



Danderhall Primary School

Standards and Quality Report 2019-20

Improvement Plan - Year 2020-21



Contents – Standards and Quality Report

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1. Context of the School

Our School Vision, Values and Aims

The current Danderhall Primary School was built in the late 1950's. During the summer of 2019 work began on the building of a new school on site. The new school is part of a community hub comprising leisure facilities, library and café. This is an exciting time for our community as we prepare for the new school opening in October 2020 (this may change due to COVID-19).

In May 2020, Mrs Campbell, Headteacher, commenced her maternity leave. Mrs Mouat, Depute Headteacher, will be Acting Headteacher in her absence and Miss Clarke, Principal Teacher, fills Mrs Mouat's role as Acting Depute Headteacher.

Our school role increased from 286 in August 2019 to 320 in August 2020. Currently we have 13 classes, with the expectation of this increasing further, as the new school will facilitate the provision of up to 21 classes, with 144 ELC spaces within 3 ELC rooms. In 2019-2020 we continued to be a pilot school for the increased entitlement to Early Years education with a capacity of 56 full time places and 20 morning and 20 afternoon places. The ELC was effectively led this session by our Senior CDWs, Miss Duff and Mrs McManus, supported by the Early Years Team and managed by our Senior Leadership Team.

Our pupils, parents, staff and wider community have all been able to influence our new school in terms of facilities, layout, themed learning atriums, design of atrium spaces, colours, fabrics, furniture and outdoor play space. The senior practitioners have enjoyed being included in the plans for the new ELC setting.

The contracted construction company, Heron Brothers, attended Parent Council meetings, assemblies, open evenings and staff meetings to ensure that information regarding the phases of the build were communicated effectively. We worked closely with all those involved in the new build, especially optimising learning opportunities for our pupils through the Construction Resource Manager, Shauna Young. This included opportunities linked to STEAM, construction, Health and Safety and careers. The school received additional funding to support us through the new build and additional opportunities planned for children included additional swimming lessons for classes and additional out of school trips. Contingency plans had to be put in place to enable our children some useful outdoor learning space. We split break times and lunch times to provide adequate space for our learners but due to the weather and the ground conditions alternative arrangements had to be made. Astro turf was laid in the front playground in January 2020. Due to the COVID-19 pandemic the building works stopped on 24th March 2020. This will inevitably have an impact on the timescale of the completion of the works.

In January 2020 we had an authority review of 2.3 (Learning, Teaching and Assessment), 3.1(Ensuring Wellbeing, Equality and Inclusion) and 2.1 (Safeguarding and Child Protection). The findings in the report reflected the self-evaluation of staff. The Parent Council also contributed to our self-evaluation as did the pupils through questionnaire responses and Pupil Council. As a staff we have engaged in more rigorous self-evaluation over session 2019-20, which has highlighted where we are on our journey and identified areas for development. The review provided a platform from which we can move forward with agreed priorities in order continue to improve the service that we provide for our school community. Collectively we have a very good understanding of where our priorities lie. We have vehicles in place for developing Pupil Voice including MAD Assemblies, Pupil Council and the Dalkeith Learning Council. With the ongoing work of the Wider Achievement Learning Team we look to expand the potential for Pupil Voice through learning committees.

Danderhall After School Club operates from within the school and they offer before/after school and holiday childcare. Due to our expanding role, the school and ASC worked together to create a new learning space for the pupils that attend the ASC. Our former nursery space is now used every morning and afternoon to cater for these pupils.

We participated in work led by The Health Improvement Fund. This allowed us to access therapeutic work within the school from Surestart and also created opportunities for staff training in Adverse Childhood Experiences and Play Therapy, led by Linda Cuthbert.

As we continued to develop our Positive Behaviour Policy, we worked closely with the Wellbeing and Inclusion Team and changed the priorities within last year's School Improvement Plan to reflect this. We worked in partnership with pupils, parents and practitioners to improve behaviour throughout the school, focussing on scripted language, logical and natural consequences, with the end goal of creating a supportive and inclusive behaviour blueprint reflecting shared and consistent understanding across the school. This continues to be a priority for development as we move into session 2020-21.

We adapted our Assessment Framework to use our SNSA data more effectively and this will continue to inform our assessment policy. New paperwork and policies were shared and implemented by the Support for Learning Teacher, Mrs Barratt, and the Senior Leadership Team which changed the way we support our learners on Individual Education Programmes and those with Dyslexia. This will continue to inform how we support pupils as we further review our practices in IEPs, Positive Handling Plans, and Co-ordinated Support Plans.

During session 2019-20 we welcomed a number of new staff into our team, including 2 Newly Qualified Teachers, 5 additional new members of teaching staff, 3 Learning Assistants and a number of ELC staff members. We recognise the need to build a strong, cohesive team and support new staff members, ensuring that they are welcomed, well-informed and encouraged to share their ideas and contributions too. Staff absence impacted on our provision of Support for Learning and also on the remit of the DHT and PT, all of whom had to be utilised to cover long term absence.

Our CfE Levels were impacted by the school closure period in term 4. Prior to school closure our predicted levels indicated that we needed to target writing across the school, which we hoped would be supported by the introduction of the Big Writing programme. A programme of targeted support was planned for P4 based on the predicted levels of attainment for that year group. Our standardised testing which would usually take place had to be cancelled. This would usually provide us with a lot of our quantitative data with regards to attainment. This makes it harder than usual to evaluate the impact of our work, and naturally is a source of concern for parents and staff. As a team we recognise the significant impact of COVID-19 and the period of school closure on our school community and we move into session 2020-21 focussed on recovery, recognising and embracing the authority priorities of Resilience and Nurture and our role in supporting the Health and Wellbeing of all stakeholders.

