ST JOHN'S RC PRIMARY

Renewal Planning
2020/21

St John's RC Primary School is a newly-built Roman Catholic school located in the East of the City not far between Duddingston and Portobello. The school caters for children from Primary 1 to Primary 7 with 368 children in school divided into 14 classes and has a nursery which provides Pre-school education for children aged 2 to 5 years.

The school leadership team for session 20/21 consisted of headteacher, depute headteacher, principal teacher and business manager.

The school is supported by a proactive Parent Council, new for session 20/21. This session they funded and supported our P7 Leavers event, P1-3 Christmas parties and contributed to the school hardship fund. Our parents play a key role in supporting the school through the organisation of events. Our Parent Council meetings are well attended by a small section of the parent body.

Attendance was average in session 20/21, lower than normal, this is a direct result of the impact of Covid and the school received good support from, the Home link Team. We are a diverse and inclusive school, with a third of learners from varying nationalities and cultures. Our cluster High School is Holy Rood High School. We have strong links with our High School and associated Primary Schools. We develop our links; providing opportunities for collegiate working and moderation between schools.
There is an After-School Care Club. The club is run by Spring Oscars and offers successful provision of a Breakfast Club to help to deal with the rising demand for childcare places in the morning. This will continue into next session.

For further information please access our school website:
https://stjohnsportobello.com/ where latest newsletters and information can be found. We can also be followed on Twitter:
@porty_stjs where regular updates of the learning taking place are posted

ST. JOHN'S R.C. PRIMARY SCHOOL

Renewal Planning

Teaching, Learning & Assessment
Equalities, Equity and Inclusion
Resilience, Health and Wellbeing

Name of setting:
Standards & Quality Report (3-4 Bullet points for each)

1.3 Leadership of Change
• Developing a shared vision, values & aims relevant to the school and its community • Strategic planning for continuous improvement • Implementing improvement and change

1.3 Leadership of change

- *Developing a shared vision, values & aims relevant to the school and its community*

What we have done: We have shared our visions, values and aims with stakeholders.

The impact:

- Our Visions, Values and Aims were refreshed in session 2019-2020. These need to be further adapted with all stakeholders and connected to the UNCRC.

- *Strategic planning for continuous improvement*

What we have done:
Empowered all teaching staff to contribute to the school improvement process through reflecting on their own self evaluation in the following areas.
-Reflection on achievements
-Changes to teaching practice due to Covid-19
-Impact on their learners and the wider school community
-Personal targets for session 2021-2022
-Identify CLPL opportunities to help them achieve this.

- Tracking and attainment meetings have supported teaching staff to identify attainment gaps.

The impact:

- Teacher confidence in IT during remote learning improved with new platforms and apps used to engage learners.
- Outdoor learning has encouraged learners and changed fixed mindsets to a growth mindset and allowed more opportunities for responsive child led learning experiences.
- Planning and learning through the BAME/Equalities lens have allowed open and constructive class discussions and new topic focus.

- Developed relationships with community workers have supported improved attendance and opportunities for wider achievement.
- Use of STOPS in maths problem solving has raised confidence amongst learners.

- Accelerated Reader programme has benefited pupils from P3-7 and increased teacher confidence of pupil progress.
- Good communication with closing the gap teacher, PSAs and class teachers has helped identify and target interventions.

- *Implementing Improvement and Change*

What we have done:
Whole staff involvement in Dignity in Schools programme (UNCRC/Children's Parliament) has commenced and will continue into session 2021-2022.
New forward plan templates used across all stages linked to benchmarks and experiences and outcomes.
Introduced new PRD reflection sheet for staff, linking questions to standards for full registration and school priorities.
Involved staff in moving forward IT learning for all pupils.

The Impact:

- A digital leadership team of 1 DHT and 3 teachers has been established.
- PRD conversations with staff highlight targets which reflect the school priorities empower teachers.

Next Steps

- As part of the Dignity in School Project we will work closely with Pupil groups to revise our Vision, Values and Aims during session 2021-2022.
- School Leadership Team will undertake analysis of data training to ensure attainment over time and SNSA data is interrogated fully to inform our strategy for improvement.
- Opportunities for leadership amongst non-promoted members of staff will be offered to support school development in writing, HWB, numeracy and Digital Learning.
- All school staff including catering, facilities management and administration will be involved in the Dignity in School project in conjunction with Children's Parliament. Staff will explore the UNCRC articles, ensure policies are connected to these Articles and analyse their own interactions with children.
- All teaching staff should identify CLPL opportunities for session 2021-2022 and link this training to their PRD targets for the session.

