



Burnbrae Primary School



Standards and Quality Report 2019-20 Improvement Plan - Year 2020-21



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. 2019/20 Priorities
5. Review of Progress and Impact in Session 2019/20
6. Successes and Achievements in Session 2019/20
7. What is Our Capacity for Continuous Improvement?

1. Context of the School

Burnbrae Primary School is a non-denominational school that serves the area of Bonnyrigg. Our school building opened in 2010 in the Burnbrae area of Bonnyrigg. Previously our school was situated on the Hopefield site in Bonnyrigg. The school has a roll of 615 which includes full time nursery places and two Complex Needs provisions. We currently have 19 classes in the minstream, 2 classes of 5 in the Social and Complex Needs Provision and 4 classes of 10 in the Complex Needs Provision.

The Early Years and Complex Needs Provision children share a joint campus with St Mary's Roman Catholic Primary School in a new building about 10minutes walk away. There are 3 nursery classes with spaces for up to 144 nursery children and 4 Complex Needs Provision classes.

In the main building classes use the 2 atrium spaces with classrooms off. 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 for recreation. The school grounds are currently being developed to provide an exciting space for learning outdoors as well as play.

Active Schools clubs are well attended by our children across the stages. We usually have both P5-P7 and P3-P4 youth clubs.

Last session we had 5 class teachers return from maternity leave. Mrs Jennifer Allison was the Acting Head Teacher while we advertised for a new Head Teacher due to Mrs Beveridge leaving. Mrs Linda Clarkson was appointed Head Teacher from August 2020. An additional Depute Head has also been appointed and the start date was 16th September 20.

The Leadership Team consists of Head Teacher, Linda Clarkson and three Depute Head Teachers.

There are Principal Teachers for both Complex Needs Provisions 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 2 Clerical Assistants with a third newly appointed. 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 to be appointed Nov 20. The Complex Needs Provision had 4 Class Teachers, 3 Early Years Practitioners 4 Learning Assistants and a Youth Worker to be appointed Nov 20.

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 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>

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

Created during a staff meeting prior to 2017. No children were involved. Theory of Action was created by the staff team in 2018/19. Deputes regularly shared the vision and values during weekly citizenships. Families were asked to provide feedback on the vision and values at drop in sessions such as the Burnbrae Blether. We realise that our vision and values have not been created through a consultative approach and we will review this in session 2020/21.

3. Our vision, values and aims (Our vision, values and aims need to be revisited in session 20/21)

OUR SCHOOL VALUES



OUR VISION



4. Review of Progress and Impact in Session 2019/20

<p><u>NIF and Midlothian Priority</u></p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people <p><u>NIF Driver(s)</u></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC</u></p> <ol style="list-style-type: none"> 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>2.3</p> <p>The following statements from our Inspection report will support us to identify our priorities for improvement for session 2020/21</p> <ul style="list-style-type: none"> • Teachers are developing confidence in the use of digital technologies to enhance teaching. There are a few examples of children using digital technologies regularly to support their learning. • Teachers should work together to develop consistency in their approaches to independent learning. • In the majority of lessons, the purpose of learning is not made clear enough for children. • The school should consider how to develop a consistent approach to gathering assessment information for individual children. • Overall, there is a need for senior leaders and teachers to develop skills in data analysis that lead to improved outcomes for all children. 	

Next Steps:

- 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 set use throughout the school to enhance learning experiences and develop skills. Professional development day booked and support available throughout the session.
- Establish and create planning folder for each member of staff to be implemented and reviewed
- Establish planning teams via Microsoft Teams to engage all staff in planning and promote consistency
- IDL to support children to plan their own learning in term 1
- All children to be aware of individual targets to promote greater responsibility and engagement in learning
- Continue to use Microsoft Teams for all children in class and for home learning
- Create shared understanding and expectations for all lessons including shared learning intentions and success criteria
- Develop an assessment framework
- Head Teacher to establish tracking and monitoring meetings three times in the session and dedicate staff meetings to support use of data in planning for next steps in learning.