During the period of school closure, as a team we rose to the challenges of distance learning and supporting our vulnerable families. 8 teaching staff, 4 learning assistants and 1 member of SLT supported regularly in the Woodburn Hub providing critical childcare for keyworkers and vulnerable children. 6 keyworker children from Danderhall PS regularly accessed the hub, with a further 10 vulnerable children offered nurture or outdoor learning places on a weekly basis, brought to the hub by minibus and supported by school staff. Feedback from these children and their families was extremely positive, indicating that this was a support at a very challenging time. Throughout this time, we delivered lunches to 38 families within the school (78 children) plus another 15 ELC children. Although we utilised the support of redeployed staff from other departments, our ELC lunches were delivered daily by a team of our own ELC staff, and our school lunches were delivered on Mondays and Fridays by school staff, including our Principal Teacher and a Class Teacher. This helped us to stay connected to our families, offering doorstep welfare checks and important social interactions. A team of 8 staff members conducted a programme of 'Outreach' in the form of walks around the local area for pupils deemed to be requiring additional support. Again, this support was very well received by pupils and parents and staff saw a positive impact on their relationships with pupils as a result.

We monitored engagement in learning through Seesaw and Google Classrooms, with class teachers taking a weekly 'register'. We operated a system of referrals from class teachers to SLT and Support for Learning and held weekly Wellbeing meetings. There were two branches of referral – a Wellbeing concern which resulted in SLT making phone contact with families or in some cases doing doorstep checks, and Support for Learning referrals, which resulted in the provision of paper learning packs, hand delivered by the SfL teacher. This supported those families who were not managing the technology associated with distance learning. At its height, this list of pupils receiving paper learning packs numbered 30 across the school. 27 pupils were supported by the council's Chromebook Loanbank with the provision of a device. Many of these pupils were able to successfully access distance learning opportunities as a result. Our records show that 90% of pupils engaged with distance learning via Seesaw or Google classrooms. Staff reported a significant increase in their own skills in using digital platforms and engaged in CLPL to further their knowledge. Support staff engaged in a wide range of courses and online learning opportunities and spoke positively about the impact of this learning on their practice.

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

Our vision statement – Healthy, Happy Individuals Achieving More Together - was created in 2016 – 2017. It was developed by staff and subject to parent and pupil consultation through MAD Assemblies and parental Open Evenings. The logo was designed by the staff team to reflect the importance of collaboration and teamwork within our school. We worked together with all stakeholders to agree our school values at the same time and created an accompanying statement to explain each of the values in practice. This coincided with our priority to describe a good Danderhall Citizen – both within school and in the wider community. The parent body were very engaged with this concept and shared their ideas and positive citizenship which we then incorporated into our Values statements.

During Session 2015-16 we created our Danderhall Learner Qualities, which are: Reflect, Persevere, Collaborate, Investigate, Think, Be Resourceful and Challenge. These are well known and used by pupils and we continue to work hard each session to ensure that pupils understand the meaning behind these qualities and can recognise them in their own and others' learning.

In session 2018-19 it became clear that the school community was not routinely using the terminology associated with our school values, and we questioned whether they were sufficiently embedded in our school culture. At the same time, the staff team studied the book "When the Adults Change, Everything Changes" and streamlined our 'Golden Rules' into three behaviour principles: Ready Respectful and Safe. We realised that pupils were finding it difficult to differentiate between the Vision, the Values, the Learner Qualities and the Behaviour Principles. They were able to tell us so, and we listened to this feedback and conducted a consultation in March 2019 to identify the qualities held most dear to our stakeholders. Honesty and Kindness were frequently mentioned.

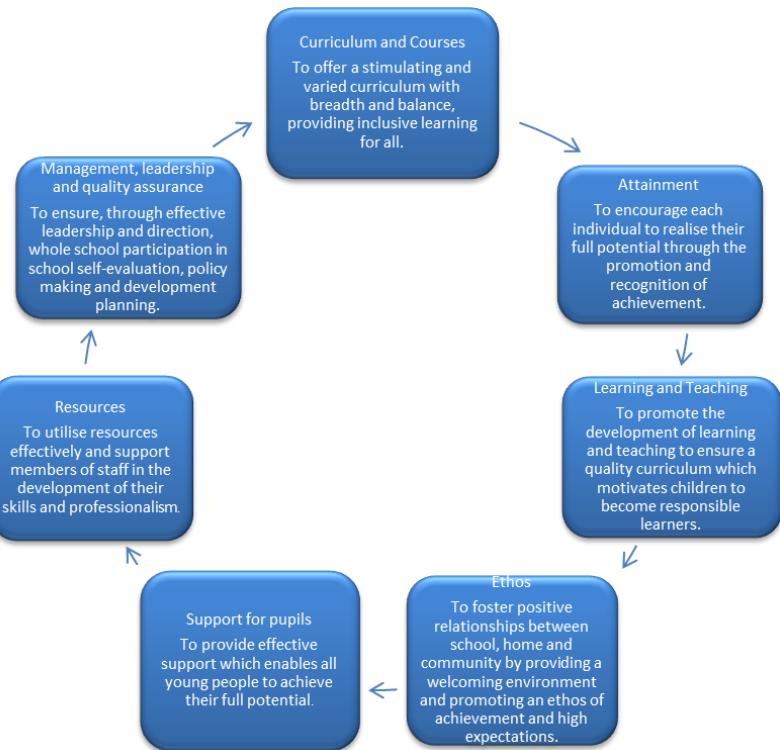
Therefore, in session 2019-20 we simplified our language around this. We continue to maintain our Vision of **Happy, Healthy Individuals Achieving More Together** and as a school we value being **Ready, Respectful and Safe**. With staff and pupils we created statements which explained what each of these words meant within our school context and ensured that **Honesty** and **Kindness** were acknowledged as integral to respect of self and respect of others.

