

GRACEMOUNT HIGH SCHOOL



School Renewal Planning 2020/21

“Committed to care and excellence”

Vision Statement

“Gracemount High School creates a Responsible, Respectful and Safe community that values learning, success and wellbeing”.

Strategic priorities and key outcomes – 3-year cycle 2018 - 2021

Improvement in attainment, particularly in literacy and numeracy

Year 3 (2020/21)

- Embed 5th period in English and Maths for S1 pupils
- Further develop role of Numeracy DO to improve numeracy outcomes for P5-S3
- Monitor, track and plan interventions for young people at risk of not achieving level 3 by the end of S3 in literacy and numeracy.
- Further develop our literacy strategy within the BGE
- To achieve the following levels of literacy and numeracy (National Benchmarking – school leavers)
 - Level 3 Literacy 100% Level 3 Numeracy 100%
 - Level 4 Literacy 96% Level 4 Numeracy 96%
 - Level 5 Literacy 80% Level 5 Numeracy 55%
- To achieve the following:
 - 95% of pupils by end of S3 to achieved L3 in R, W L&T.

Closing the attainment gap between the most and least disadvantaged children and young people

Year 3 (2020/21)

- Focus on closing poverty related attainment gap by utilising PEF resources (Senior DO / PSO/Numeracy DO)
- Continue to develop and embed vocational course options (NPA and Skills for Work).
- Ensure coursing strategy links with school priority to improved attainment.
- Embed L&T policy with focus on digital learning
- Improve attainment of disadvantaged children (specific focus on LAAC (MCR and Edinburgh matters), care experienced, bottom 20%).
- Sustain our drop-in exclusion figures
- Implement clear QA calendar in line with key SQA dates across all faculties and whole school. Respond to national position taken by SQA on examinations at level 5,6 and 7
- Develop whole school focus on ASN learners to ensure appropriate levels of support are in place.

Year 3 (2020/21)

- Use of monitoring and tracking systems to focus on closing poverty related attainment gap to ensure improving attainment for all bottom 20% achieve a minimum of 5 qualification on leaving school with a minimum complimentary tariff points score of 100 (National Benchmarking).
- To continue to embed attendance procedures. Target for all year groups are 92% or above. (On hold due to Covid)
- Improve outcomes for young people with identified ASN (improving attainment for all) – to be in line or above virtual comparator.

Improvement in children and young people's health and wellbeing

Year 3 (2020/21)

- Implement school's vision of excellence for 2023 with focus on Responsible, Respectful, Safe.
- Sustain Gold Award for RRS
- In partnership with PIVOTAL fully implemented Relationships for Learning policy.
- Develop sustained approaches to support and improve mental health and wellbeing
- Evaluate children's progress in H&WB as evidence by wellbeing indicators
- Implement the CEC equalities policy

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Year 3 (2020/21)

- Sustain target of 96% (National Benchmarking) of pupils in post-school positive destination < 4 % unemployed (seeking or not seeking)
- Embedded S3 pathways programme and development of S4/ Senior Phase programme (Affected by Covid – revisit)
- Consolidate level 5 vocational qualifications and improve uptake of level 5 vocational qualifications in the senior phase
- Further develop profiling in S1/2 related to My WoW

School Improvement Groups (SIG's)- Session 2020/21

Group Name	Health and Safety	Equalities Group	L&T (including Digital and Blended Approaches)	Health and Wellbeing
Led by	SM	LW	DS	SE and RH
Outcomes	To ensure continued safety of pupils and staff in regard to operational and practical approaches to a safe, phased re-opening of the school.	In line with CEC priorities, embed the updated equalities policy across the school.	To improve the skills of teachers in digital learning and facilitate access of all pupils to digital learning.	Identify key priorities from audit; Plan a whole school, responsive approach and identify short and medium outcomes to create strong consistent messages across the school community.