2.3 Learning, Teaching and Assessment
- Learning and Engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

- *Learning and Engagement*

What we have done:
Using EDICT we are recording pupil progress along with CfE levels and highlighting pupils with limited progress and who are progressing.
We have surveyed families to find gaps in IT coverage during lockdown and provided Mifi units and iPads to support online learning.
Structured learning programmes including Read, Write Inc and 6 minute SEAL have supported learners where gaps have been identified. These children have been supported by a Close the Gap teacher.
SNSA data has been used to capture a snapshot of progress and inform next steps for term 1 session 2021-2022.
Teachers have planned as a stage to ensure curricular coverage, pace and progression.
Follow up digital access audit completed with information shared with class teachers, Parent Council and SLT.
Teachers and Support Staff undertook inhouse training to support remote learning.

The impact:

- Parent council investigated cost of Mifi for families who had no access to internet through Wifi.
- School applied for and received 5 Mifi devices to distribute to families.
- All teaching and support staff are able to confidently navigate and manage class teams.

- *Quality of teaching*

What we have done:
Outdoor learning virtual training sessions have been attended by all teachers led by Outdoor Learning Team.
Clear progression of writing with audit of practice, common approach using Big Writing and Scottish Criterion Scale and prescriptive writing plans for all stages.
All teaching staff trained in use of Accelerated Reader and support staff trained in managing the school library.
Empowerment group met with Maths development officer and explored strategies and pedagogy to support problem solving.

The impact:

- Staff feel more confident using the outdoor areas for learning and are planning a wider range of learning experiences for pupils.
- Transition meetings with all classes took place outside due to Covid restrictions.
- Use of digital technology has increased and improved with 1:1 iPads from P4-7.
  Pupil engagement surveys indicate that most learners in each class are engaging with lessons.

Pupils took part in recent citywide Sumdog competition and four classes were placed in the top ten, including first and second places overall.

- *Effective use of assessment*

What we have done:
We have used SWST twice this session at 6 month intervals to track progress more consistently.
Accelerated Reader assessments have been carried out throughout the session to track reading progress from P3-7.
We have also continued to embed our positive relationships policy.

The Impact:
Teachers have a clearly view of spelling progress and can identify pupils who require targeted intervention more quickly.
Teachers can accurately measure pupil growth in reading and pupils can challenge themselves with books within the correct band.
Staff are more familiar with the positive relationships policy and are more consistent in the way they resolve behaviour issues.

- *Planning, tracking and monitoring*

    What we have done   We have reviewed our tracking systems to monitor and evaluate learners' progress to ensure a focus on equity and success for all learners. We have fully implemented the EDICT electronic tracking system.

    The Impact:
All staff are engaging with data for their pupils to inform next steps in learning and support effective transitions. This will ensure continuity and progression for all learners.
Interventions are recorded on EDICT and revisited at each attainment meeting.
Wider achievements are consistently recorded on EDICT.

Next Steps
These will inform priorities for your improvement plan for 2021-22
- Revisit the Digital Schools Award Scotland self-evaluation tool
- Create a revised Digital skills progression to support the rollout of the 1:1 Digital Strategy.
- Targeted interventions at Primary 5 for reading and writing.
- Use of SNSA as a diagnostic assessment tool in session 2021-2022
- Regular Assessment and Moderation sessions across numeracy and literacy.
- Interrogate data and track SIMD 1 & 2 ensuring opportunities
for achievement and support where required.

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3.1 Ensuring Wellbeing, Equity and Inclusion
• Wellbeing
• Fulfilment of statutory duties
• Inclusion and equality

- *Wellbeing*

  What we have done:- We have focused on reconnecting relationships and acknowledging, and responding creatively, to the experiences of all of our stakeholders during the Covid-19 pandemic.

  We have engaged in learning experiences to develop pupils' strategies for resilience. We have taken positive steps to provide our whole school community with materials to support their resilience and health and wellbeing throughout the pandemic.

