

EDINBURGH LEARNS

CLERMISTON PRIMARY SCHOOL AND NURSERY

Standards & Quality Reporting School Renewal Planning 2020-2021



Introduction

Executive Summary

Reporting on the standard and quality of education in schools has been a core activity for decades. Setting targets based on self-evaluation activity, likewise. Although we are adapting to a new way of living and working, we remain as committed as ever to ensuring that Edinburgh's children and young people have the best quality teaching and learning.

Guidance to support schools with Self-Evaluation and Improvement Planning will therefore be adapted to suit the new model of service delivery. It is important to reflect on, and acknowledge, the outcomes that had been achieved prior to lockdown, and to confirm high level summaries and grades. Our focus must be on ensuring we plan to make the best use of our resources for next session, while emphasising the need for flexibility, creativity and adaptability.

As ever, our people are our greatest asset, and people will continue to be affected by this pandemic and its aftermath. All new processes should therefore be planned and implemented collegiately and with due regard to the health and wellbeing needs of our school communities.

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1. Standards and Quality Summary Document
2. PEF Plan 2020/21
3. School Renewal Plan 2020/21 (Health & Safety/Transitions – Phase 1)

CLERMISTON PRIMARY AND NURSERY

Standards and Quality Report

Context of the School

Our Aims, Vision, Values and Statement are below, but I strongly recommend spending 5 minutes on our website and twitter to see a living and breathing slice of our school life:



www.clermiston.edin.sch.uk



[@ClermistonPS](https://twitter.com/ClermistonPS)



[Learning Boosts YouTube Channel](#)



Clermiston Primary Aims



• To provide a caring environment in which every member of our school community feels happy, secure, valued and respected.

• To continue to develop a responsive, forward-thinking curriculum which supports and challenges our pupils and encourages cooperation and critical thinking.

• To raise personal attainment through effective learning and teaching approaches.

• To foster a strong pupil voice to help pupils build partnerships with school and with local and global communities.

• That staff, pupils and parents will work in partnership to develop the work and life of the school.



Clermiston Primary Vision



We are a school where everyone is supported and challenged to be the very best that they can be. We want our pupils to develop and show respect for themselves and others.

Our pupils should be confident in their right and ability to influence change through positive actions in their own lives and in their local and global communities.



Clermiston Primary Values



Community
We are a school at the heart of our community and are committed to building strong partnerships.

Learning
We are committed to our pupils' academic and personal progress for all our pupils.

Respect
We believe in developing an environment to accept and create a respectful and inclusive learning and teaching culture.

Achievement
We are proud of our pupils' achievements in school and in our wider community.

Responsibility
We want our pupils to be active citizens of their local and global communities.

Session 2019-20 has been a highly unusual session for Clermiston Primary School.

Some of the most notable factors affecting the school are as follows:

- An unusual amount of longer term staff absence.
- There was an over-run on school building works which were due to finish in September, but are not completed at the time of writing. The most important

impact of this was that the main school building was without central heating over the Winter months and temporary heating had to be brought in.

- Throughout this staff engaged positively to overcome challenges. Our mid-year attainment is strong with a focus for the future in part of our P1 cohort of children who have come with complex needs and/or English as an additional language. This group will need careful tracking throughout P2 and beyond to ensure correct supports are in place to reduce the attainment gap.
- Overall it has been one of the most challenging years that we'd had as a school with very high cover costs for staffing and many barriers to overcome including lockdown challenges.

<p>Name of setting: Clermiston Primary School</p>
<p>Standards & Quality Report</p>
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> - Developing a shared vision, values & aims relevant to the school and its community - Strategic planning for continuous improvement - Implementing improvement and change
<ul style="list-style-type: none"> • All staff engaged in promoting Pupil Voice throughout the school and all pupils engaged in Pupil Voice groups where they seek to bring about positive changes. • All staff implementing a shared vision throughout the school and are committed to implementing changes that are based on professional dialogue and collegiate practice • There is a culture of collaboration promoted throughout the school and all teaching staff and some support staff have been involved in Teach Meets to improve practice and promote professional dialogue. These are led by teaching staff rather than senior SLT.
<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> - Learning and Engagement - Quality of teaching - Effective use of assessment - Planning, tracking and monitoring
<ul style="list-style-type: none"> • Staff have engaged in detail with HGIOS challenge question to analyse and progress Quality of Teaching for pupils • Staff interrogate assessment evidence and data as an integral part of their practice to make collegiate, moderated decisions on progress. • There is effective planning, tracking and monitoring throughout the school and we are keen to implement EDICT in the coming years.
<p>3.1 Ensuring Wellbeing, Equity and Inclusion</p> <ul style="list-style-type: none"> - Wellbeing - Fulfilment of statutory duties