We now feel more confident that our learners know our school Values, and can distinguish these from our Learner Qualities. Values are a way of *being*, whilst Learner Qualities are practical skills which aid us in our learning. By implementing our Values and Learner Qualities on a daily basis, we achieve our Vision.

As we finalise our behaviour blueprint in session 2020-21, supported by the Inclusion and Wellbeing Service, we will review and update our school Aims in line with the Vision and Values of our school and through consultation with all stakeholders.

3. Our vision, values and aims

Aims: to be reviewed in Session 2020-21



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

Improvement in attainment, particularly literacy and numeracy (Curriculum)

<p>NIF and Midlothian Priority</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>NIF Driver(s)</p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p>HGIOS 4 Quality Indicator(s) / HGIOELC</p> <table border="0"> <tr> <td>1.1 Self-evaluation for self-improvement</td><td>1.2 Leadership of learning</td><td>1.3 Leadership of change</td><td>1.4 Leadership and management of staff</td></tr> <tr> <td>1.5 Management of resources to promote equity</td><td>2.1 Safeguarding and child protection</td><td>2.2 Curriculum</td><td>2.3 Learning, teaching and assessment</td></tr> <tr> <td>2.4 Personalised support</td><td>2.5 Family learning</td><td>2.6 Transitions</td><td>2.7 Partnerships</td></tr> <tr> <td>3.1 Ensuring wellbeing, equality and inclusion</td><td>3.2 Raising attainment and achievement/ Securing children's progress</td><td>3.3 Increasing creativity and employability</td><td></td></tr> </table>	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	
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Progress and Impact:

a. Maximise opportunities to work with the construction company, enhancing learning opportunities and making connections to the world of work.

Progress: Partially achieved with some strengths

We had good communication with the construction company. All classes were involved in assemblies and class visits from the builders. P1 and ELC started with a topic based around 'The Building Site' and made links to technologies / the world of work. Almost all pupils and all staff were involved in making decisions that impact the new build which made the context real and relevant. All pupils from P5-7 were involved in a STEAM task led by the construction company. The impact this had was to increase engagement in Technology for most pupils and allowed us to foster links with the building company. . More opportunity could have been taken to maximise the learning, making stronger links to the outcomes and experiences. There were regular meetings with the New Build group (featuring representatives from each class) but all pupils were involved at different stages of the process, increasing their participation and awareness of the construction industry. Information boards, visuals, video presentations and plans were shared and incorporated into the learning of some classes. Members of the construction company were interviewed by a class which provided positive learning experiences in Social Studies and Literacy. The Ivor and Honour session led by Heron Brothers further enhanced 'The Building Site' topics in P1 –P3 by providing opportunities for the children to ask questions of the builders in an engaging, age-appropriate context. Pupils in P6 and 7 worked with an artist on the design of a sculpture for the new school, enhancing their knowledge of public art.

Impact: We were unable to fully maximise the opportunities the new build provided. Some of the activities on offer, such as P5-7 STEAM tasks, were not structured to maximise opportunities for *all* learners. Some of our planned activities (Roving Reports) did not happen and this could be embedded as part of class planning in session 20-21.

Next Step: This is a maintenance item – planned class visits to the new build site were cancelled due to school closures. Next session will be an exciting time as we prepare to move into our new building and pupils are likely to be highly motivated by this. Class teachers should plan to optimise opportunities to make learning relevant via the bundled planning approach.

b. Progression pathways for Literacy(Reading), Expressive Arts (Music and Dance), HWB, Technology and Science

Progress: Partially achieved in some areas (with Technologies being a strength)

Progression pathways were finalised for Technologies and disseminated for use throughout the school. We created these to ensure consistent and progressive learning in this area across the school, building on the work of the previous year. The school closure and distance learning opportunities created by the COVID-19 pandemic led to all teachers developing their practice and dedicating CLPL time to use of digital technology to support learning.

Impact: The Technologies Progression Pathway has improved the planning and provision of Technologies at all stages. This is still to be fully evaluated and monitored by the Technology SIP Team, but the majority of staff are more confident in the teaching of technologies and felt supported by the progression. There were some improvements in provision of learning, for example with some classes tackling coding.

Next Steps: This is a maintenance item – progression pathways for all curriculum areas will be developed in line with authority work on curriculum frameworks. In session 2020-21 we will use East Lothian's Framework documents to provide a structure for our RME and Expressive Arts curriculum, areas in which staff have identified a gap in our planning.

c. **Launch the new writing programme – ‘Big Writing’ – and develop a consistent approach across the school**

Progress: Beginning stages

The Writing SIP Team led an excellent CAT session for teachers, sharing the resources and methodology of Big Writing in a way that was engaging and informative. They inspired the majority of staff to begin to incorporate aspects of Big Writing into their practice, and this was evidenced in classrooms and some class Learning Conversations. In particular, the use of VCOP and the editing and up-levelling of writing could be seen across the school. Primary 1 and 2 classes used ‘Talk Homework’ to support the development of verbal storytelling, making use of Seesaw to share the context for writing with parents / carers. As a staff we agreed to continue to use the Midlothian writing criteria for assessment, rather than the Scottish Criterion Scale which accompanies Big Writing, as we found the SCS focussed on ‘Tools for Writing’ rather than ‘Creating Texts’

Impact: There has been some good progress in the use of Big Writing methodologies across the school, however this is inconsistent and many teachers are at the initial stages of implementation. Prior to lockdown, predictions for achievement in writing indicated that the majority of children were on track to obtain the appropriate level. This is evidenced further in end of year reports with the majority of pupils ‘on track’. We now have a consistent use of the Midlothian Writing Criteria for assessing writing.