5. Review of Progress and Impact in Session 2018/19

<p><u>NIF and Midlothian Priority</u></p> <ol style="list-style-type: none"> 5. Improvement in attainment, particularly literacy and numeracy 6. Closing the attainment gap between most and least disadvantaged children 7. Improvement in children and young people's health and wellbeing 8. Improvement in employability skills and sustained, positive school leaver destinations for all young people <p><u>NIF Driver(s)</u></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC</u></p> <ol style="list-style-type: none"> 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>3.2</p> <p>The following statements from our Inspection report will support us to identify our priorities for improvement for session 2020/21</p> <ul style="list-style-type: none"> • School data on children's attainment is not yet fully reliable. • Teachers will encourage children to take pride in their written work and provide models of good practice. • Take steps to improve consistency in teaching, the use of assessment and increase challenging professional dialogue to ensure teacher judgements are accurate and reliable. • Almost all classes should develop children's skills in co-operative learning and turn taking in discussions together. • To further encourage their reading for enjoyment and to give children opportunities to make informed personal choices, the school should develop its use of the library and encourage older children to take roles of responsibilities. • Teachers need to ensure group reading books are sufficiently available for home reading and agree whole school approaches to how parents can support reading at home. • Across the school, children would benefit from more regular and consistent feedback about their writing and how to achieve success. • While some writing is linked well to topics of interest, most children are not yet sufficiently skilled in applying writing skills to a wide range of relevant contexts across the curriculum. • Teachers should continue to develop their approaches to assess children's progress and achievement of a level accurately. • Regular monitoring and professional dialogue to analyse data will increase its reliability over time. 	

- Increased pace and challenge and rigorous tracking and monitoring should be implemented across the school. Senior leaders should continue to develop systematic approaches to tracking children’s progress. They should ensure systematic approaches to monitoring attainment over time are effective in identifying trends and potential issues.
- Build on opportunities so that more children can take increased responsibilities and lead activities.
- Staff should now make effective use of assessment and track progress more systematically to demonstrate how well the school measures closing its attainment gap
- Staff need to understand better the individual needs of all children and provide targeted support to meet these needs. Overall, senior leaders should now rigorously track the impact of targeted supports to ensure attainment is increased for children who face barriers to their learning.

Next Steps:

- Teachers will engage regularly in moderation activities using the Benchmarks to assess children’s progress
- Jotters which encourage neat presentation will be used, standards and expectations will be shared and writing will be encouraged every day
- Planning teams and whole school approaches to teaching and learning will be used
- Professional Learning on approaches and feedback in writing to be offered
- Professional dialogue to track children’s progress will be held three times during the session
- Working group to be established to look at developing a Reading Culture
- Increase opportunities for children to lead learning in class, at assemblies and in areas such a digital leaders, Pupil Council
- 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.

<p>5. Review of Progress and Impact in session 2019/20</p>	<p>3.2 not been highlighted Data from RWI and AR not been included</p>	<p>Look at this data this session to learn about children’s progress.</p> <p>This session the inspection findings will be addressed together with the main priority of supporting children with their safe return to school providing nurturing approaches</p>
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	Progress and impact of priorities from 2019/20 were impacted by the inspection, staffing changes and subsequent lockdown,	to recovery and building the resilience of children in dealing with the Covid-19 pandemic and impact on families.
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6. Successes and Achievements in Session 2019-20

Leadership & Management

- The whole school community now has a shared understanding of the strengths and improvement needs of the school.
- There is now a very strong focus on improving learning among staff across the school.
- All staff are committed to change which results in improvements for learners.
- Expenditure decisions are made in line with the school's aims and vision to achieve planned priorities.
- Robust systems tracking achievements and attainments are required in the provision.
- Teams have continued to work hard to ensure pupils feel safe, secure and nurtured whilst learning.