- Inclusion and equality

- Pupil voice and empowerment at the heart of learning and the wider school vision - Gained RRS silver status. Our children are knowledgeable about equity and inclusion and are able to challenge intolerance.
- Inclusion is a key feature in school ethos and values. Staff have a very high level of training and expertise in this area. The school has a coherent and highly-regarded approach to nurturing our pupils' wellbeing which is directly responsible for improving outcomes for families. All staff have received recent and up to date training in this area.

3.2 Securing Children's Progress

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

- Attainment is good or very good for most learners in all key areas
- Strong attainment in all key areas for our P7 leavers this session
- Circle document approach used by all practitioners to create coherent and supportive learning environments for all learners. PEF interventions from SLT staff to promote cultural and experiential equity for all learners.

Quality Indicator Grades	School	Nursery	HMI/Care Inspectorate
Leadership of Change	4	5	
Learning, Teaching & Assessment	5	5	
Wellbeing, Equality & Inclusion	5	5	
Raising Attainment & Achievement	4	5	

Equity and Best Value

Pupil Equity Fund

- What were the approaches taken pre-lockdown to improve outcomes for targeted children?

1. Address the vocabulary and experience gap affecting Pupils in Poverty (PIPs)

Focus on improving attainment by addressing key aspects of poverty around experience and vocabulary.

Programmes devised and led by PTs to tackle poverty of experience, vocabulary gap, reading gap in pupils.

Targeted interventions to allow for rich experiences to develop vocabulary.

Targeted reading interventions for pupils

2. Support pupils who require nurture supports.

Rocket Club soft start - PIPs have time to transition and to get food in the morning.

Targeted small group teaching support from PTs throughout the week.

EYP employed to oversee nurture-based supports

Close collaboration with DHT and SfL who coordinate programmes for pupils

3. Teacher mentoring programme for PIPs

Group of 10 staff Mentors with responsibility for PIPs throughout the year. Remit based on positive reinforcement(The Granny Effect - see Sugata Mitra's "Hole in the wall project"

<https://www.edutopia.org/blog/self-organized-learning-sugata-mitra> - This is a project specifically based around children in poverty (both financial and educational).

We have gathered extremely positive feedback via the Leuven Scale and are currently working through the data for PEF pupils contained in the SNSA tests, SWST and ACEL information to cross reference achievements, progress and plan for next session.

- What impact did you record?

Very difficult to answer this honestly with HT absence at start of year and lockdown at end of the year.

- What does your needs analysis conclude about addressing inequality for Session 20/21?

First – that a lot more needs to be done at City and National level to counter poverty. Schools are given some tools, but not supports. For example there are no effective mechanisms to counteract parents who neglect children's basic rights by not sending them to school. The poverty-related gap exists because of structural inequalities that are built into our political and economic systems.

It doesn't exist because schools don't have the right policy in place. Ten years of austerity followed by a global pandemic makes the PEF funding more critical than ever for schools to do what they can to support pupils at a local level.

FOR FY 2019-20, THE PUPIL EQUITY FUND HAS TOTALLED £104,241 .

THIS INCLUDED A CARRY-FORWARD OF £26,241 FROM THE PREVIOUS SESSION(S) OF WHICH
£67,718 HAS NOW BEEN SPENT.

THERE IS A CURRENT CARRY-FORWARD OF £36,523 TO FY2020-21 .

