.</li> <li>• Agreement of digital platform, if training is virtual.</li> </ul>



ASG school.		Schools ELC Nurseries	
<p><b>3. ASG Numeracy Transition Paper</b></p> <ul style="list-style-type: none"> <li>• Clear aims and objectives for upper Primary years (P5-P7) to act as a consistent pedagogy planner for all ASG staff.</li> <li>• Expectations for the P7 to S1 transition period are clearly identified and timescales are added to ASG school calendars.</li> <li>• Consistent approach to tracking young people's progress between P5-P7 to determine a common understanding of achievement of a level.</li> </ul>	September 2021	C.Hadden F.Sands ASG Staff Subgroup: Numeracy Champions/ Numeracy Coordinators	<ul style="list-style-type: none"> <li>• Access to P5-P7 Numeracy plans for all ASG Primary Schools.</li> <li>• Digital/in person meetings with the Literacy Coordinators subgroup.</li> <li>• Cover and/or time for C.Hadden and F.Sands to draft, share and amend the ASG Numeracy paper.</li> </ul>
<p><b>4. ELC Nurseries</b></p> <ul style="list-style-type: none"> <li>• Supportive approaches to ELC Numeracy and staff judgements to assess children's progress.</li> <li>• Developing a Numeracy rich environment in playrooms.</li> </ul>	December 2021	C.Hadden Primary HTs C.Fergusson Midlothian Early Years Team	<ul style="list-style-type: none"> <li>• Implementation of Numeracy Pathways resources.</li> <li>• Collaboration with the Literacy Development Officer post holder.</li> <li>• Time with ELC Nursery staff.</li> </ul>
<p><b>5. Relationships &amp; Assessment</b></p> <ul style="list-style-type: none"> <li>• Maths Faculty arrange visits to P7 classes 1 or 2 times during the session to build relationships, encourage engagement with Numeracy, team-teach with P7 teachers.</li> <li>• ASG Primary and Secondary Twilight sessions to support and challenge 2nd and 3rd level students.</li> <li>• Communicate and calendar 'Numeracy Challenges' across the session for 2nd/3rd level students.</li> <li>• ASG approach to standardised assessments in P7, using GL assessments, for Literacy and Numeracy. Assessments to take place in mid/late May, ahead of P7 transition and final class lists.</li> </ul>	November/ December 2021 and/or April/May 2022	F.Sands C.Hadden LHS Maths Faculty P7 Teachers Primary HTs C.Brown	<ul style="list-style-type: none"> <li>• LHS staff cover/time to visit ASG Primary Schools.</li> <li>• Time for LHS Maths faculty staff to lead supportive after school sessions with P7 teachers.</li> </ul>

## Evidence of Impact on Learners – How Do We Know?

ASG Numeracy Subgroup and Development Officer evaluation of impact via detailed report to ASG schools on:

- ELC
- Primary
- Secondary

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	2.3	Create a shared understanding of Literacy expectations across the Lasswade ASG by developing a shared Literacy Transition paper. Use consistent and innovative approaches to the learning and teaching of Literacy to improve engagement, confidence and progress.	Implementation of a wide range of creative approaches and strategies used to increase student progress, build staff confidence, improve student engagement and provide the appropriate support and challenge for all students.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p><b>1. Literacy Development Officer (2.5 days/week Principal Teacher role)</b></p> <p>New Development Officer remit:</p> <ul style="list-style-type: none"> <li>• Skills (talking/listening, reading/writing) data collection and analysis across the ASG, with particular focus on ELC nurseries and P1-P3 and P7 transition.</li> <li>• ASG Staff Professional Development Programme including team-teaching.</li> <li>• Training for ‘S6 Literacy Buddies’ to develop their skills and leadership capacity - social development,</li> </ul>	June 2021 - June 2022	ASG Head Teachers Lasswade HS English Faculty ASG Primary Teachers ELC Nurseries	<ul style="list-style-type: none"> <li>• The ASG will fund this post for 2.5 days per week (days TBC).</li> <li>• ASG funding to be split: 50% from LHS, remainder pro rata per Primary School.</li> <li>• Supporting the development of creative, effective and sustainable learning and teaching of Literacy.</li> <li>• Training programme for ‘S6 Literacy Buddies’, including: dates, locations, targets, expectations, communication.</li> </ul>

<ul style="list-style-type: none"> <li>vocabulary building, paired reading etc.</li> <li>ASG Literacy calendar - equity of access and transparency of support.</li> <li>ASG Literacy Transition Paper.</li> </ul>			<ul style="list-style-type: none"> <li>Access to the Lasswade Locality shared drive.</li> </ul>
<p><b>2. Collaboration</b></p> <ul style="list-style-type: none"> <li>Development Officer post holder to work closely with PTC English Annie Rankine (QAMSO, Network Lead, Literacy Champion, intervention lead).</li> <li>Development Officer leadership of ASG Literacy, communication with LHS and the creation of a subgroup of Literacy Coordinators from each ASG school.</li> <li>Determine a common understanding of achievement of a level through collaborative moderation and rubrics.</li> <li>Provide appropriate support and challenge for 2nd and 3rd level students.</li> </ul>	Ongoing 2021-2022	Development Officer post holder A.Rankine ASG Primary Teachers ELC Nurseries	<ul style="list-style-type: none"> <li>Dedicated time with A.Rankine and Literacy Coordinators subgroup.</li> <li>Staff CLPL development time.</li> <li>Cover and/or DAT/In-Set time for moderation activities.</li> <li>Rubrics based on CfE experiences and outcomes for Literacy levels.</li> </ul>
<p><b>3. ASG Literacy Transition Paper</b></p> <ul style="list-style-type: none"> <li>Clear aims and objectives for ELC, lower Primary years (P1-P3) and P7 transition to act as consistent guidance for all ASG staff.</li> <li>Expectations for the P7 to S1 transition period are clearly identified and timescales are added to ASG school calendars.</li> </ul>	September 2021	Development Officer post holder A.Rankine ASG Staff Subgroup: Literacy Champions/ Literacy Coordinators	<ul style="list-style-type: none"> <li>Access to P1-P3 Literacy plans for all ASG Primary Schools.</li> <li>Digital/in person meetings with the Literacy Coordinators subgroup.</li> <li>Cover and/or time for Development Post holder and subgroup (A.Rankine support) to draft, share and amend the ASG Numeracy paper.</li> </ul>