Learning Provision

- Senior leaders responsible for safeguarding are clear about the expectations of their role, and provide good support and direction for staff.
- Unexplained, regular or long-term absence is supported through a range of approaches and strategies.
- Child protection and safeguarding policies and procedures reflect current legislation and guidance. All policies and procedures are reviewed on a regular basis.
- All child protection records are stored safely and securely ensuring all sensitive information is only accessible to relevant staff members.
- The learning environment is built on positive and nurturing relationships
- The school reviews the progress of all children effectively, including those with additional support needs.

- Support plans are in place for individual pupils in the provision but need shared when there are staff changes (we have had many different staff changes this year)
- Transition work is done well within school, work with other schools could be better. (ASN)
- Partnerships beyond education are being developed in the provision

Successes & Achievements

- See-saw app in use in the provision
- Active Parent Council who support the school very well
- P4-7 Eco Club
- We have Season for Growth companions in school who help children who have suffered a loss
- Introduction of EN1 and EN2 to support all children who may present with barriers to learning
- P4-7 Sports Council
- Whole school maths week
- P2-4 RWI and impact training with RWI trainers
- Continued use of AR and staff effectively using data from this.
- AR and RWI Drop-ins organised and led by staff for families and staff
- Home Learning Club ran successfully for a term
- Playtime/Lunch club for pupils who need an alternative space during this time.
- Reflection space available at lunch and break times
- P7 Outdoor learning for transition
- Bike Maintenance for P7
- P6 Skiing
- P4 and P7 Swimming
- P1 weekly outdoor learning led by P1 staff
- Whole school took part in rugby sessions
- P7 all learners began using Google Classroom in school
- P7 squads for pupil responsibility
- Third level P7 learners accessing numeracy at LHSC and Literacy - Heart Stone Odyssey

- 5 teachers took part in OTI cohort
- Continued soft start for parent involvement
- Power of Partnership - Nursery and P1 staff
- DHT invited to present Power of Partnership at Annual Froebel Network conference in Edinburgh
- DHT and SEYPs researching Living Stories approach with support from Lynn McNair
- Upstart EY event hosted at Burnbrae where staff presented Power of Partnership
- BAECE Edinburgh and Lothian branch event hosted at Burnbrae – Power of Partnership and Schemas presentation by Burnbrae staff
- Nursery team created Curriculum Rationale in teams and will revisit in session 20/21
- Halloween discos for all stages planned and supported by Burnbrae Parent Council
- Christmas evening event planned by Burnbrae Parent Council
- World Book Day
- Shirley Clarke drop ins continued from last year
- Dynamic Youth Awards for P7
- Numeracy Coordinator began exploring planning formats for Numeracy and Maths in line with authority expectations - worked with Claire Hadden to share good practice across schools within the authority
- Walking bus and breakfast for those who need eg. PEF funded
- Youth workers had positive impact on the relationship between home and school, in particular with the families of higher deprivation
- Some staff beginning to engage with Paul Dix and other pedagogical literature
- Successes on the youth work front were the walking bus and breakfast club, bike maintenance courses, one to one youth work support in the provision and the youth club which was accessed by around 80-130 children per week. The life skills programme had been finalised and was ready to go as was the enhanced playground rota/zones.
- Foodshare has been set up with a local supermarket to provide food to children in school and to families. Food is collected once a week by a member of staff and distributed accordingly.
- Your space is a constant secure resource for pupils and staff
- Staff have positive caring relationships with pupils.
- The walking bus has helped with attendance to school.
- Mrs Robertson has been trained in mental health first aid for young people.