THIS SPEND IS DEEMED EXCEPTIONAL AND THE PLANS FOR THIS SPEND ARE OUTLINED IN THE
SCHOOL RENEWAL PLAN FOR 2020-21

CLERMISTON PRIMARY SCHOOL

School Operational Risk Toolkit (SORT)

Renewal Theme 1	Health and Safety	Overall Responsibility	HT
Outcomes	<ul style="list-style-type: none"> By June 2020 school leaders and management teams will have a robust mechanism for the first phase of reopening schools in accordance with the Scottish Government's Strategic Framework for Reopening Schools, Early Learning and Childcare provision in Scotland and the COVID-19 Framework for Decision Making. By June 2020, school will have Health and Safety measures in place in order to operate safely and confidently, so all pupils can access learning for session 2020/21 		
NIF Priority <ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing Care Inspectorate Themes <ul style="list-style-type: none"> Quality of care and support Quality of environment 		QIs/Themes <ul style="list-style-type: none"> QI 1.1 Analysis and evaluation of intelligence and data QI 1.4 Leadership and management of staff (all themes) QI 1.5 Management of resources and environment for learning QI 2.1 Safeguarding and child protection (all themes) 	

<ul style="list-style-type: none"> • Quality of staffing • Quality of management and leadership 			<ul style="list-style-type: none"> • QI 2.3 Learning and engagement • QI 2.4 Removal of potential barriers to learning • QI 2.7 Transitions (all themes) • QI 3.1 Ensuring wellbeing, equality and inclusion (all themes) • QI 3.2 Equity for all learners • QI 3.3 Creativity Skills • QI 3.3 Digital Innovation • QI 3.3 Digital literacy 	
Tasks	By Whom	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> • Schools should set up a Health and Safety (H and S) working group, if not already in place. 	<ul style="list-style-type: none"> • HT • BM • Staff representatives, teaching and non-teaching 	<ul style="list-style-type: none"> • Meeting of rep group held June 2020 	<ul style="list-style-type: none"> • 2 hours 	<ul style="list-style-type: none"> • Draft RAG SORT Checklist completed with action points to be addressed by August 2020
<ul style="list-style-type: none"> • School leaders should be aware of the essential national and local advice and legislative requirements for reopening schools. 	<ul style="list-style-type: none"> • H and S Group • Corporate Facilities Management • Corporate Procurement • Corporate Health and Safety (H and S) 	<ul style="list-style-type: none"> • Link to national guidance 	<ul style="list-style-type: none"> • From now • Ongoing as advice is updated and shared 	<ul style="list-style-type: none"> • Risk Assessment Completed for Pre-Summer school working by all staff. • See SORT Checklist for details • Inservice day briefing for all staff on Risk Assessments
<ul style="list-style-type: none"> • Take cognisance of the roles and responsibilities of School Leaders and others in relation to Infection Control and action in collaboration with other services in order to open safely. 	<ul style="list-style-type: none"> • School Leaders • All staff • Corporate Facilities Management • Corporate Procurement • Corporate H and S 	<ul style="list-style-type: none"> • SOS Infection Control 	<ul style="list-style-type: none"> • By June 2020 	<ul style="list-style-type: none"> • See SORT Checklist for details • Inservice day briefing for all staff on Risk Assessments

<ul style="list-style-type: none"> Take cognisance of the roles and responsibilities of School Leaders and others in relation to Risk Assessment and action in collaboration with other services in order to open safely. 	<ul style="list-style-type: none"> H and S Group All staff Corporate Facilities Management Corporate Procurement Corporate H and S 	<ul style="list-style-type: none"> SOS Risk Assessment 	<ul style="list-style-type: none"> By June 2020 	<ul style="list-style-type: none"> See SORT Checklist for details Inservice day briefing for all staff on Risk Assessments
<ul style="list-style-type: none"> Audit the needs and requirements of the school's cohort (staffing, pupils, parents) so that school can identify its priorities for accessing a new model for learning. 	<ul style="list-style-type: none"> H and S Group All Staff Pupils Parents 	<ul style="list-style-type: none"> SORT Master Checklist 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> See SORT Checklist for details Inservice day briefing for all staff on Risk Assessments Authority Workforce survey completed June 2020
<ul style="list-style-type: none"> Audit the needs and requirements within learning environments so that specific requirements are put in place that provide quality learning and teaching 	<ul style="list-style-type: none"> H and S Group All staff Pupils 	<p>Classroom and Playground plan completed for all classes. Staff areas identified.</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Authority Capacity Survey completed June 2020