  We have developed an equalities group with representation from pupils and staff.

  We have shared weekly UNCRC articles information with classes.

  We have purchased books with a focus on equalities and black role models and shared these with classes for their libraries.

  The impact:

Children recognize the UNCRC articles and can explain how their rights are affected by others.

Children have explored black history and culture through books in class. We have begun to de colonise the curriculum by auditing social subjects areas of study.

- *Fulfilment of Statutory Duties*

  What we have done:
   We have reviewed our attendance systems in line with the new CEC procedures for monitoring

  The impact:
  Five families have received direct support from the Homelink team to help improve attendance. There was a marked increase with all.

- *Inclusion and Equality*

  What we have done:

  We have implemented Rights Respecting Schools and the main articles from UNCRC to ensure Inclusion and Equality for all pupils.

We have implemented CEC's Building Resilience Programme to support our pupils' emotional, mental and social health.

We have completed a Digital Access Survey and identified families who require support to access Wifi. School applied for, and received, 5 Mifi devices to support families.

Audit of Black history and culturally inclusive curriculum undertaken by staff.

EDICT used to track attainment/achievement of SIMD 1 & 2 pupils.

Mandatory Equalities CLPL undertaken by school staff this session.

The Impact:

Classes have reported that children are more aware of their rights and how the school ensures children's rights are protected.

Families identified as having no access to Wifi have been allocated Mifi devices to support remote learning and Wifi access.

CIC lens applied to planning of IDL topics.

Next Steps
These will inform priorities for your improvement plan for 2021-22
- Continue to focus on reconnecting relationships into the new session.
- Nurture should be developed a s whole-school approach ensuring all staff understand the 6 principles.
- Zones of regulation to be embedded into practice for all practioners.
- Track progress in learning and achievement for care experienced young people and those living in poverty, including wellbeing profiles using the wellbeing indicators.
- Continue to embed children's rights with a specific focus on Dignity in schools project and build relationship with Stoneywood PS in Aberdeen.
- All staff to engage in Learner Participation CLPL.

3.2 Securing Children's Progress
- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

- *Attainment in Literacy and Numeracy*

   What we have done: We have reviewed our tracking system to ensure pupils are tracked at an individual level in Literacy and Numeracy, Health and Wellbeing. This has included tracking of pupil progress over the course of the session. Staff meet termly with SLT to evaluate the impact of teaching and

learning approaches, to identify individual pupils requiring support and to plan appropriate interventions e.g. Read, Write Inc, Fresh Start, 6-minute SEAL groups.

The impact:
Teachers are able to target interventions quickly and effectively to required pupils.

- *Attainment Over Time*

  What we have done: Improved our overall arrangements for tracking individual pupils' attainment over time with termly SLT led attainment meetings. This is aimed at supporting staff in making effective use of assessments, and developing their shared understanding of standards, to make confident professional judgements about pupils' progress and attainment levels.

  We have fully implemented the EDICT Electronic tracking system.

Stage	School	Session	Tracking Period	%Read	%Write	%L&T	%Numeracy
P1	St John's RC	2020-21	May 2021	82	78	92	82
P2	St John's RC	2020-21	May 2021	83	83	91	85
P3	St John's RC	2020-21	May 2021	91	87	80	91
P4	St John's RC	2020-21	May 2021	77	73	89	80
P5	St John's RC	2020-21	May 2021	82	73	82	82
P6	St John's RC	2020-21	May 2021	92	89	92	92
P7	St John's RC	2020-21	May 2021	79	69	83	79

- **The impact:**
- Although our levels are lower than previous sessions, the impact of the ongoing pandemic and the lockdowns have been taken into account.
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  The use of EDICT has ensures a consistent approach to tracking and monitoring, including practitioner engagement with data.

- *Overall Quality of Learners' Achievement*

  What we have done: EDICT has provided a system to allow teaching staff to track pupils' engagement in wider achievement opportunities on a termly basis. This has identified pupils, where there is a lack of participation, with a particular focus on disadvantaged pupils.

The Impact: EDICT has provided information about individual young people who have not had the opportunity to engage in wider achievement opportunities.

We encourage teachers to identify pupils achievements in class each week and track these on the database.