Theme 1 Health and Safety

NIF Priorities	<ol style="list-style-type: none"> 1. Closing the attainment gap between the most and least disadvantaged children and young people 2. Improvement in children and young people's health and wellbeing 		
School Objective	<ul style="list-style-type: none"> • By June 2020, school will have Health and Safety measures in place to operate safely and confidently, so all pupils can access learning for session 2020/21 • The school will continue to provide a safe operating environment for staff and pupils throughout session 2020/21 through regular reviews and updates to necessary procedures. 	Overall Responsibility	R Hunter and S McKenzie
Strategy	<ul style="list-style-type: none"> • To create a School Improvement Group (SIG) to review and develop advice in line with Scottish Government guidance • Further develop and update advice in relation to any updates from Scottish Government and COVID 19 Framework for decision making 		
Key Performance Indicators (KPI's):	<ol style="list-style-type: none"> 1. Almost all pupils (95% or above feel safe and supported in school and are informed about H&S requirements) 2. Almost all parents/carers (95% or above feel confident their children are safe in school and are informed about H&S requirements) 3. Almost all staff (95% or above feel safe and supported in school and are informed about H&S requirements) 		
QIs/Themes 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) QI 2.3 Learning and engagement QI 2.4 Removal of potential barriers to learning QI 2.7 Transitions (all themes)			

Key Tasks	Resources	Time	Progress & Impact	
			November	March
School Improvement Group (SIG) H&S – led by Scott MacKenzie Diary planned times for H&S group to continue work on H&S protocol and procedure. The main function of this group is to respond to national and local advice and make recommendations for how the school should implement this.	Allocated time as part of WTA to met as part of H&S group. Access to regular and updated advice/documents from LA and Scottish Government	June 2020 and on-going throughout session		
Essential national and local advice and legislative requirements for reopening schools – led by Scott MacKenzie with H&S SIG Corporate Facilities Management/Corporate Procurement/Corporate Health and Safety All school leaders aware of essential local and national advice for re-opening schools	Link to national guidance Link to School Operation Sheets SOS contents	June 2020 to June 2021		
Risk Assessments – led by Scott MacKenzie with H&S SIG / Corporate Facilities	Link to national guidance	June 2020 to June 2021		

<p>Management/Corporate Procurement /Corporate Health and Safety 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</p>	<p>Link to School Operation Sheets SOS contents</p>			
<p>Workforce Planning – led by Scott MacKenzie and Ross Hunter Audit the needs and requirements of the school’s staffing cohort. Individual risk assessments for staff to return to work completed and relevant referrals to occ health as required.</p>	<p>Link to SORT – People spreadsheet</p> <p>Strategic Framework for Reopening Schools, Early Learning and Childcare provision in Scotland. (P19-20)</p> <p>LNCT Guidelines</p>	<p>11 August 2020 and subsequently ongoing.</p>		
<p>Adherence to test and protect and stay at home strategies – led by Scott MacKenzie and Ross Hunter Work in cooperation with health protection team. Ensure pupil, staff and parent briefings are regular and all protocols followed</p>	<p>Strategic Framework for Reopening Schools, Early Learning and Childcare provision in Scotland</p>			
<p>Parental Communications – led by Ross Hunter</p>	<p>Strategic Framework for Reopening Schools, Early Learning and Childcare provision in Scotland</p>	<p>August 2020 and subsequently ongoing</p>		

<p>Regular updates for parents on school procedures and liaison with parent council</p>	<p>Facebook/ Social media / Website</p> <p>Parent Council</p>			
<p><u>Deliver and Develop Covid related Education Programme</u> - Led by S Ellis / L Whale -</p> <p>All depts will develop and deliver specific educational programmes to support pupil learning on Covid-19 factors. Aim is to enhance pupil understanding.</p>	<p>4 Hours CAT session</p>	<p>October 2020</p>		

Theme 2 Transitions

NIF Priority	<ol style="list-style-type: none"> 1. Improvement in children and young people’s health and wellbeing 2. Improvement in employability skills and positive school leaver destinations 		
School Objective	<p>Transitions - Primary-Secondary and school leavers.</p> <p>All pupils to successfully manage the transition back into our setting safely and effectively</p>	Overall Responsibility	<p>R Hunter L Whale S Ellis</p>
Strategy	Ensure all stages of transition are properly resourced and time is given for necessary planning.		
Key Performance Indicators (KPI’s):	<ol style="list-style-type: none"> 1. Almost all children (95% and over) feel safe and supported in their return/transition to school. 2. All children will access an environment that offers both reassurance and learning opportunities informed by national guidance. 3. All staff feel supported in their return to school and Environmental risks will be managed through robust risk assessments and protocols. 4. Sustain last year’s figure of 96% (National Benchmarking) of pupils in post-school positive destination < 4 % unemployed (seeking or not seeking) 		
<p>QIs/Themes:</p> <p>1.3 Leadership of Change</p> <p>2.2 Transitions</p> <p>2.3 Learning, Teaching & Assessment</p> <p>3.1 Ensuring Wellbeing, Equality and Inclusion</p>			