Transitions

Renewal Theme 2	<p>Transitions- Early Years, Primary-Secondary</p> <p>To manage the transition back into our setting safely and effectively</p>	Overall Responsibility	HT
Outcomes	<p>Children and staff will feel safe and supported.</p> <p>Children will access an environment that offers both reassurance and learning opportunities informed by national guidance.</p> <p>Environmental risks will be managed through robust risk assessments and protocols.</p>		
<p>Care Inspectorate Themes:</p> <p>Quality of Environment</p> <p>Quality of Care and Support</p> <p>Quality of Management and Leadership</p> <p>NIF Priority:</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Improvement in employability skills and positive school leaver destinations</p>		<p>QIs/ Themes:</p> <p>1.3 Leadership of Change</p> <p>2.2 & 2.6 Transitions</p> <p>2.3 Learning, Teaching & Assessment</p> <p>3.1 Ensuring Wellbeing, Equality and Inclusion</p>	

Tasks	By Whom	Resources	Time	Progress & Impact
<p>Health & Safety Protocols</p> <ul style="list-style-type: none"> • Induction for staff returning • Hygiene including enhanced cleaning and nappy changing protocols • Social routines for all stakeholders 	SMT	<p>National and local guidance</p> <p>Risk Assessments</p>	For and from August 2020	<ul style="list-style-type: none"> • See SORT Checklist for details • All staff to be briefed on inservice days prior to term beginning
<p>Planning transitions into familiar and unfamiliar spaces for children:</p> <ul style="list-style-type: none"> • CLPL for staff • Communication • Sharing and gathering information • CEC shared project as universal support • Enhanced transitions as targeted support 	<p>SMT</p> <p>School Staff</p>	<p>CLPL</p> <ul style="list-style-type: none"> • Moving on coming together • <u>CEC Podcasts & reflective questions focusing RtA</u> • <u>Education Scotland Transition Guidance</u> <p><u>CEC Bear Hunt Project</u></p> <p>'Moving on' P7/S1 Project</p> <p><u>My World of Work P7 Learning Profile</u></p> <p>Wellbeing Indicators</p> <p>Digital transition guidance</p>	For and from August 2020	<ul style="list-style-type: none"> • June 2020 - Staff planning activities linked to Bear Hunt and sharing these with parents through learning Journals. • P7 pupils had full virtual transition in collaboration with RHS transition programme including enhanced transition arrangements. • Daily Learning and Teaching Interactions for all nursery and all P7 pupils with transition as a regular theme.
<p>Plan for Learning Environments, under the following headings from Realising the Ambition: Being me:</p> <ul style="list-style-type: none"> • Interactions 	SMT	<u>Realising the Ambition: Being me</u>	For and from August 2020	

<ul style="list-style-type: none"> • Experiences • Spaces 	<p>Early Years Staff</p> <p>School Staff</p>	<p>(National Practice Guidance)</p> <p><u>Education Scotland Transition Guidance</u></p> <p>National Guidance</p> <p>CEC Operational Guidance</p>		
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CLERMISTON PRIMARY SCHOOL