We encourage teachers to check in with pupils in class and pass on any wider achievements to SLT to add to EDICT.

Next Steps
These will inform priorities for your improvement plan for 2021-22

- Assessment and Moderation will be a school priority with regular CAT session input, staff CLPL opportunities identified during PRD meetings and moderation exercises in CfE level groups.
- Targeted interventions for Reading & Writing – P5
- Support teacher judgement in writing at P1 – robust moderation and assessment opportunities will be built into collegiate calendar
- Year group teams will be asked to us the "next steps analysis" from SNSA to inform teaching and learning next steps.
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Teaching, Learning & Assessment

Renewal Aspect 1	Teaching, Learning & Assessment	Overall Responsibility	HT
Outcomes	**Short-Term ·** Audit and review current curriculum with the involvement of all stakeholders All staff are continuing to develop digital skills to support the appropriate and effective use of digital technologies in learning, teaching and assessment · All staff are continuing to develop relevant skills in the 4 aspects of the Edinburgh Learns Teaching Charter · All learners are able to engage in remote/blended learning as required · Assessments are undertaken to provide data to ensure progress for all learners, including the identification of gaps in learning. · All learners engage in a range of outdoor learning opportunities **Medium Term:** - All learners are continuing to develop the relevant digital skills to engage in high quality learning, teaching and assessment - All learners make expected progress in their learning, including those learners in need of personalised support & interventions. - All staff are competent in using digital skills to support the appropriate and effective use of digital technologies in learning, teaching and assessment - All staff make rigorous professional judgements about pupils' level of attainment & achievement - All staff engage in moderation activities to further develop confidence in professional judgements - Raise attainment in Literacy by 5% for P4/S1 - Raise attainment in Numeracy by 10% for pupils in SIMD quintile 1 **Long-Term** - The school has a clear curriculum rationale which ensures cultural awareness and sensitivity, develops critical literacy and demonstrates a collective commitment to equality, equity and children's rights		

	• The school has ensured that digital learning is a central consideration in all areas of curriculum and assessment delivery, maximising impact of Empowered Learning 1:1 project (P6-S6) • At least 30% of teaching staff should be confident in the 4 aspects of the Edinburgh Learns Teaching Charter • At least 85% of learners achieve expected levels of attainment in Literacy and Numeracy

NIF Priorities:- • 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 1.3 Strategic planning for continuous improvement** **QI 2.2 Rationale and design** **QI 2.2 Learning pathways** **QI 2.3 Learning and engagement** **QI 2.3 Quality of teaching** **QI 2.3 Effective use of assessment** **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
BLENDED & DIGITAL LEARNING / DIGITAL ACCESS				

• With the school community, collaboratively create a refreshed curriculum rationale, to ensure Equalities, Equity & Inclusion	All stakeholders	• Curriculum Reform and Design Self Evaluation Tool • Link to Level 5 Illustration QI 2.2 Theme 1 HGIOS4? •	• January 2022	•
• Apply the school's curriculum rationale to plan high quality Teaching, Learning & Assessment approaches (including remote/blended learning model as a contingency plan) •	All staff	• Link to Teaching and Learning Framework • • Link to Blended Learning Teaching and Learning Guidance •	• June 2022	
• Revisit Digital schools award Scotland audit from last session and to identify priority actions for school digital strategy	Relevant staff in school (Home Learning Lead/ Digital Learning Lead/ Digital Learning Coordinator	• Digital Access Audit • Link to Digital Learning and Teaching Self-Evaluation	• April 2022	• Reassess digital access using new survey and identify barriers to learning. Use Digital schools audit to plan next steps in Digital Learning
• Access/deliver skills audit and appropriate digital professional learning for staff to ensure all can use relevant digital platforms and tools to in preparation for Empowered Learning project rollout	• All staff • Coordinated/ supported by Digital Learning Lead/ Digital Learning Coordinator	• Link to Digital Professional Learning (self-directed and webinars) • Empowered Learning project • WTA time (4 hours)	• January 2021	•