Next Steps: This is a maintenance item: We plan to analyse the achievement of P2 and P5 pupils by October 2020. We still lack the consistency of a fully implemented programme which will support progression and raise attainment across the board. We will utilise the experience of staff members more familiar with using the programme to support other teachersthrough collegiate planning and peer learning visits.

d. **SSERC – allow increased access of meaningful learning opportunities in Science and support teachers to deliver effective learning in this area (ASG priority)**

Progress: Beginning stages, successful in some areas of the school, where there is particular teacher expertise.

Two members of staff worked on the ASG SSERC group to deliver high quality CLPL to staff, at an ASG CAT and through twilight sessions in school. There were good experiences provided in some stages of the school as a direct result of this training.

Impact: There was an increased awareness of Science amongst all staff, but the impact was most strongly felt in the upper school, as Early Level workshops had to be cancelled due to school closures. Where there was an increased focus on Science, pupil feedback was positive. Teachers feel that the activities provided and modelled by their colleagues provide accessible and effective learning experiences – some staff felt they had not yet had time to try these ideas out in practice but are enthusiastic about moving this forward. The majority of staff attended CLPL SSERC meets led by the SIP Team and these were reported to be of high quality. All P7 pupils were engaged in the ‘CSI’ Task which developed science skills in an engaging, inter-disciplinary context.

Next Steps: This is a maintenance item and needs time to embed. Class Teachers to look at how SSERC experiences align with planning bundles.

Next Steps:

- Develop progressions for Reading, Health and Wellbeing (Emotional and Social) and Expressive Arts, but we plan to benefit from the work being done on curriculum frameworks in the authority. We will make use of the Health Recovery Curriculum as we focus on Health and Wellbeing in the new session. We will evaluate the impact of the recovery curriculum through a staff survey.
- Through the Literacy SIP team, further embed Big Writing. We will use self evaluation to identify areas for development and promote collegiate activity as part of class teacher's CLPL to enable teachers to upskill their practice - this will be led and facilitated by the SIP team / Literacy Coordinators. The impact of this will be collated by the Literacy Team.
- Embed SSERC through SIP Team development through continued involvement in the SSERC programme, and fully evaluate the impact, ensuring all, and not some, teachers – and therefore all learners – are able to benefit from the consistency and quality of learning in Science.
- As the new build reaches its final stages, we will make more use of the opportunities this offers us (dependent on Government advice and restrictions due to COVID-19). In particular the 'Roving Reporters' sharing progress of the new build.
- Our curriculum rationale is still a work in progress, and needs to be developed in consultation with all stakeholders.

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

Improvement in attainment, particularly literacy and numeracy (Learning, Teaching and Assessment)

<u>NIF and Midlothian Priority</u>	<u>HGIOS 4 Quality Indicator(s) / HGIOELC</u>
<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 	<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
<u>NIF Driver(s) (highlight as applicable)</u>	
<ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	

Progress and Impact:

CFE Levels

Below are predicted levels of attainment prior to school closures. These were collated during liaison meetings between SLT, SFL and Class Teachers in January 2020. Not all predicted levels were reported as 'achieved' on the pupil end of year reports or on Seemis. We aim to update the achievement of a level data by October 2020 for our P2 and P5 pupils (session 2020-21).

P1 Predicted as 'On Track' for achieving Early Level by June 2020:

- Listening and Talking - 83%
- Reading - 83%
- Writing - 76%
- Numeracy - 76%

P4 Predicted as 'On Track' for achieving First Level by June 2020:

- Listening and Talking - 85%
- Reading - 67%
- Writing - 67%
- Numeracy - 62%

P7 Predicted as 'On Track' for achieving Second Level by June 2020:

- Listening and Talking - 100%
- Reading - 83%
- Writing - 85%
- Numeracy - 80%

Most of our standardised testing which would usually take place had to be cancelled. This would usually provide us with a lot of our quantitative data with regards to attainment.

a. **Develop a planning format which included Pupil Voice, develops greater consistency across the school and improves the learning experiences of children by ensuring relevant contexts for learning.**

Progress: Partially achieved, but not consistent

A new approach to planning was introduced in August 2019, with Curriculum for Excellence outcomes organised into 'bundles'. An expectation of involving pupils in their learning from the planning stages was established, with class teachers working with stage partners to plan opportunities for this. Termly plans were monitored throughout Term 1, with teachers receiving feedback and support to further develop these in the following terms.

Impact: Through monitoring we know that the new planning bundles were being used at all stages, allowing for improved progression and coverage of outcomes and experiences, and aiding the handover of information at transition between classes. Almost all classes planned collegiately with a stage partner, building in moderation at the planning stage and supporting new members of staff. Pupil voice was not consistently evident at all stages. Where pupil voice was integral to the planning process, pupils indicated 'how' they would like to learn, with their ideas incorporated into the termly plan. This allowed pupils to feel more involved in their learning and supported the creation of individual learning targets. Many teachers felt more confident with planning, and saw a marked improvement in pupils taking ownership of learning and setting meaningful learning targets. It is essential that this becomes more consistent across the school.