Renewal Plan 2020-21

Health and Wellbeing

Renewal Aspect	Health, Wellbeing & Resilience	Overall Responsibility	HT
Outcomes	<p>Short term</p> <p>Staff are provided with appropriate CLPL and planned opportunities to debrief regarding their own HWB</p> <p>Staff feel supported in relation to their own health and wellbeing</p> <p>Staff are provided with CLPL to build on current knowledge regarding the importance of relationships in aiding renewal</p> <p>Systems are put in place to ensure children's rights and participation are the heart of school life</p> <p>All staff understand the 6 nurture principles and have planned how these can be used to support learners</p> <p>The curriculum is adapted, through learner voice to meet the needs of our learners in a post-covid context</p> <p>Medium term</p> <p>Relationships have been reconnected across the school community</p> <p>All learners feel listened to, reassured and supported (acknowledging their experiences)</p> <p>The nurture principles underpin the learning environment</p> <p>All learners feel more resilient</p>		
<p>NIF Priorities:</p> <ul style="list-style-type: none"> • Improvement in children and young people's health and wellbeing 		<p>QIs/Themes</p> <p>1.3 Leadership of Change</p> <p>2.2 Curriculum</p> <p>2.3 Learning, Teaching & Assessment</p> <p>2.4 Personalised Support</p> <p>2.6 Transitions</p> <p>3.1 Ensuring Wellbeing, Equality and Inclusion</p>	

Tasks	By Whom	Resources	Time	Progress & Impact
Provide CLPL to enable staff to feel more confident in supporting their learners.	All Staff	<p>Moving On, Coming Together - Part 2: Focus on Supporting Children & Young People</p> <p>The aims of this session are to:</p> <ul style="list-style-type: none"> ○ Reflect and understand what children's Covid 19 experiences may have been ○ Know what to notice in children and young people ○ Consider resources and supports for children, young people and families ○ Consider ongoing challenges and the need to adapt <p>'It's All About Relationships' Barnardo's Film</p> <p><u>Clermiston Teaching and Learning Update to all staff underpinned by the Nurture Principles</u></p>	August 2020	•
Plan staff development opportunities to support necessary learning in relation to key priorities	Staff Partners	WTA CLPL opportunities	Term one and ongoing	•

Staff Discussion, check-in and feedback gathering.	All Staff	Short session for staff to discuss main challenges of Term 1 and gather these in a Microsoft Form for discussion around necessary supports. Based around the Self-Evaluation during Covid-19 resources. Office 365 Form to gather feedback	In-service day session Oct 2020	•
Provide Resources to support staff HWB, to support their own HWB	SLT All staff	Linked to above - Staff HWB folder on our Sharepoint containing resource links and materials. <u>Staff HWB Info Oct 2020</u> Shared with all staff on Inservice Day.	Oct 2020	•
Identify additional personalised support approaches which may be required	<ul style="list-style-type: none"> • Pupil support/SFL/SLT • ASL services • Educational Psychologist • Partner agencies 	<ul style="list-style-type: none"> • <u>ASL Nurture Guidance</u> • <u>Supporting the Care Experienced During Covid</u> • <u>Edin Learns Inclusion Hub</u> 	• Ongoing	•

Teaching & Learning

Renewal Aspect	Teaching and Learning	Overall Responsibility	HT
Outcomes	<p><u>Short-Term</u> All staff are developing the relevant digital skills to deliver learning, teaching and assessment via an online platform. All learners engage with a blended learning model.</p> <p><u>Medium-Term</u> The school has additional digital resource to meet their needs for blended learning. The school has a clear BGE curriculum rationale for adaptation and renewal including a focus on digital and outdoor learning. All learners are developing the skills to access learning via digital when learning at home. All staff are developing the skills and knowledge to plan and deliver high quality learning, teaching and assessment for a blend of face-to-face and remote learning. All learners make expected progress in their learning.</p>		
<p>NIF Priorities:-</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people 		<p>QIs/Themes</p> <p>QI 1.1 Analysis and evaluation of intelligence and data</p> <p>QI 1.3 Strategic planning for continuous improvement</p> <p>QI 2.2 Rationale and design</p> <p>QI 2.2 Learning pathways</p> <p>QI 2.3 Learning and engagement</p> <p>QI 2.3 Quality of teaching</p> <p>QI 2.3 Effective use of assessment</p>	