<b>4. ELC Nurseries</b> <ul style="list-style-type: none"> <li>• Supportive approaches to ELC Literacy and staff judgements to assess children’s progress.</li> <li>• Developing a Literacy rich environment in playrooms.</li> </ul>	Ongoing 2021-2022	Development Officer post holder Primary HTs C.Fergusson Midlothian Early Years Team	<ul style="list-style-type: none"> <li>• Implementation of Literacy Pathways resources.</li> <li>• Collaboration with the Literacy Development Officer post holder.</li> <li>• Time with ELC Nursery staff.</li> </ul>
---	-------------------	--	--

<b>Evidence of Impact on Learners – How Do We Know?</b>
ASG Literacy Subgroup and Development Officer evaluation of impact via detailed report to ASG schools on: <ul style="list-style-type: none"> <li>• ELC</li> <li>• Primary</li> <li>• Secondary</li> </ul>

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3	3.1	Review all supports available across the ASG in order to proactively create a clear and consistent range of shared approaches available to students and families.	An ASG wellbeing ‘mission statement’, agreed purpose and set of principles, using stakeholder voice, with a clear commitment to meeting students’ needs and supporting families.  Clear overview of the range of supports available to young people so that needs are met.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
---------------------------	---------------------------	-------------------------------------	---------------------------------

<p><b>1. Wellbeing Coordinator</b> New Wellbeing Coordinator remit:</p> <ul style="list-style-type: none"> <li>● Stakeholder voice and experiences to identify barriers.</li> <li>● Data collection and analysis across the ASG to understand resources, interventions and contacts available.</li> <li>● Future recommendations to best meet the needs of young people.</li> <li>● Consideration of resource sharing approaches.</li> <li>● Staff professional learning by developing a 'learning together' approach.</li> </ul>	June 2021 - June 2022	S.Fleming C.Hornell J.Allison Primary HTs S.Yule	<ul style="list-style-type: none"> <li>● The ASG will fund this post on a full-time basis.</li> <li>● ASG funding to be split: 50% from LHS, remainder pro rata per Primary School.</li> <li>● Supportive monthly steering group meetings with the Wellbeing Coordinator.</li> <li>● Access to the Lasswade Locality shared drive.</li> <li>● Cover/time for required training.</li> </ul>
<p><b>2. Collaboration</b></p> <ul style="list-style-type: none"> <li>● Wellbeing post holder to work closely with C.Hornell, J.Allison, Primary HTs and S.Yule to evaluate all areas of wellbeing in use/on offer across the Lasswade ASG.</li> <li>● Identify areas of 'best national practice' to inform decision-making.</li> <li>● Establish ongoing communication with Children &amp; Families, Schools Group Manager, ASN Review Group etc.</li> <li>● Build on Family Learning approaches to strengthen relationships and offer support.</li> </ul>	Ongoing	S.Fleming C.Hornell J.Allison Primary HTs S.Yule Children & Families ASN Review Group C.Brown A.MacDonald CLL	<ul style="list-style-type: none"> <li>● Dedicated time with individual ASG Head Teachers and S.Yule.</li> <li>● Wellbeing as a standing agenda item at ASG meetings.</li> <li>● Regular contact with J.Allison (ASN Review Group developments).</li> <li>● Corporate MGFL email account.</li> <li>● Collaboration with C.Brown to develop Family Learning and communication strategy.</li> </ul>
<p><b>3. Strategic Plan</b></p> <ul style="list-style-type: none"> <li>● Medium/long-term strategic plan, from 2022/2023 (including SMART targets) using universal/staged/targeted interventions.</li> <li>● Year 1 recommendations for immediate action i.e. staff CLPL requirements and best practice within ASG.</li> <li>● Outline an ASG calendar for 2021-2022 and beyond.</li> </ul>	January 2022 - ongoing	S.Fleming C.Hornell J.Allison Primary HTs S.Yule	<ul style="list-style-type: none"> <li>● Access to the ASN Review Group findings/paper via J.Allison.</li> <li>● Access to ASG CLPL events.</li> </ul>

### **Evidence of Impact on Learners – How Do We Know?**

Wellbeing Coordinator evaluation of impact via detailed report to ASG schools on:

- ELC
- Primary
- Secondary

#### **4. Digital Literacy ‘MidDigiProject’: 1:1 Device Rollout**

- ASG to re-evaluate 1:1 devices and ‘MidDigiProject’ in January 2022.
- Student collaboration and improved pedagogy through IT.
- FACE-D agenda.