Key Tasks	Resources	Time	Progress & Impact	
			November	March
<p>Health and Safety and Orientation Updates - led by Scott MacKenzie and Ross Hunter</p> <p>Update staff (Inset days) and Pupils (on return to school after each term break)</p>	<p>Strategic Framework for Reopening Schools, Early Learning and Childcare provision in Scotland</p> <p>Link to national guidance Link to School Operation Sheets SOS contents</p> <p>Maps, Visuals and Videos</p> <p>SIG</p>	<p>August 2020 and subsequently ongoing.</p>	<p>Progress</p> <p>Online presentation by the BM on the inset days and virtual assemblies done for pupils during their first week back.</p> <p>Regular communications done for staff and pupils on an ongoing basis, including weekly updates, posters, briefings, resource lists and Emails</p>	
<p>P7 Enhanced Transition, S1 PSG and Development of S1 strategy.</p> <p>Led By L Whale</p> <p>Ensure induction for all staff on P7 intake and enhanced pupils.</p> <p>S1 PSG – aim to review level on need in current S1 and develop actions to support L&T, behavior in school and community and ability to work in lessons (extraction groups). Consider how to</p>	<p>ASN Database</p> <p>Time for PSG</p> <p>Development of S1 strategy and sharing with staff at October Inset</p>	<p>August 2020</p> <p>S1 strategy developed by first term and implemented in October 2020</p>		

<p>support staff to meet variety of need. Aim to identify classes to target for support – PSA's/SLT.</p> <p>This will be further developed by an S1 strategy to be shared with all staff by the start of the 2nd term.</p>				
<p>Transition events for pupils – Led by L Whale D Scott</p> <p>Planned reintegration for pupils to return safely to school and to be updated on new school policies/procedures. To be a focus at the start of each term.</p> <p>Focus on:</p> <ol style="list-style-type: none"> 1. H&S procedures 2. School policies 3. School day and timetable sharing 4. Catch up on learning (GASS) 5. Wellbeing/Resilience/acknowledgement of lockdown 6. How to with digital learning 	<p>Time in class to deliver key information to pupils and sharing of updated information.</p>	<p>August 2020</p>		
<p>Plan for empowerment – Led by Ross Hunter</p> <p>To continue to develop our approach to being consultative and collegiate and securing shared commitment. School Improvement Groups - (SIG's) to be a key focus for developing and empowered system.</p>	<p>An Empowered System – Education Scotland</p> <p>WTA and time for SIG's</p>	<p>From August 2020</p>		

When required, we drive action forward directly. Those with leadership responsibilities reinforce a culture where staff and learners feel able to exercise initiative and take lead roles within and beyond the classroom.				
Develop use of CEC documentation for CPM's – Led By Lewis Whale To ensure pupil and parent carer voice is heard – specifically for CPM's	CEC Enhanced Transition Documentation for CPMs and Vulnerable Children.	From August 2020		
Senior Transitions 16+ - Led by Sarah Ellis EL Pathways – Guidance for 16+ Meetings and planning for young people at risk of negative destination. Once per month meetings to track S4/5/6 summer leavers, previous leavers with no positive destination, Christmas leavers for 2020 and LAAC pupils. Completion of 16+ data hub.	DHT 16+ Network EL Pathways 16+ Leaver Guidance Timeline for senior transitions, including YPPM and Next Steps service	Monthly from June 2020- June 2021		
Develop Career information , advice and guidance for School pupils including Leavers in S4-S6 – led by D Scott Careers event and or information to be run in January 2021	Parent Letter 250520 issued by schools to all S4-S6 parents Leaflet for Young People issued by schools to all S4-S6 parents	October 2020 planning with Jan 20201 delivery		