Covid19 – Successes March – August 2020

- All P1 – 6 Teaching staff now skilled in using Microsoft Teams
- EY Team successfully using Padlet and some staff able to access Glow Teams
- Most staff able to access Glow Teams to share resources and communicate with others
- Nursery team videoing and uploading stories and songs for children to access from home
- Work uploaded weekly to the website for families unable to access Glow
- Work delivered weekly to families unable to access the website or Glow
- Work emailed to families when required
- Some children supported on 1:1 basis with home visits or outings throughout lockdown
- Transition packs delivered to all EY children
- Virtual tour and associated content created to support P1 and Complex Needs transition
- Successful P1 transition shared online and also visits for all P1 children in June 2020
- Weekly calls to the most vulnerable families and support put in place when required
- Weekly records of contact with every child through Teams, Google Classroom, SeeSaw or phonecalls
- Phonecalls made by the majority of teaching staff to all families during lockdown
- All families received at least one phone check in during lockdown including Nursery
- Covid19 page added to the website to ensure all communications available to families unable to access the app
- Regular links to support families shared on the app, social media and Glow
- Home learning survey shared with all children
- Home learning survey shared with all Parents and Carers
- Dedicated transition pages set up on the website for Nursery children moving to Burnbrae Early, P1, Complex Needs Provision and S1
- Positive transition to S1 with close links to Lasswade High School
- Resources available on the website to support families over the Easter break
- Archive of all home learning resources created on the school website
- Relationships with staff across the ASG improved due to hub and sharing online resources
- Support staff volunteering to help with Midlothian social media and communication
- Staff volunteering to deliver lunches and work in the hub
- Vulnerable children identified by SLT to attend summer hub
- BACS payments organised to support vulnerable families

- Ipads delivered to families in first week of lockdown
- Midlothian chromebooks offered to families throughout lockdown
- Visuals delivered to ASN pupils when required
- Jotters and stationery resources available and communicated to families via the app
- Rainbow ribbon fence
- Covid snake stones

7. What is Our Capacity for Continuous Improvement?

Quality Indicator	LA/School Self Evaluation theme process (calendar)	Authority Inspections / Theme visits	HMIe/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	2	NA	-
2.3 Learning, Teaching and Assessment	2	NA	2
3.1 Ensuring Wellbeing, Equity and Inclusion (Take into account QI 2.1)	3	NA	-
3.2 Raising Attainment and Achievement/ Securing Children's Progress	2	NA	2

Part 2: Midlothian Education Improvement Planning – 2020-21

Establishment	Burnbrae Primary School
Area	Education, Communities and Economy
Session	2020/21
Planning Cycle	Year 1 after HMle

Contents – School Improvement Plan

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

3. ASG Plan

MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2020/21)

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>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <p>a) Improvements in planning, tracking and assessment and curriculum design and progression.</p> <p>b) Innovative pedagogical approaches and enhanced use of digital technology to support learning.</p> <p>c) Pedagogy, play and progression across Early Level.</p> <p>1.2 Improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the</p>	<p>2.1 Develop a Nurturing Authority.</p> <p>2.2 Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase.</p> <p>2.3 Support schools and ELC settings to provide high quality EY services, which focuses on early intervention and prevention.</p> <p>2.4 Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.</p>	<p>3.1 Develop a quality improvement framework to support schools to achieve Good or Better in inspection QIs through:</p> <p>a) Empowering leaders at all levels, leading to an empowered system.</p> <p>b) Improving quality of leadership at all levels.</p> <p>c) Delivering a minimum data set and supporting data literacy to improve self-evaluation.</p>	<p>4.1 Improve the number of young people entering further and higher education:</p> <p>a) Implement a positive destination strategy to increase the number of young people entering a positive destination on leaving school;</p> <p>b) Increase the number of Foundation Apprenticeships supported by CLL, working in partnership with schools, business partners and Edinburgh College.</p> <p>c) Increase the number of Modern Apprenticeships supported by CLL</p> <p>4.2 Improve the number and type of positive destinations for young people with ASN and care-experienced young people:</p> <p>a) Operate the school work experience programme working with schools and employers</p> <p>b) Offer 60 places to vulnerable young people and adults under the Scottish Government funded 'No one left behind' programme</p>	<p>5.1 Deliver Best Value through:</p> <p>a) Reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate.</p> <p>b) Robust workforce planning.</p> <p>5.2 Implement the Education Digital Asset strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching.</p>