	• Empowered Learning project team •	• Undertake CGI professional learning (4 hours)		
• Access/deliver appropriate professional learning for all staff to ensure they have the skills to deliver high quality learning, teaching and assessment as defined in the EL Teaching Charter • Ensure CLPL discussed and recorded as part of the PRD process • •	• All staff • Coordinated by DHT	• Edinburgh Learns Offer • Revised GTCS PRD Guidelines PRD Roles & Responsibilities: Link to PRD Roles and Responsibilities Table	• CAT session Sep 2021 & ongoing at each subsequent •	•
BGE				
• Teachers to use new Scottish Criterion Scale and 'child-friendly' version of scale in assessment, moderation	All Class Teachers ***Staff Remit***	• Big Writing • Scottish Criterion Scale • Child friendly criteria	Throughout Session	• Clear Progression of Writing • Audit to gauge progress • Teacher professionalism & confidence in assessment. • Improved moderation
Phonics/Spelling:	All Class Teachers	• Literacy Rich Programme • Spelling Assessments	Ongoing	•

Edinburgh Learns: Standards and Quality Reporting and School Renewal Planning

• Literacy Rich programme to be followed carefully across P1/2 to ensure pace and challenge for learners. All staff to use training opportunities provided to familiarise themselves with the progression outlined in the programme. Raised awareness and understanding of teaching phonics for ALL school staff.	PT ***Staff Remit***	• CEC Active Spelling • Nelson Spelling • Tracking Meetings • SWST to be carried out twice a year. Results to be recorded on Edict • Teachers to use standardised scores and spelling ages to assess progress and inform planning. SWST Structured Spelling Lists to be used as progression.	CAT	
Reading: • AR Programme to be fully embedded across P4-P7. • New staff to be trained to use AR reports and target setting. • AR Home Connect to be set up for new parents.		• Library and novel cupboard to be labelled and organised by AR levels. • Teams Meet for Parents	Sept 2021	Book levelling has begun

Improvements in Writing: • All teachers to be clear on Edinburgh Writing Strategy. • All teachers to be using benchmarks to plan relevant and useful assessment opportunities.	**Empowered Staff Literacy Group** HT	• Literacy Curriculum Development Group to share new writing folders. • Literacy Benchmarks • All learners to have a writing jotter as well as opportunities to use digital technology for writing.	Throughout session	•
Improvements in Numeracy: • pupil knowledge and understanding to solve problems in relevant real life contexts • using the language of probability and apply this to real life contexts	**Empowerment Staff Numeracy Group** DHT	• Reasoning and Problem Solving resources • Open middle website • White Rose Maths • Introduction of bar modelling and Concrete, Pictorial and Abstract model at first level.	Throughout Session	•
• Embed robust assessment approaches in numeracy	• DHT • Class Teachers	• EDICT • Numeracy & Maths Benchmarks •	Nov, Feb & May Tracking Meetings	•
		USE OF SKILLS / LEADERSHIP OF LEARNING / AfL / DIFFERENTIATION		
• Use Tracking Meetings to focus on high quality Teaching & Learning; Fwd	SLT SfL	• HT/DHT • All staff	• Nov, Feb, May	

Edinburgh Learns: Standards and Quality Reporting and School Renewal Planning

Plans, Attainment Data, ASN Needs & SIMD data	All Class Teachers			
• Staff to engage in school level moderation activities to support teachers' professional judgements • Staff to engage in 2 cluster moderation activities focusing on Literacy/Numeracy or Literacy/Numeracy across learning • Staff to engage in EL Assessment & Moderation CLPL Staff to engage in EL Engagement with the Benchmarks CLPL	All staff	• EL Assessment & Moderation Framework • Edinburgh Learns Assessment & Moderation Resources (Practitioner Moderation Template and Example, Facilitator Moderation Guidance, Template and Example) • Edinburgh Learns Engaging with Benchmarks Professional Learning • Edinburgh Learns Supporting Teacher Judgement in the BGE Professional Learning •	• CAT Sessions Sept, Nov 2021, March, May 21-22 • Cluster CAT Sessions Oct, Jan • LA CLPL Sept/Oct	• Match benchmarks to existing Literacy & Numeracy planners & Bundles. • Use EL CLPL to better engage
OUTDOOR LEARNING				
• Plan outdoor learning opportunities to meet (and enhance) the needs of the curriculum and social distancing. • Access/deliver appropriate professional learning and resources to support this.	All staff	• Edinburgh Outdoor Learning Team (Contacts) • Link to Edinburgh Outdoor Learning SORT resources • Link to latest Edinburgh Coronavirus Excursions Toolbox	• Inservice 2: • Use Teams to share CLPL	• CAT session with Andrew Bagnall supported teachers to plan and deliver outdoor learning. May 2021