<p>Targeted Support for College Applicants – Led by Sarah Ellis Extract pupils from class to support with college applications from January 2021. Linked to college tracker.</p>	<p>Time for extraction</p> <p>College spreadsheet to track college applications</p> <p>Edinburgh college tracker to track progress.</p>	<p>Jan 2021</p>		
<p>Establish partnership agreement with SDS – Led by D Scott To ensure partnership working through session 2020/21. Initial meeting June 2020 to agree.</p>	<p>Partnership with SDS</p>	<p>By June 2020</p>		

Theme 3 Community Wellbeing and Resilience

NIF Priority	Improvement in children and young people's health and wellbeing		
School Objective	To support the health and wellbeing of all our staff and empower them to support the wellbeing of all our learners and families	Overall Responsibility	L Whale
Strategy	<ul style="list-style-type: none"> Continued focus on supporting pupils and families to attend school Further embed our relationships for learning policy and build on current knowledge regarding the importance of relationships in aiding renewal. Through a need's analysis, identify the level of need and develop a wellbeing strategy to support resilience and mental health. Develop contingency planning for the school in case of further lockdown scenario 		
Key Performance Indicators (KPI's):	<ol style="list-style-type: none"> 1. 95% of staff feel safe and supported at school 2. 95% of staff feel confident in applying the relationships for learning policy and use of restorative practice. 3. 95% of pupils surveyed feel happy, safe and are achieving in school. 		
QIs/Themes: <ul style="list-style-type: none"> 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 			

Key Tasks	Resources	Time	Progress & Impact	
			January	March
<p><u>Supporting staff health and wellbeing</u> led by Ross Hunter</p> <p>Signposting staff to PAM assist and GTC supports each term</p> <p>Supporting channels of communication for debriefing/staff supervision. 1:1 opportunity for staff to be available through WTA.</p> <p>Share and care opportunities built into faculty meetings, Inset, CAT sessions for teams of staff to discuss and feedback concerns. Staff social committee – develop a lead on share and</p> <p>Restorative practice development/CLPL – developing and building more positive relationships supports wellbeing of staff.</p>	<p>Working time agreement</p> <p>Collegiate calendar Supporting staff - resources</p> <p>Session 1 ‘Moving on, coming together: focus on our wellbeing’</p> <p>‘It’s All About Relationships’ Barnardo’s (16mins) https://www.youtube.com/watch?v=0RyD-ueKCOc&feature=youtu.be</p> <p>Session 2 ‘Moving on, coming together: focus on our children, young people and families’ wellbeing Supporting learners - resources Additional HWB resources.</p>	<p>June 2020 and ongoing for session.</p> <p>August Inset Day and subsequent follow up</p> <p>Restorative Session – CAT (1) August. Staff feedback and follow up sessions for staff through</p>		

<p>CLPL opportunities for staff – CECIL training so staff feel confident in supporting learners.</p> <p>Staff H&W questionnaires – Aug / Nov / March – SLT will respond with updates.</p>		CLPL programme.		
<p>Contingency planning for blended learning models of 33% or 50% model. Led By D Scott</p> <p>School will be prepared blended learning model as required.</p>	DHT allocation of time	In place and reviewed by SLT. Ready for August 2020 should need arise.		
<p>Audit of Pupil and Parental Needs Led By L Whale</p> <p>Audit the needs and requirements of the school’s pupil and parent cohort.</p> <p>Individual risk assessments for pupils to return to work completed.</p> <p>Aim is to reduce number of CPI absence cases across the school – from Oct 2020 targeted approach</p>	<p>Link to SORT – People spreadsheet</p> <p>Strategic Framework for Reopening Schools, Early Learning and Childcare provision in Scotland. (P19-20)</p> <p>LNCT Guidelines</p> <p>Attendance officer support</p> <p>PSE targeted approaches</p>	August 2020 and ongoing		
<p>Health and Wellbeing Audit – Led By L Whale</p> <p>GIRFEC framework to assess where our level of need is in relation to wellbeing indicators.</p>	Pupil survey via forms	August/Sept 2020		