<p>ASN Senior Phase attainment gap.</p> <p>1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.</p>			<p>c) Deliver the merged PAVE/PAVE2 programme supporting care experienced and other vulnerable young people in transition from schools to post school living</p> <p>4.3 STEM</p> <p>a) Continue to support STEM activities to increase uptake in related qualifications and progression into STEM career pathways</p> <p>4.4 Preparing children and young people for the world of work:</p> <p>a) carry out an audit of career education standards 3-18 to ensure children and young people receive their entitlement and the authority is delivering on the expectations placed on teachers and practitioners, Skills Development Scotland, employers and parents to support all children and young people in their development of skills and understanding of the world of work;</p> <p>b) Embed the standards and guidance within learning and teaching 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>	
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2. Priority Summary and High Level Strategic Targets

NIF Priority	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 2019-20 AND use your own contextual targets IF REQUIRED</i>
Attainment and Achievement Priority 1- Nursery	QI	See extended nursery action plan	Kerry Knight	
Included, Engaged and Involved: Wellbeing and Equity Attainment and Achievement Priority 2- Provision	QI	See extended CN provision action plan	DHT	

<p>Attainment and Achievement</p> <p>Priority 3- ASG Numeracy & Science</p> <p>Create a shared understanding and consistent approaches to the learning and teaching of numeracy and Science across the Lasswade ASG</p>	<p>QI 2.3</p>	<p>See extended ASG plan</p>	<p>Nick Burton Laura Melrose</p>	<p>See extended ASG plan</p>
<p>Included, Engaged and Involved: Wellbeing and Equity</p> <p>Priority 4- ASG- Transition</p> <p>Establish a year-long P6 programme built on early intervention and prevention strategies to: empower families and enable them to engage in their children's learning and life at school;</p>	<p>QI 2.5</p>	<p>See extended ASG plan</p>	<p>Clare McCallum</p>	<p>See extended ASG plan</p>

support the transition into secondary school for vulnerable families.				
Attainment and Achievement Priority 4- Quality Learning and Teaching	QI 2.3 QI 3.2	<ul style="list-style-type: none"> • Ensure classes have a quality learning environment • Continue to improve learning and teaching for all staff using a rubric of excellent teacher and referencing GTCS standards • Develop a consistent understanding of what is an excellent lesson • LI and SC consistently used to clarify the purpose of learning and skills being developed • Differentiation- well matched learning experiences • Ensure consistent planning formats are used throughout the school • Use of the benchmarks for planning and assessment • Use assessment to plan learning • Identify and plan for barriers to learning with SFL 		
Self-Improving Systems		<ul style="list-style-type: none"> • Introduce a monitoring timetable including monitoring the implementation of the 		Learners needs are met resulting in increased attainment and fewer incidents

<p>Priority 5- Leadership</p>		<p>presentation policy and class weekly timetable showing the balance of the curriculum</p> <ul style="list-style-type: none"> • Clear remits of leaders at all levels • Create a new system to analyse data inc SNSA • Regular MLN meetings with class teachers to ensure pupils are on track 		
<p>Attainment and Achievement Included, Engaged and Involved: Wellbeing and Equity</p> <p>Priority 6- Partnership with parents</p>		<p>Home Learning</p> <ul style="list-style-type: none"> • Survey parents on their expectations of home learning <p>Create a home learning policy including guidance on supporting reading</p> <ul style="list-style-type: none"> • Continue incredible work using Teams 		<p>Almost all pupils engage in Home Learning</p> <p>All children have access to learning online through Teams</p>