		• Link to Edinburgh Outdoor Learning Phase 2 T& L resources		• Follow up session in term 1 to be arranged – Sept 20211
• Expectation of OL referenced in forward plans to optimise use of outdoors when possible across the curriculum.	SLT/ Class Teachers OL Teacher	• Link to Edinburgh Outdoor Learning SORT resources	• Ongoing	•
• Appoint a lead person for outdoor learning & use PEF to support RCCT to use outdoors as tool for raising attainment	All staff OL Coordinator	Resources purchased through PC funds/PEF OL Coordinator.	• Inservice 2: • Use Teams to share CLPL	• Bank of lessons kept in Outdoor Learning cupboard (Remind staff and share with newer staff). • Timetable for outdoor classroom and school garden

Equalities, Equity & Inclusion

Renewal Aspect 2	Equalities, Equity and Inclusion		Overall Responsibility	HT
Outcomes	**Equity:** Short Term:			

- The Senior Leadership Team and all teaching staff are clear about their role in supporting the national drive for equity and the closing of the poverty-related attainment gap. They 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 in recent months.
- Ensure that the planning of effective approaches is based on data and evidence.

Medium Term:
- Implementation and ongoing evaluation of approaches to support equity of access for those affected by poverty to learning, attainment and achievement.

Long Term:
- **PRIMARY:** Reduction in the poverty related attainment gap in literacy and numeracy as follows *(the tables below are merely examples and entirely optional – schools will create their own measurable long term outcomes/aims, based on the gaps identified in short term outcome):* *Table for Primary*

Inclusion:

Short-Term
- The Senior Leadership Team and relevant staff have reviewed their arrangements for Nurture and Wellbeing support to identify strengths and areas for improvement, using existing data focused on the principles of inclusion including how effectively Children's Rights are embedded across the school. Note: This may be done as part of an Inclusive Practice Review with support of EP, ASL Service and peer Headteacher.
- The school has established key actions to ensure that all pupils are supported and included so they can participate in a suitable learning environment, with a particular focus on Care Experienced and learners with Additional Support Needs.

Medium-Term
- Implementation of actions identified through review, to be monitored through using the principles of inclusion – Present, Participating, Achieving, Supported, Rights.

Long-Term

	• All schools: Improvement in pupil wellbeing, attendance, attainment and achievement, and reduction in exclusions. Schools will set their own measurable long-term aims based on the data gathered through review.	

NIF Priority :-	QIs/Themes
• Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people	**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
		EQUALITIES		
Equalities Policy for school to be developed and finalised.	• HT	EL Procedure for Catholic Schools	• August Inset	• Shared with all staff
Equalities CLPL to be incorporated into WTA / Collegiate calendar	• HT • All staff	EL CLPL resources		• Mandatory CLPL for staff as instructed by CEC

Audit curriculum & development of pupils groups to become the 'Rainbow Activists.'	• All staff • P1 Teacher	School Groups: • Laudate Si • UNCRC and Global Goals • ECO • Pupil Equalities	• Ongoing throughout session. • CAT to audit black history & culture	
Development of SHRP & SCES equalities resources	• SLT	https://sces.org.uk/equality-learning-and-teaching/ https://rshp.scot/	• INSET 4: • CAT	
EQUITY				
1a. Staff are clear about their role in supporting the national drive for equity and the closing of the poverty-related attainment gap. 1b. All staff are clear about their role in contributing to a nurturing school culture which accepts the responsibility of all in removing all poverty-related barriers to learning and achievement.	• SFL • DHT	• Leadership for Equity CLPL offer (pg 9 of this document) • CEC 1 in 5 Top Tips for Schools • CEC Raising Awareness of Child Poverty document • Achieving Excellence and Equity 2021 National Improvement Framework and Improvement Plan •	• Ongoing	•
2a. Staff have an understanding of the national and local poverty-related attainment gaps and the impact of this on children, young people and families. 2b. All staff have developed an understanding of the poverty context and the	• All staff • SLT	• Current attainment and achievement data at class and whole school level, based on a range of evidence collected in a sensitive way. •	• Ongoing	•