<p>Implement wellbeing plan led by Ross Hunter and Sarah Ellis</p> <p>Identify key priorities from audit; Plan a whole school, responsive approach and identify short and medium outcomes to create strong consistent messages across the school community regarding the need to:</p> <ul style="list-style-type: none"> • Reconnect relationships • Acknowledge experiences • Create a nurturing environment • Support our learners to build resilience 	<p>School Improvement Group (SIG) – time from WTA</p> <p>School Councillors</p> <p>HOTS</p> <p>Mental Health Lesson in PSE</p> <p>PSO</p> <p>ASL Service (S1)</p>	<p>October onwards</p>		
<p>School Councillors – Led By L Whale</p> <p>School councillor to provide 1:1 supports and look at strategic approach of school to tackle mental health. Will work with H&W SIG to support their work to take forward planned strategy.</p>	<p>School Counsellor Allocated to school from Sept.</p>	<p>Sept 2020 onwards</p>		

<p>Relationships for Learning Policy Led by Ross Hunter</p> <p>our policy was updated in June 2020 and our aim is to embed this policy across the school and support staff to implement with a specific focus on developing consistent approaches visible adult consistencies, scripted interventions and restorative relationships.</p> <p>Plan staff development opportunities to support necessary learning in relation to key priorities</p>	<p>Inset and CAT time to offer updates and training for staff</p>			
<p>BGE Wellbeing Base Led by Lewis Whale</p> <p>Develop wellbeing hub for identified S1 pupils to support their learning and wellbeing in school. A new CL, PSO and PSA will be recruited to support 10 BGE learners to begin with and this may be expanded to more pupils once the base has been embedded. Pupils will be fully supported in the base with clear</p>	<p>New staff – CL, PSO and PSA.</p>	<p>Staff recruitment in October 2020</p>		

plans created to best meet their needs.				
<p><u>New Equalities Policy to be created</u> - Led by L Whale</p> <p>A new equalities policy will be created and launched by December 2020. This will be in line with our Rights Respecting Ethos and will draw on the experiences of our pupils and staff in the school.</p>	New Staff and Pupil Groups to be created.	October – December 2020		

Theme 4 Equity, Equality and Inclusion

NIF Priority	Improvement in attainment, particularly in literacy and numeracy		
	Closing the attainment gap between the most and least disadvantaged children and young people		
School Objective	Using data and other evidence to identify the poverty related attainment gap post Covid -19 across the school and ensure effective planning and interventions are implemented to reduce the gap.	Overall Responsibility	R Hunter
Strategy	<ul style="list-style-type: none"> • Utilise PEF funding to support raising attainment in identified areas and improve the wellbeing of identified pupils • Work in collaboration with key partners to support identified cohorts • Implement equalities policy in line with CEC recommendations 		
Key Performance Indicators (KPI's):	<ol style="list-style-type: none"> 1. Lowest 20% attaining pupils in S4 to achieve an average of 100 complimentary tariff points 2. Identified boys in S4 (middle 60%) from quintiles 1-2 to achieve over 230 complimentary tariff points 3. S5 Christmas leavers to attain additional tariff points of over 100 4. S5 lowest attaining 20% to achieve an average of 200 complimentary tariff points 5. Numeracy level 4 in S4 – 90% of cohort 6. Numeracy level 5 in S4 – 50% of cohort 7. Literacy level 4 in S4 – 93% 8. Literacy level 5 in S4 – 70% 		
QIs/Themes: 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			

<p>QI 2.3 Learning and engagement</p> <p>QI 2.3 Quality of teaching</p> <p>QI 2.5 Engaging families in learning</p> <p>QI 3.2 Attainment in literacy and numeracy</p> <p>QI 3.2 Overall quality of learners' achievement</p>				
Key Tasks	Resources	Time	Progress & Impact	
			January	March
<p><u>Planning the financial management of resources to support equity</u> – led By R Hunter</p>	<p>QI 1.5 CEC Self-evaluation Report</p> <p>QI 1.5 CLPL for HTs and BMs (available from January 2021)</p> <p>CEC Pupil Equity Funding: Plan 2020-21 - School Template</p> <p>Challenge questions from HGIOS?4 QI 1.5 Improving School Empowerment through Self-Evaluation: A Framework for Local Authorities</p>	<p>August 2020 onwards</p>		