Next Steps: This is a maintenance item. Planning bundles need continued monitoring and moderation. In staff consultation, some teachers felt that this format did not allow them to create more lengthy, engaging topics and found the format restrictive. This reflects the change in focus of our curriculum, with planning beginning with the bundled Experiences and Outcomes rather than starting with a 'topic'.

b. **Improved tracking and assessment approaches (analysis of attainment over time, Class Profiles, Quadrants to measure progress and attainment)**

Progress: Partially achieved with some strengths

Class teachers used provided data / information to create a comprehensive Class Profile for their pupils. The profile allows class teachers to identify which pupils in their class are in receipt of Free School Meals (and therefore generating PEF) and analyse the SIMD data across the class. They also identify supports for individuals and groups of pupils and match SIMD data to attainment within CfE Levels.

James Nottingham's Quadrants were introduced to staff as a useful tool to support tracking of progress over time.

Impact: This year, the creation of the class profiles provided a structure which will help us to improve our use of data to target support across the school, allowing for more focussed SLT and SFL meetings and attainment liaisons. For the first time all teachers were highly involved in the analysis of this data and having conversations about the attainment gap in their class. In some classes, there was a direct link to future planning, with the profiles and attainment quadrants feeding directly into subsequent plans, for example support groups in Literacy in the early years. Teachers noted greater discussion, awareness and analysis, with supported decision making during Liaisons with SLT. This is an area of strength to build on next session.

Next Steps: This is a maintenance item. There is scope to further develop the use of the quadrants and profiles in the upper school, linking to data-rich programmes such as Accelerated Reader. The absence of standardised data due to the COVID-10 period will be a challenge, with other forms of ongoing assessment used in conjunction with the quadrants to track progress. With a number of new staff joining Danderhall in Session 2020-21, the use of Quadrants will need revisited to ensure consistency.

c. **Ensure a self-evaluation and monitoring calendar which reflects moderation, tracking, assessment, classroom environment and Learning Conversations.**

Progress: Beginning stages

We introduced a robust Quality Assurance Calendar across the school year, to improve monitoring processes and support self-evaluation. Some items were led by SLT and others in conjunction with SIP Teams / individual teachers.

Impact: Where teachers were involved in the monitoring process – e.g. the classroom environment walk-throughs – there were identifiable benefits, such as greater engagement and involvement of staff, but this was very challenging due to the impact of staffing issues. Staff noted that there was increased opportunity for self-evaluation and that we are moving in the right direction in this respect, however there were not yet sufficient opportunities for teachers to engage in shared classroom experiences such as peer visits. Teachers noted that they would feel supported by being made more aware of expectations for monitoring – e.g. clear success criteria. Seesaw monitoring led to the creation of ‘Seesaw Success Criteria’ which sets out the minimum expectations for the use of this online platform. Following the school closure period, this should be reviewed and the increased use and benefits of Seesaw recognised and built upon. The COVID period interfered with the completion of the Quality Assurance Calendar, and next steps should reflect this.

Next Steps: This is a maintenance item. The quality assurance calendar will continue to be agreed with staff at the start of the year.

d. Raise attainment and increase consistency through regular moderation opportunities in Reading, Writing, Listening and Talking, Numeracy, Health and Wellbeing

Progress: Partially achieved but not consistent

Formal moderation sessions took place for Numeracy and Listening and Talking, and representative staff members attended ASG Moderations sessions on Numeracy, Listening and Talking and Writing. Some of these activities were curtailed by the school closure period as we were unable to revisit our Listening and Talking moderation plans.

Impact: Some very positive work in moderation occurred through increased collegiate working at the initial stages of planning, with P1 and P2 working closely this session. There is scope for this to be increased. Teachers noted improved confidence in planning and assessment as a result of professional dialogue opportunities, but it is difficult to identify any correlation with attainment this session, as aforementioned.

Next Steps: Next session, we need to prioritise links across Early Level and ensuring the ‘closing’ of the moderation cycle – making sure that next steps are identified, acted on and reviewed.

e. Audit the position of the school in relation to ASG quality learning and teaching plan

Progress: Not achieved – but authority review provided a detailed evaluation of 2.3 Teaching and Learning.

Impact: The SIP priorities changed to reflect the need for consistency in improving behaviour across the school. Therefore, we made little progress with reviewing our Learning and Teaching Policy and this needs to be a priority next year.

Next Steps: The review feedback based on 2.3 gives us clear next steps to support with this. In particular, we need to review our use of formative assessment and the principles of Visible Learning, and evidence challenge and engagement through a programme of class and peer visits, linked to relevant research.

L&T SIP Team / SLT to support staff in developing their understanding and application of high quality questions / ‘Think Time’ / ‘Think-Pair-Share’ to support and extend learning. Class teachers will revisit work on Blooms Taxonomy and this will form part of the monitoring process through shared classroom visits (SLT / SIP Team). Through consultation with staff we will create a progression of skills which will enable teachers to build on strategies as children move through the school.

Differentiation will also be a main focus. This will result in increased motivation and engagement, with improvement in the pace of lessons and more children being challenged appropriately. We will evidence this through focus groups and class visits.