poverty-related attainment gaps in their own setting.				
3.Through effective self-evaluation, all staff make appropriate use of baseline data to inform focussed plans with clearly stated outcomes and measures, with appropriate plans for monitoring progress. These plans are clearly reflected in schools' spending priorities.	• SFL	• Tracking and monitoring systems with functions for filtering by SIMD to determine the gap (such as EdICT or school-based systems). • National Improvement Hub – Stirling Outcomes and Measures Toolkit • PEF National Guidance 2021-22 (to be published May 2021) • PEF City of Edinburgh Guidance 2021-22 (available May 2021 after publication of National Guidance) • CEC Pupil Equity Funding Plan Template (available mid-May 2021) • Equity Self-evaluation Resource (Education Scotland – updated September 2020) • Interventions for Equity Diagram Professional dialogue with staff using the baseline data to inform the measurable targets.	• Ongoing	•
4. Continue to update existing audit information regarding inequity of digital access and take appropriate action to support those experiencing poverty-related barriers.	• DHT	• School Data from Digital Access Audits	• Jan-April 2022	•

Teams for CPMs Multi-agency planning; regular communication with outside agencies. Regular CPM programme/LACR reviews for care-experienced pupils.	• SFL • SLT • Ed Psych		• Ongoing	• Meeting with Ed Psych – Aug to plan for year ahead • LAC reviews in place
Utilise wider partnerships where appropriate in order to enhance the experiences of children and families living in poverty, to ensure that they receive early intervention and holistic support.	• SfL • SLT	Partner agencies- Homelink Team, Barnardos, People Know How, Gold & Gray Soccer, Forest Schools and mentor support programmes.	• Ongoing	• Partner agencies not yet face to face working with pupils
Inclusion				
1a. Review arrangements for Nurture and Wellbeing using Principles of Inclusion. 1b. Establish improvement actions required to support Wellbeing and Nurture. 1c. Set out measurable targets for improvement based on attendance, attainment, achievement, exclusions and rights.	• SLT, SfL and relevant colleagues with support from ASL Service and EP as required	• CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary and Secondary) https://education.gov.scot/improvement/learning-resources/circle-resource-to-support-inclusive-learning-and-collaborative-working/ • Included, Engaged and Involved Part 1 https://www.gov.scot/publications/included-engaged-involved-part-1-	•	•

		positive-approach-promotion-management-attendance-scottish-schools/ • Edinburgh Learns Inclusion Hub https://cityofedinburgheducation.sharepoint.com/sites/365CentralResources/inclusionhub/SitePages/Home.aspx • Edinburgh Learns: Health, Wellbeing and Resilience Plan https://cityofedinburgheducation.sharepoint.com/:w:/r/sites/EdinburghLearns/EdinburghLearnsAtHome/_layouts/15/Doc.aspx?sourcedoc=%7BAE08D67F-37D6-4561-AE53-8EC593C05047%7D&file=Renewal%20Plan%20Page%20-%20Health%2C%20Wellbeing%20and%20Resilience1.docx&action=default&mobileredirect=true		
3. All schools: align planning for Closing the Gap with SfL targeted support to address the attainment gap for pupils most at risk of lost learning during lockdown – this should be with a focus on Numeracy and Literacy	• SLT, SfL with support from ASL Service as required •	• SEAL P1/2 Training (Sway) • SEAL P3/4 Training (Sway) • Supporting Learners with Additional Support Needs in Numeracy • Literacy courses https://www.edinburgh.gov.uk/cpd • Learning Grids https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/EdinburghLearnsAtHome/Teaching%20and%20Learning/Forms/AllItems.aspx?viewid=4ace8ec9%2De3ff%2D4dde	•	•

		%2D8da3%2D63d8a5405adb&id=%2Fsites%2FEdinburghLearns%2FEdinburghLearnsAtHome%2FTeaching%20and%20Learning%2FLearning%20Grids • Literacy and Dyslexia Guidelines • Planning for Learning part 3: Individualised educational programmes (IEPs) •		
Care-Experienced CYP				
All schools know their care experienced community. In line with our responsibilities as corporate parents, children and young people receive everything they need to thrive and are loved, safe and respected.	•	Care Experienced Renewal Plan Discussion Tool (pdf) Care Experienced Renewal Plan Discussion Tool (word) Supporting Care Experienced Children and Young People through Covid 19 and its aftermath The Promise Plan and findings from the Independent Care Review https://thepromise.scot/ •	•	•