QI 2.3 Planning, tracking and monitoring QI 2.4 Universal support QI 2.4 Targeted support QI 2.5 Engaging families in learning QI 3.2 Attainment in literacy and numeracy QI 3.2 Overall quality of learners' achievement				
Tasks	By Whom	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> Carry out Digital Access Audit to assess strengths and needs in relation to learning and teaching. 	<ul style="list-style-type: none"> Stakeholders complete relevant audit SLT/Staff Team 	<ul style="list-style-type: none"> Digital Access Audit Office 365 rollout to all pupils Class Team setup for all pupils 	<ul style="list-style-type: none"> August 2020 	<ul style="list-style-type: none"> Initial Digital Access Survey carried out April 2020 Digital Tools Audit carried out June 2020
<ul style="list-style-type: none"> Apply the school's curriculum rationale to plan Teaching and Learning approaches for a blended learning model, faced-to-face (in-school), digital and outdoor learning. 	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Link to Blended Learning Teaching and Learning Guidance Link to sector specific blended learning case study videos 	<ul style="list-style-type: none"> Aug 2020 then adaptive and ongoing 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> • Ensure all learners can access learning and teaching remotely (technology, skills to access learning etc.) – use Digital Access audit information to identify priority actions. 	<ul style="list-style-type: none"> • Relevant staff in school (Home Learning Lead/Digital Learning Lead/Digital Learning Coordinator) 	<ul style="list-style-type: none"> • Home Learning Lead / Digital Learning Lead / Digital Learning Coordinator • Office 365 and other relevant digital tools <p>PEF ipad buy-in</p> <p>Successful SCVO bid for school ipads and connectivity for learners without access.</p>	<ul style="list-style-type: none"> • Oct 2020 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Access/deliver appropriate professional learning for staff to ensure all can use relevant digital platforms and tools to required level – use audit information to identify priority actions. 	<ul style="list-style-type: none"> • All staff • Coordinated/supported by Home Learning Lead/Digital Learning Lead/ Digital Learning Coordinator 	<p>Teaching staff trained using Edinburgh Learns Resources:</p> <p>Digital Professional Learning – Pathway 1</p> <p>Key Learning</p> <ul style="list-style-type: none"> • Keeping yourself organised with email, calendar and OneDrive • Sharing and collaborating • Exploring city-wide content in SharePoint <p>Digital Professional Learning – Pathway 2</p>	<ul style="list-style-type: none"> • From Aug 2020 – Dec 2021 	<ul style="list-style-type: none"> •

		<p>Key Learning</p> <ul style="list-style-type: none"> • Overview of Teams • Setting assignments including Forms • Using ClassNotebook • Running a successful meeting in Teams <p>Digital Professional Learning – Pathway 3</p> <p>Key Learning</p> <ul style="list-style-type: none"> • Establishing prior knowledge and checking understanding • Creating video content to engage learners • Accessibility for all • Providing feedback 		
<ul style="list-style-type: none"> • Access/deliver appropriate professional learning for all staff to ensure they have the skills to deliver high quality remote learning, teaching and assessment within school, within a blended model or with an outdoor learning focus. 	<ul style="list-style-type: none"> • All staff • Coordinated by Head Teacher 	<p>Edinburgh Learns Professional Learning Formative Assessment Courses</p> <p>Part 1</p> <p>Key Learning</p> <ul style="list-style-type: none"> • Why formative is so important in the classroom • What is formative assessment and how it links with moderation 	<ul style="list-style-type: none"> • Nov 2020 	<ul style="list-style-type: none"> •

		<ul style="list-style-type: none"> • Creating a culture for formative assessment to thrive • A wide variety of techniques used to gather formative assessment information before, during and after learning • A look at self, peer and teacher feedback <p>Part 2</p> <p>Key Learning</p> <ul style="list-style-type: none"> • Why formative is so important in the classroom • What is formative assessment and how it links with moderation • Creating a culture for formative assessment to thrive • A wide variety of techniques used to gather formative assessment information before, during and after learning <p>Key Learning</p>		
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		<ul style="list-style-type: none">• Why formative is so important in the classroom• What is formative assessment and how it links with moderation• Creating a culture for formative assessment to thrive• A wide variety of techniques used to gather formative assessment information before, during and after learning• A look at self, peer and teacher feedback• A look at self, peer and teacher feedback		
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Equity & Inclusion