Next Steps:

- Continue to use the planning bundles, and build in time for evaluation of these through staff meeting. CAT session planned for August to share planning formation with new staff / re-visit with existing staff. Ensure all staff plan collegiately and not in isolation - time has been allocated for this via our annual calendar

- Continue to build on the success of the Class Profiles, using quadrants to evaluate progress and to target support accordingly. Tracking, Assessment and Reporting SIP Team to lead staff meeting / CAT on the use of quadrants to track progress. APT to lead on AR and the effective use of data to track attainment over time using STAR Reader reports.
- Reflect on the gaps in last year's Quality Assurance Calendar and create this year's calendar to reflect this – prioritising the 2.3 review feedback linked to our new Learning and Teaching policy.
- Ensure that moderation opportunities are revisited, with impact discussed and progress reviewed. Prioritise moderation of Health and Wellbeing, as this has not yet happened.
- Create a SIP Team focussing on reflecting upon the 2.3 review feedback, updating and reviewing our Learning and Teaching policy

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

Improvement in Health and Wellbeing linked to Whole School Behaviour Policy

NIF and Midlothian Priority (highlight as applicable) 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	HGIOS 4 Quality Indicator(s) / HGIOELC (highlight as applicable) 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
NIF Driver(s) (highlight as applicable) • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement	

Progress and Impact:

- a. Develop greater consistency in managing behaviour through reviewing the behaviour policy, engaging in research and developing our use of restorative practice.

Progress: Partial progress

We have been in the process of updating our school behaviour policy since August 2018. All staff agreed that the previous policy (not updated since 2011) was outdated and in need of improvement. Staff were keen to get on board with a restorative practice model of behaviour management. During session 2018 – 2019 all staff were encouraged to engage with the book When the Adults Change, Everything Changes – Paul Dix. This shaped our thinking and the creation of a draft policy. In January 2019, we introduced a behaviour system to support teachers to manage behaviour in their classes. During session 2019 – 2020, managing the behaviour of a few pupils continued to have a significant impact on the running of the school and on staff morale. We know this through staff meeting feedback and staff / pupil surveys. This was more of an issue in the upper school as reflected in MAD Assembly feedback where 37% of P4-7 children reported feeling safe in school. Pupils reported that this was due to the unsafe behaviour of a few pupils in the upper school. In P1-3, this was 83%. Recognising the need to develop staff-pupil relationships and have a more consistent approach, we sought the support of The Wellbeing and Inclusion Team. We linked our priorities to the HIF work we were already engaged in, seeking support from Keith Millar and Linda Cuthbert to shape our next steps. This became a significant area for improvement, leading to us re-prioritising the existing SIP and allocating additional CAT sessions and staff meetings to work on scripted language, and logical and natural consequences.

Impact: There continues to be a lack of consistency across the school. The majority of staff perceive that attainment is adversely affected by behaviour. They acknowledge the significant work being done on Restorative Practice, noting that this has had a positive impact on some pupils, but reflect that there is still a long way to go in ensuring consistency. Some teachers find our current system too restrictive and feel it doesn't work for some pupils, especially those for whom behaviour is a real challenge. There is a perception of a lack of 'justice' based on lack of consequences for serious misbehaviour and a significant level of frustration amongst staff regarding this issue.

Next Steps: Update school behaviour policy to reflect the work being carried out.

Next Steps:

As we move into a period of recovery and reconnection, positive relationships and fostering wellbeing have never been more important. It is vital that next year's SIP reflects this. We need a restorative, supportive and fair behaviour policy with high expectations of all learners and individualised support to ensure inclusion for all. This must reflect the views of all stakeholders and be consistently applied across the school community.

6. Successes and Achievements in Session 2019-20

New Build Involvement

Communication between school and Heron Bros has been timely and productive. Meetings have taken place to rectify any problems that have emerged and problem solving approaches have been implemented to cater for the needs for our school. Our pupil led Community Committee has worked very hard to disseminate information throughout the school to ensure that the pupil body have an input into decisions made about the new school. All staff have been highly involved in the decision making process and together we have made decisions on the furniture, colours schemes, atrium designs. Our P6 and P7 pupils are working with a partnership artist to design a feature for the entrance of the school.



First Minister's Visit

On 9th January we had the pleasure of welcoming Mr. John Swinney to our school for our Topping Out Ceremony. He was met by our Mary Smith our Director of Education, Communities and Economy and our Chief Executive Dr Grace Vickers. They were joined by many other members of our Midlothian team including Nicola McDowell, our School Group Manager, local councilors, community members and church representatives and our construction workers from Heron Bros. Our pupil voice teams (Pupil Council/Community Committee/Landscaping group) worked together to organize the visit to show Mr. Swinney the plans for our new build. Each group spoke confidently about their involvement in the project and were able to answer any questions. We took Mr. Swinney on the journey that we have experienced so far.

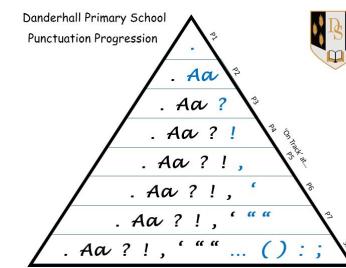
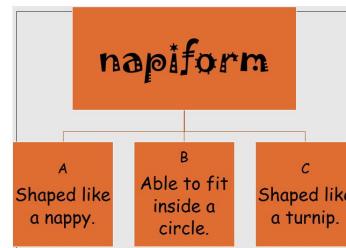


Partnership Working

By working with our partnership agencies, including the Shawfair development led by James Palmer, we have made contacts in the housing development world and have approached them for funding to enable us to work with Human Utopia next session. Human Utopia will work with our pupils and staff to further develop positive relationships within our school community. Currently we have obtained funding from the Shawfair development and the Danderhall Miners' Club.