<p><u>Set measurable outcomes which relate to improvements in attainment</u> – led by R Hunter</p> <p>Ensure all targets are shared with all faculties. Faculty return will align to whole school priorities.</p>	<p>Professional dialogue with staff using the baseline data to inform the measurable targets. CEC Pupil Equity Funding: Plan 2020-21 - School Template</p>	<p>August 2020 onwards</p>		
<p><u>Update existing audit information regarding inequity of digital access</u> and take action appropriately as part of the blended learning model. Led by D Scott</p> <p>Carry our digital access audit to assess pupil access to devices.</p> <p>Ensure all learners can access learning and teaching remotely (technology, skills to access learning etc.) – use Digital Access audit information to identify priority actions</p> <p>Create flowchart to ensure all staff are aware of the steps to take to ensure young people self-isolating have access to digital devices.</p>	<p>School Data from Digital Access Audit</p>	<p>August 2020 onwards</p>		
<p><u>PEF allocation – SDO</u> – Led by S Ellis</p> <p><u>Identification of learners affected by poverty post-COVID-19 who may also experience</u></p>	<p>SDO (PEF)</p> <p>Identified Staffing to support Hub</p>	<p>Sept 2020 - ongoing</p>		

<p><u>disadvantage for other reasons eg Equity cohorts.</u></p> <p>SDO will use data to target pupils in S3-S5 to improve attainment. Pupils will access Hub provision throughout school day to receive targeted support.</p> <p>Establish Learning Hub to support pupils in S3-S5 at risk of under-achieving (SE) - identify appropriate pupils through House Team Meetings, Cause for Concerns and staff referrals. Create bespoke timetables for pupils to receive additional 1:1 support. Develop qualifications to be delivered: PDA (L4) and Literacy (L4), as well as 1:1 support in L4 Numeracy, N3/4 Modern Languages, N3/4 History. Monitor progress through pupil progress spreadsheet completed by Hub staff.</p> <p>Target S4 pupils in lowest 20% who are most at risk of not attaining. (SE) Identify and track pupils. Share list with staff to allow them to develop early intervention strategies within departments. Create alternative/flexible TTs for pupils where appropriate and provide 1:1 support in Learning Hub.</p> <p>Target S4 pupils in the middle 60%, who are at risk of underachieving. (SE) Identify pupils and ensure they are appropriately coursed and able to attain 230 tariff points. Share names with staff. Track pupils through House Team</p>	<p>CEC Pupil Equity Funding: Plan 2020-21 - School Template</p> <p>Cause for Concern spreadsheets</p> <p>House Team Meetings</p> <p>At Risk tracker</p>			
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place for our Group 1 and Group 2 pupils, who are care experienced or at risk.				
PEF Allocation – PSO – Led By L Whale The PSO will deliver wellbeing supports to targeted pupils through individualized and group work approaches.	PSO (PEF) CEC Pupil Equity Funding: Plan 2020-21 - School Template	Aug 2020 – June 2021		
PEF Allocation – Numeracy DO - Led by R Hunter The numeracy DO extracts pupils from identified classes to provide additional numeracy supports. This session will focus on the S1 cohort.	Numeracy DO (PEF) CEC Pupil Equity Funding: Plan 2020-21 - School Template	Aug 2020 to June 2021		
Development of partnership with ASL – Led by L Whale Develop ASL with focus on key groups: 1. Anxious non-attenders 2. S1 wellbeing supports 3. S1 literacy supports	ASL provision	Ongoing through session and reviewed with ASL team		
Implementation of revised equalities policy – Led by L Whale (LW) - (antibullying and BLM). Equalities action plan - <ul style="list-style-type: none"> • Equalities lead officer / Pupil voice • Implement Antibullying policy • Tackling racist incidents – strengthened guidance and education our staff through high quality professional Learning to become actively anti-racist • Curriculum development and education Increased awareness	SIG equalities group 3 hours within WTA for training on equalities issues for all staff. All staff to complete CECIL	Implemented in school level by December 2020		

	modules for equalities act			
Strategic deployment of Covid recovery teacher – Led by R Hunter Depts will identify through assessment which pupils they aim to support.	Covid recovery teacher	Learning loss audit and assessment.		