Renewal Aspect	Equity and Inclusion	Overall Responsibility	HT SLT
Outcomes	<p>Short Term:</p> <ul style="list-style-type: none"> The Senior Leadership Team and all teaching staff use data and other evidence effectively in order to identify the poverty related attainment gap post-COVID 19 across the school and for individual cohorts and areas of the curriculum, including instances where the lack of digital access has been an additional barrier for learners. Ensure that the planning of effective interventions and approaches is based on data and evidence. <p>Medium Term:</p> <ul style="list-style-type: none"> Implementation and ongoing evaluation of interventions through managing resources to support equity of access for all to learning, attainment and achievement post-COVID 19, particularly for those affected by poverty. <p>Long Term:</p> <ul style="list-style-type: none"> PRIMARY: Reduction in the poverty related attainment gap in literacy and numeracy 		

NIF Priority :- <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people 			QIs/Themes <ul style="list-style-type: none"> QI 1.1 Analysis and evaluation of intelligence and data QI 1.3 Strategic planning for continuous improvement QI 1.5 Management of resources to support equity QI 2.3 Learning and engagement QI 2.3 Quality of teaching QI 2.5 Engaging families in learning QI 3.2 Attainment in literacy and numeracy QI 3.2 Overall quality of learners' achievement 	
Tasks	By Whom	Resources	Time	Progress & Impact
Provide opportunities for staff engagement in the effective use of data in identifying the poverty related attainment gap post-COVID-19	<ul style="list-style-type: none"> HT 	<ul style="list-style-type: none"> Parent lockdown survey feedback shared with all staff for information, discussion and planning Whole school focus on identifying gaps/current levels of attainment using all forms of assessment available over the course of Term 1 CEC Pupil Equity Funding: Plan 2020-21 - School Plan – See below 	August 2020 and ongoing	<ul style="list-style-type: none">

Continue to update existing audit information regarding inequity of digital access and take action appropriately as part of the blended learning model.	<ul style="list-style-type: none"> Digital Leader 	<ul style="list-style-type: none"> Whole School Data from Digital Access Audit 	Digital audit Sept 2020	<ul style="list-style-type: none">
Strategically plan interventions taking account of post-COVID-19 evidence and data gathered for those affected by poverty.	<ul style="list-style-type: none"> SLT 	<ul style="list-style-type: none"> <u>Pupil Equity Plan Submitted and Approved</u> Includes: Staffing to support PEF pupils, academically and with Cultural Capital deficit <u>Digital Resource Provision for pupils without access.</u> <u>Small amount of funding to tackle pupil hunger.</u> 	Plan Approved by Oct 2020	<ul style="list-style-type: none">
Planning the financial management of resources to support equity.	<ul style="list-style-type: none"> BM HT 	<ul style="list-style-type: none"> QI 1.5 CEC Self-evaluation Report completed by HT and BM using Challenge questions from HGIOS4 <u>and followed by Self-Evaluation discussion meeting with QIO and Laura Hammersley. Details of Self-Evaluation to be used to inform 2020-21 practice.</u> 	Ongoing	<ul style="list-style-type: none">
Establish or build upon existing family learning programmes- adapt to a COVID context Involve all stakeholders fully in self-evaluation to analyse impact of COVID 19.	<ul style="list-style-type: none"> SLT Digital Lead PEF staff 	<ul style="list-style-type: none"> Office 365 information and supporting materials shared with parents to help them build skills and confidence in accessing digital learning platforms such as Teams. Post-COVID data gathered as part of Parent Questionnaire to identify families facing hardship and poverty for the first time, who may find it difficult to access the support they need. 	Term 1 2020-21	<ul style="list-style-type: none">

<p>Include regular tracking dialogue meetings with all relevant staff as an aspect of the Quality Assurance calendar.</p>	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • WTA 20-21: Negotiating Committee to agree • Quality Assurance Calendar • Collegiate Calendar 		<ul style="list-style-type: none"> •
<p>Inclusion</p> <p>Identify learners with specific learning difficulties who require Individualised Educational Programmes or CSPs; review and update targets.</p>	<ul style="list-style-type: none"> • DHT • SfL staff with support from ASL Service colleagues as required 	<p>Circle Document for all staff</p> <p>Pathways Document</p> <p>Standardised assessments</p> <p>SfL assessments</p> <p>Literacy and Dyslexia Pathways</p> <p>Read/Write/Inc</p> <p>Fresh Start</p> <p>Hotlisting programme using PSA team</p>	<ul style="list-style-type: none"> • Ongoing throughout year 	<ul style="list-style-type: none"> •