SIP Teams

All staff members had the chance to be involved in a SIP Team to help to drive forward improvement within the school and also to build capacity in the school team, offering opportunities for increased leadership. Whilst the impact of the work of each SIP Team has yet to be evaluated and was undoubtedly impacted by the period of school closure, the experience impacted positively on staff members and the school as a whole. Time was protected for teams of staff to work together to lead improvement and it is vital that we build on these strengths next session. Our Technology SIP Team created a progression for Technologies which is now in place across the school, supporting teachers to plan and deliver better experiences for learners. Our Writing SIP Team introduced Big Writing to the school, delivering a successful and engaging CAT session.



Class Profiles

Teachers were more informed and able to analyse the attainment gap within their own class, leading to significantly more focused and targeted liaisons with Senior Leadership Team and Support for Learning Teacher. This gives us a strong platform moving forwards.

Breakfast Club

The Breakfast Club, run by Learning Assistants and funded by PEF supported a number of our learners, allowing them to engage in positive interactions with peers and supportive staff members. This helps them to feel included and ready to come into school successfully.

Nurture Approaches

Nurture sessions were set up to support individuals, and nurturing approaches implemented across the school, including use of transitional objects, key attachment figures and 'safe spaces'. Training in Adverse Childhood Experiences supported staff to be more confident in meeting learners emotional, social and behaviour needs.

Self-Evaluation

It was noted in our review that our self-evaluation was accurate and robust. We worked hard to include all stakeholders in evaluating the work of the school. Open, honest and reflective dialogue is integral to our approach.

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	3	SGM visit	
2.3 Learning, Teaching and Assessment	3	School Review: January 2020	
3.1 Ensuring Wellbeing, Equity and Inclusion (Take into account QI 2.1)	4	Beverley Thompson visit (November) and follow up visit (February) for 2.1 School Review: January 2020	
3.2 Raising Attainment and Achievement/ Securing Children's Progress	3		



Part 2: Midlothian Education Improvement Planning – 2020-21

Establishment	Danderhall Primary School
Area	Dalkeith
Session	2019/20
Planning Cycle	2019 - 2020

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> <ul style="list-style-type: none"> a) Improvements in planning, tracking and assessment and curriculum design and progression. b) Innovative pedagogical approaches and enhanced use of digital technology to support learning. c) Pedagogy, play and progression across Early Level. <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> <ul style="list-style-type: none"> a) Empowering leaders at all levels, leading to an empowered system. b) Improving quality of leadership at all levels. c) Delivering a minimum data set and supporting data literacy to improve self-evaluation. 	<p>4.1 Improve the number of young people entering further and higher education:</p> <ul style="list-style-type: none"> a) Implement a positive destination strategy to increase the number of young people entering a positive destination on leaving school; b) Increase the number of Foundation Apprenticeships supported by CLL, working in partnership with schools, business partners and Edinburgh College. c) Increase the number of Modern Apprenticeships supported by CLL <p>4.2 Improve the number and type of positive destinations for young people with ASN and care-experienced young people:</p> <ul style="list-style-type: none"> a) Operate the school work experience programme working with schools and employers b) Offer 60 places to vulnerable young people and adults under the Scottish Government funded 'No one left behind' programme c) Deliver the merged 	<p>5.1 Deliver Best Value through:</p> <ul style="list-style-type: none"> a) Reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate. b) Robust workforce planning. <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>

ASN Senior Phase attainment gap. 1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.		PAVE/PAVE2 programme supporting care experienced and other vulnerable young people in transition from schools to post school living 4.3 STEM a) Continue to support STEM activities to increase uptake in related qualifications and progression into STEM career pathways 4.4 Preparing children and young people for the world of work: 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; 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.	
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2. Priority Summary and High Level Strategic Targets

NIF Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners – please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED
Priority 1: Attainment and Achievement	1.2 Leadership of learning 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement/ Securing children's progress	<p>Improve Learning and Teaching in response to review feedback 2.3 (January 2020)</p> <ul style="list-style-type: none"> a. Review the Learning and Teaching Policy (linked to ELC Improvement Plan) b. Create a robust implementation plan ensuring expectations for high quality learning and teaching to include: <ul style="list-style-type: none"> - High quality feedback - Effective questioning to further learning and motivate learners - Clear differentiation approaches to meet learners' needs - Learning Intentions and Success Criteria support learners to understand the purpose of learning and how to be successful - Revisit the principles underpinning the use of formative assessment strategies to motivate and support learners 	<p>Whole school, led by SLT SIP Teams:</p> <ul style="list-style-type: none"> • AHT&PT: Visible Learning / AiFL • ADHT: Seesaw – pupil assessment via seesaw - Review L/T policy - Create implementation plan - Identify key research articles for staff and plan for CAT sessions to support professional dialogue and learning 	<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>1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.</p> <p>The Learning and Teaching Policy supports teachers to plan engaging, effective learning opportunities which</p>