Resilience, Health and Wellbeing

Renewal Aspect 3	Health, Wellbeing & Resilience	Overall Responsibility	HT
Outcomes	**Short term** Staff are provided with appropriate CLPL and planned opportunities to debrief regarding their own HWB. Staff & learners feel supported in relation to their own health and wellbeing. Staff are provided with CLPL to build on current knowledge regarding the importance of relationships in aiding renewal. Systems are put in place to ensure children's rights and participation are the heart of school life. All staff understand the 6 nurture principles and have planned how these can be used to support learners. The curriculum is adapted, through learner voice to meet the needs of our learners in a post-covid context. **Medium term** Relationships have been reconnected across the school community. All learners feel listened to, reassured and supported (acknowledging their experiences). The nurture principles underpin the learning environment. Learners social and emotional skills are developed through the curriculum. **Long Term** Children's rights and participation are at the heart of school life. The curriculum is reviewed and adapted to meet changing learners needs. All learners, and staff, demonstrate greater resilience.		

NIF Priorities: • **Improvement in children and young people's health and wellbeing**			QIs/Themes **1.3 Leadership of Change** **2.2 Curriculum** **2.3 Learning, Teaching & Assessment** **2.4 Personalised Support** **2.6 Transitions** **3.1 Ensuring Wellbeing, Equality and Inclusion**	
Tasks	**By Whom**	**Resources**	**Time**	**Progress & Impact**
Support staff HWB; Identify time and space for staff to debrief regarding their own HWB	All staff lead by SLT HWB group	Working time agreement Collegiate calendar	• August 2021 August IS day	• August Inservice day
UNCRC				
1. All schools should ensure they fully take the UNCRC into account in all their actions through the use of the Children's	• SLT and School Staff	Children's Rights and Wellbeing Impact Assessment. • **Session 1: Overview of learner participation and leadership**	• August 2021	•

Rights & Wellbeing Impact Assessment. 2. All schools should plan and identify professional learning pathway based on CRWIA baseline.	SLT and staff	• **Session 2: Vision and Values** • **Session 3: The 4 Arenas of Participation** • **Session 4: Curriculum Design** • **Session 5: Planning for Improvement** *(Session delivery details will be available in time for August 2021.)*		
Identify Dignity in schools Project targets	All staff and partners Learners Parents Dignity in school steering group	Formation of a Dignity in schools steering group Open discussion, Online Forms and SLT identify priorities	• August-September 2021	•
Share experiences and practice during Dignity in Schools project	Stoneywood PS Staff and pupils St John's Staff and pupils	Virtual meetings with Stoneywood PS to share experiences and build on understanding of the project	• Aug 2021 – Apr 2022	•
Inform others of Dignity in Schools Project	Dignity in school steering group	As a Dignity in school hub, we will share practice and experiences with interested parties through virtual meetings, videos and blogs.	• Ongoing	•
Identify additional personalised support approaches which may be required	• Pupil support/SFL/SLT • ASL services • Educational Psychologist	• ASL Nurture Guidance • Supporting the Care Experienced During Covid • Edin Learns Inclusion Hub	• Ongoing	•

	• Partner agencies			

HWB Survey & analysis of data	• SfL
	• DHT
		Wellbeing Survey:
		• Survey for children
		    ◦ Pupil voice -
		    ◦ Staff Voice
		    ◦ Wider School Community Views
			• August and ongoing	Continue to monitor

Develop learners social and emotional skills through the curriculum	• Staff	**Primary** Building Resilience resource •	• August ->	• Implemented and continuing
Engagement with HWB benchmarks	HWB Empowerment Group	• CLPL • Edinburgh Learns	• CAT • Ongoing	•
Identify additional personalised support approaches which may be required	• Pupil support/SFL/SLT • ASL services • Educational Psychologist Partner agencies	• ASL Nurture Guidance • Supporting Care Experienced • Edin Learns Inclusion Hub • School Counsellors •	• Ongoing	•