Theme 5 Teaching Learning and Assessment

NIF Priority	Closing the attainment gap between the most and least disadvantaged children and young people		
School Objective	To upskills staff to support a digital learning approach to T&L and ensure all pupils have access to digital learning resources.	Overall Responsibility	D Scott
Strategy	<ul style="list-style-type: none"> Audit of digital resource across school community Provide digital resources to pupils who may not have access Develop and deliver a digital learning CLPL programme for all staff to enable them to deliver a blended learning strategy Support all pupil to access digital learning platforms 		
Key Performance Indicators (KPI's):	<ol style="list-style-type: none"> 1. All pupils to have access to digital learning platform 2. All staff to participate in CLPL programme to enhance digital learning skills 3. 95% of pupil to report feeling confident to accessing and learning on-line 		

QIs/Themes:

- 1.1 Self-evaluation for Self-Improvement
- 1.2 Leadership of learning
- 1.5 Management of resources to promote equity
- 2.2 Curriculum
- 2.3 Learning and teaching and assessment
- 2.6 Transitions
- 3.3 Increasing creativity and employability

Key Tasks	Resources	Time	Progress & Impact	
			January	March
<p>Further develop digital based L&T approaches Led by D Scott— Carry out staff audit to assess level of need in relation to L&T.</p> <p>Complete digital L&T self-evaluation to identify areas of development.</p> <p>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.</p> <p>Have all classes on MS Teams and all pupils shown how to access their individual classes.</p>	<p>Office 365</p> <p>Link to Digital Learning and Teaching Self-Evaluation</p> <p>Link to EdinburghLearns@Home Digital Professional Learning (self-directed and webinars)</p> <p>October INSET time plus further CLPL sessions as required.</p>	<p>Completed Aug 20</p> <p>Completed Sep 20</p> <p>October/November 20</p>		

		By 16 th October 20		
<p>Learning environment – Led By R Hunter and S Mackenzie</p> <p>Audit the needs and requirements within learning environments so that specific requirements are put in place that support quality learning and teaching.</p>	<p>Link to SORT – Place spreadsheet</p> <p>Strategic Framework for Reopening Schools, Early Learning and Childcare provision in Scotland.</p>	By 26 June 2020		
<p>Blended Learning – led by D Scott</p> <p>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.</p> <p>Create Blended Learning Strategy to include: strategy for S1/2</p>	<p>Link to Blended Learning Teaching and Learning Guidance</p> <p>Link to Sample Blended Learning Strategy</p> <p>Link to sector specific blended learning case study videos</p> <p>SIG</p>	<p>December 20</p> <p>December 20</p>		

<p>pupils, at home registration, flipped learning, 2 way enabled streaming and self-isolating pupils.</p> <p>Pilot live streaming lessons with SIG before moving towards 2 way enabled MS Teams classes deliverable by all staff.</p> <p>Create timetable to maximise class contact time in the event of blended learning.</p>	<p>Database created by S Mackenzie</p>	<p>October/November 20</p> <p>October 20</p>		
<p>With the school community, collaboratively create a refreshed curriculum, relevant to Covid-19 adaptation and renewal (SE and LW)</p>	<p>Link to BGE Curriculum Rationale Guidance</p> <p>Link to Level 5 Illustration QI 2.2 Theme 1 HGIOS4?</p> <p>Link to Edinburgh Phase 2 Outdoor Learning Vision and Rationale</p>	<p>To be planned for before October break and delivered in 2nd term</p>		
<p><u>Curriculum development – moving T&L resources onto Teams and to adapt pedagogy</u> in light of infection control – Led by D Scott</p>	<p>Time specified for this in WTA – first 90 hours.</p> <p>Office 365 suite</p>	<p>Ongoing through session</p>		

<p>Assessment and Moderation: Led by R Hunter</p> <p>Plan and deliver high quality assessment to inform learners next steps with a focus on catch up on learning. and moderation.</p>	<p>What Edinburgh Learns: Curriculum Guidance (CEC, August 2020), Assessment in the BGE 2020/21 (Education Scotland) and Edinburgh Learns Assessment and Moderation Framework.</p> <p><u>WTA allocation</u></p> <p>CAT session 5</p>	<p>Develop assessment practices and moderation during CAT session 5 and Jan Inset.</p>		
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