4. ASG Plan

Lasswade ASG Improvement Action Plan for Session 2020-21

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	2.3	Create a shared understanding and consistent approaches to the learning and teaching of numeracy and Science across the Lasswade ASG	A wide range of creative approaches and strategies used to develop, increased engagement, appropriate challenge, effective feedback and increased learner autonomy in numeracy and Science.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Continue and extend the role and remit for our ASG Numeracy Development Officer, to include STEM.	June 2020	Sub Group of primary HTs & LHS DHT Learning & Teaching	The ASG will fund this post – approximately X 3 days. Funded by ASG – 50% from LHS. Supporting the further development of creative and effective approaches to support numeracy and Science.
Numeracy Coordinators meet to discuss plans for moderation and tracking spreadsheet.	11:30 Friday	C. Hadden/ Numeracy Coordinators	Cover
Creation of ELC numeracy group to support with transition, including training in the use of new ASG Numeracy tracking system.	August 2020	C. Hadden/ C. Fergusson & SEYPs	
ELC programme for the sharing of effective practice in Numeracy by visiting each other's ELCs.	December 2020 Visits to be carried out by June.	All ASG ELCs	Template/ pro forma for discussion to be created. Visits to be carried out post-Christmas to June period.
Development of QI programme for numeracy – to review and evaluate progress and impact	August 2020	All ASG/ Maths Dept.	Proposed model is CH/ SLT/ numeracy coordinator to form trios to engage in moderation/ observation in each school.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Science coordinators meet to discuss lesson study approach across ASG. C. Hadden/ SSERC Mentors/ A.McGinty to lead.	11:30 Friday	C. Hadden/ Science Coordinators	Cover
<p>Lesson Study – Round 1</p> <ul style="list-style-type: none"> Lesson study approach used to enhance teachers understanding of planning a Science lesson. Staff session 1 used to plan the lesson together Lesson is then taught by one member of staff Lesson is then evaluated and changed, as appropriate. Lesson is then delivered by second member of staff Staff then discuss their approaches and share their learning. 	<p>2nd October TBC (launch event)</p> <p>To be completed by 27th November</p>	Primary Teaching Staff/ Science Department/ C. Hadden to coordinate and support	<p>To be arranged by C. Hadden. Each primary to take a 'stage'.</p> <p>Science coordinators will lead this event.</p> <p>30 minutes from balance time agreement allocated for post-lesson discussion.</p> <p>C. Hadden will feedback to ASG</p>
<p>Lesson Study – Round 2</p> <ul style="list-style-type: none"> Lesson study approach used to enhance teachers understanding of planning a Science lesson. Staff session 1 used to plan the lesson together Lesson is then taught by one member of staff Lesson is then evaluated and changed, as appropriate. Lesson is then delivered by second member of staff Staff then discuss their approaches and share their learning. 	<p>30th April</p> <p>To be completed by 31st May</p>	Primary Teaching Staff/ Science Department/ C. Hadden	<p>To be arranged by C. Hadden. Each primary to take a 'stage'.</p> <p>Science coordinators will lead this event.</p> <p>Staff to work with a different partner.</p> <p>30 minutes from balance time agreement allocated for post lesson discussion.</p>
Evaluation	7 th June ASG	ASG Group	

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> Staff evaluations to be collated and shared at ASG. 			

Evidence of Impact on learners – How do we know?

Lesson observations detail the use of effective strategies to engage learners and revisions how staff have reflected on their choices. Increased skill in developing and implementing CfE Science Skills and other methodologies to provide learners with support and challenge, at an appropriate level, are evident in planning and evaluations.

Other actions to be added, in discussion with Science & Numeracy development officer. These will focus on the following areas:

- SEAL training: continued roll out of SEAL training and the development of resources to build confidence in delivering numeracy. In particular, ensuring that new staff, NQTs, ELC and support staff.

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	2.5	Establish a year-long P6 programme built on early intervention and prevention strategies to: empower families and enable them to engage in their children's learning and life at school; support the transition into secondary school for vulnerable families.	Improved relationships across the learning community; the removal of threats and barriers to transition; empowering families to access support (learning and financial) and providing

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1. P6 May Family Learning Event: <ul style="list-style-type: none"> P6 Teachers/Head Teachers use data to highlight P6 students to be targeted. Approx. 3 families per primary- to be shared with LHS staff. Considerations: P6 pupils 	Monday 23 rd March 2020	CB & LHS Teaching Staff S5 buddies LHS Creative Learning Dept. LHS PCWOs ASG P6 Teachers	LHS staffing for timetables ASG primary staff Minibus pick ups