Equalities

Renewal Aspect	Equalities	Overall Responsibility	SLT and whole staff team
Outcomes	<p>Short Term:</p> <ul style="list-style-type: none"> • The Senior Leadership Team and all staff use Equalities data and other information effectively to inform planning • There is increased awareness amongst all staff of Equality and Diversity • There is increased awareness amongst all staff of an Inclusive Curriculum <p>Medium Term:</p> <ul style="list-style-type: none"> • Review and implementation of revised school procedure for preventing and responding to bullying and prejudice. • Improved reporting, recording and monitoring of incidents of bullying and prejudice • Pupils say that incidents of bullying and prejudice are dealt with effectively • Pupils feel confident to report bullying and prejudice • Staff have shared understanding of an Inclusive Curriculum and what this looks like in practice <p>Long Term:</p> <ul style="list-style-type: none"> • Reduction in number of reported and recorded incidents of bullying and prejudice • Improved pupil health and wellbeing. 		

NIF Priority: <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people 			QIs/Themes QI 1.1 Analysis and evaluation of intelligence and data QI 1.2 Impact of career-long professional learning QI 1.3 Developing a shared vision, values and aims relevant to the school and its community QI 1.4 Building and sustaining a professional staff team QI 2.2 Development of Curriculum QI 3.1 Wellbeing QI 3.1 Inclusion and Equality	
Tasks	By Whom	Resources	Time	Progress & Impact
Identify Equalities Co-ordinator (from Senior leadership Team) Training for Promoted Staff	Dana Henderson PT	<ul style="list-style-type: none"> <u>EL Equalities Tile</u> <u>HGIOS4 3.1 Ensuring Wellbeing Equality and Inclusion</u> Records of incidents of bullying and prejudice (SEEMiS custom report from Bullying and Equalities Module) <u>SEEMiS Bullying and Equalities Module - manual</u> 	Aug 202	

		<ul style="list-style-type: none"> Pupil wellbeing survey data 2019 and 2021 (Growing Confidence – primary) 		
Provide opportunities for staff engagement in effective use of data to deepen knowledge of school community.	All Staff	<ul style="list-style-type: none"> EAL Training from CEC EAL Team – 2 sessions looking at school data and how to support EAL learners for inclusion and equality. Professional dialogue with staff using the baseline data. 	<p>Oct 2020</p> <p>January 2020</p>	
Promote awareness of new CEC procedures for preventing and responding to bullying and prejudice.	Equalities coordinator	<ul style="list-style-type: none"> Strengthened C&F Procedure for Preventing and Responding to Bullying and Prejudice (<i>available end Oct. 2020</i>) Supplementary guidance on tackling racist incidents (<i>available end Oct. 2020</i>) Exemplar school procedure (<i>available end Oct. 2020</i>) <ul style="list-style-type: none"> <u>Equalities - Anti-bullying</u> Training for school Equalities Co-ordinator on implementation of procedure and dealing with racist incidents (Nov/Dec. 2020) https://www.equalityhumanrights.com/en/advice-and-guidance/how-can- 	Throughout school session	

		<p><u>we-stop-prejudice-based-bullying-schools</u></p> <ul style="list-style-type: none"> • <u>EL Equalities Tile - Anti-Bullying</u> 		
All staff complete required Equality and Diversity training	All staff	<p>CECIL Equality and Diversity modules</p> <p><u>Equalities - Professional Learning</u></p> <p>Equality Law Basics What is Equality and Diversity? Unconscious Bias 1</p>	<p>Jan 2021</p> <p>Feb 2021</p>	
Promoted staff complete additional Equality and Diversity training	Promoted staff	<p>Equality and Diversity Direct and Indirect Discrimination Achieving Equality and Diversity</p>		