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>working at early/first level in key curricular areas; Families who could benefit from supportive transition and family intervention from P6 onwards; Families and pupils who face potential barriers i.e. EAL, poverty, mental health, resilience.</p> <ul style="list-style-type: none"> • LHS organise communication with families • Pupils and families attend 1/2 day LHS experience. • Creation of appropriate timetable (literacy, numeracy, health & wellbeing focus): 50% classroom learning, 50% family learning ideas shared with free take away bags to support learning at home, socialising with other P6 families in new environment. 	<p>30th March 2020 19th/20th/21st/22nd May 2020 (2 dates depending on demand/flexibility)</p>	<p>ASG Primary Head Teachers Required primary staff/LSAs/support workers (attend event) Patsy Bruce EAL Alistair MacDonald & Sheryl Skeldon, LLE</p>	<p>Tea & coffee Lunches Crèche*</p>
<p>2. P6 Outdoor Learning Experience:</p> <ul style="list-style-type: none"> • New P6 Teachers/Head Teachers use data to highlight P6 pupils to be shared with LHS in August at first ASG meeting. • LHS Communication with families • Pupils and families attend 1/2 day experience in local area. • Outdoor learning outcomes shared with families, focus on sensory learning: safety, social, communication, health. • Introduction of S4 buddies (Humanutopia Heroes) – this will continue in P7 & S1 	<p>15th June 2020 24th August 2020 14th September 2020</p>	<p>As above, with the addition of: Sean Fallon S4 buddies</p>	<p>LHS staffing ASG primary staff Minibus use Clothing/equipment Lunches Crèche</p>
<p>3. P6 Literacy/Numeracy Day (one/both depending on agreed ASG focus):</p> <ul style="list-style-type: none"> • LHS Communication with families re event • Pupils and families attend 1/2 day LHS experience. • Literacy/numeracy learning outcomes shared with families. 	<p>2nd October 2020 16th November 2020</p>	<p>As above, with the addition of: Clare Hadden/Annie Rankine S4 buddies</p>	<p>LHS staffing for timetables ASG primary staff Minibus pick ups Books Tea & coffee</p>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> Literacy: Deputy First Minister’s reading challenge (use materials from primary school as reinforcement). Numeracy: Building on basic numeracy skills (adding/subtracting), using ‘money’ & strategies. Collaboration with Clare Hadden and Annie Rankine SEAL numeracy/ (SRA English). Sharing email to offer guidance & support. 			<p>Lunches</p> <p>Crèche*</p>
<p>4. Primary school based activity:</p> <ul style="list-style-type: none"> Communication with families Pupils and families take some time to reflect on their journey so far. P6 pupils and families choose to invite a family member/S4 buddy/member of staff to a lunch. Invitation creation & post: Primary staff issue families with craft materials to make invitations. 	<p>14th December 2020</p> <p>21st December 2020</p>	<p>ASG P6 Teachers</p> <p>ASG Primary Head Teachers</p> <p>S4 buddies</p>	<p>Craft materials</p> <p>Internal mail for invitations</p>
<p>5. P6 Health and Wellbeing:</p> <ul style="list-style-type: none"> Communication with families Morning session of sports/physical activities & teambuilding. Pupil and family roles & responsibilities. Supporting families to take ‘the lead’, set boundaries & give praise. Focus on the benefits of healthy living, culminating in a Family Learning Celebration: meal preparation & dining experience 	<p>15th February 2021</p> <p>1st March 2021</p>	<p>Same as events 1-3</p>	<p>LHS staffing for timetables</p> <p>ASG primary staff</p> <p>Minibus pick ups</p> <p>Tea & coffee</p> <p>Food, cutlery, space for meal</p> <p>Crèche*</p>
<p>6. P6 May Family Learning Event:</p> <p>As above (event 1)</p> <ul style="list-style-type: none"> Communication with families Feedback session about programme Financial health checks 	<p>22nd March 2021</p> <p>17th May 2021</p>	<p>Same as events 1-3 & 5</p>	

Evidence of Impact on learners – How do we know?

Feedback from events – measure student and parents/ carer confidence from event 1 to event 6; uptake of FME/clothing Grants; attendance throughout the event series.

*Crèche facilities could be offered by our Early Learning and Childcare S4-S6 students but they will be on exam leave. CB to investigate other possible solutions.