		<p>c. Continue to use a range of data effectively to assess learners' progress through Class Profiles and Quadrants.</p>	<p>HT/ADHT/PT – CAT session to support staff in use of quadrants to evidence progress over time and focus support and interventions.</p> <p>All Class Teachers, SLT, Support for Learning Teacher</p> <ul style="list-style-type: none"> - Termly liaisons CT/SFL and CT/SLT - Termly SFL/SLT liaisons to discuss class overviews 	<p>maximise learning and recognise progress – measurable through staff feedback, pupil feedback and peer learning conversations.</p> <p>Pupils are engaged and motivated, understand what they are learning, know where they are in their journey and how to improve – this will be measurable through peer learning conversations, Senior Leadership Team learning conversations, and pupil and staff feedback.</p> <p>All class teachers can identify the attainment gap within their class and use a range of data to assess progress and attainment and plan next steps – measurable through Support for Learning Liaisons, Attainment Liaisons and Class Profiles.</p>
<p>Priority 2: Included, Engaged and Involved: Wellbeing and Equity</p>	<p>1.3 Leadership of change 1.5 Management of resources to promote equity 2.6 Transitions 3.1 Ensuring wellbeing, equality and inclusion</p>	<p>Develop a Nurturing School approach, which recognises connectedness, belonging and emotional safety and which places relationships at the heart of our school culture.</p> <p>a. Use the Health and Wellbeing Recovery Curriculum, Nurture Reflection Toolkit and Resilience Tools from Midlothian Council to focus on Emotional Wellbeing on our return to school.</p>	<p>SIP Team/ HWB Co-ordinators</p> <ul style="list-style-type: none"> - RSHP resources - Further training session on Zones of Regulation and 6 Principles of Nurture (involving EP Service) 	<p>2.1 Develop a Nurturing School within a Nurturing Authority 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>2.4 Implement a range of mental health and wellbeing strategies for children, young people and staff.</p> <p>Learners will see staff modelling resilience and self-regulation and will have</p>

	<ul style="list-style-type: none"> b. Utilise Human Utopia in order to develop school ethos, culture and relationships and reduce instances of bullying c. Make use of the RSHP resources, matched to the school planning bundles at each level. d. Continue to explore the Wellbeing Indicators with learners (through Pupil Voice groups/Assembly focus) e. Embed the Zones of Regulation using shared language and strategies. All staff use the language of the Zones and model self-regulation strategies (see also Behaviour Policy) 		<p>access to high quality HWB experiences. (Staff will have regular opportunities to share resources and discuss impact in quality, supportive dialogue. All staff members feel supported and nurtured in their role).</p> <p>Classroom environments are observably nurturing, safe places, which reflect the school focus on mental and emotional health- measurable through use of Circle Document Evaluation Tool and Peer Classroom Visits.</p> <p>Pupils, especially the most vulnerable, demonstrate improving resilience and attitudes towards learning – measurable through Baseline and regular evaluation, teacher's judgements and learners' feedback.</p> <p>Our most vulnerable learners are identified and supports identified and evaluated – linked to attainment, achievement and progress.</p> <p>Pupils receive consistent, supportive messages which ensure they feel welcomed, supported, included and listened too – measurable by Pupil and Parent Feedback.</p> <p>Incidences of bullying will be reduced, with a positive impact on pupil wellbeing.</p>
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<p>Priority 3: Self-Improving Systems</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>1.1 Self-evaluation for self-improvement</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.4 Personalised support</p> <p>2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p>	<p>Improve behaviour by ensuring consistent, positive approaches used by all staff, which align with our school vision and values and are equitable for all</p> <ol style="list-style-type: none"> Staff engage in relevant research and professional dialogue Review and agree a fair and equitable Behaviour Blueprint founded on the 6 Principles of Nurture. Check that it aligns with other key policies and meets the needs of learners with Additional Support Needs. Support teachers to develop specific behaviour plans, including contracts and Positive Handling Plans for individual pupils. Improve parent partnership to support these pupils. Senior Leadership Team develop a data-rich and critical approach to monitoring and improving behaviour – How are we doing and how do we know? 	<p>All staff to be involved and consulted – ensure support staff including office staff involved at every stage of the process.</p> <p>Additional training opportunities supported by Inclusion and Wellbeing Team and EP Service</p>	<p>2.1 Develop a Nurturing School within a Nurturing Authority</p> <p>3.1 a Empowering leaders at all levels, leading to an empowered system.</p> <p>b) Improving quality of leadership at all levels.</p> <p>Pupils receive consistent, supportive messages which ensure they feel welcomed, supported, included and listened to – measurable through pupil and parent Feedback.</p> <p>Pupils demonstrate improving strategies for self-regulation, lessening the impact of behaviour on learning (identification and monitoring of vulnerable pupils).</p> <p>Exclusions are reduced and learning time maximised by ensuring Behaviour Plans and Positive Handling Plans are supportive and inclusive, showing positive partnership working between home and school.</p>
		<p>Maintenance/Ongoing issues arising from last year's School Improvement Plan</p> <ul style="list-style-type: none"> - Continue to embed Big Writing in the School - Continue to use the new planning bundles and evaluate – all staff, evaluate May 2021 - Continue to review processes for supporting pupils with Additional Support Needs including paperwork such as Dyslexia toolkit, CSPs, Positive Handling Plans and IEPs (SLT and SFL Teacher, Michelle Barratt). 		

		<ul style="list-style-type: none">- Continue to develop use of Seesaw as a reporting tool and to support learning – training of new staff, building on skills developed during period of school closure- Continue to engage in the New Build process preparing for our new school	
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3. ASG Plan

Dalkeith Learning Community Improvement Plan for 2019-2020

Priority Area / Theme	Key Actions to meet targets	Expected outcomes for learners which are measurable and / or observable	Evaluation
Quality Learning and Teaching	<ul style="list-style-type: none"> • Embed Learning Qualities and Mindsets. • Continue monthly P6 Learning Council, and termly 'walk throughs' (using agreed criteria) on different days (not always on a Thursday). • Map HGIOS QI 2.3 Challenge questions and 4 areas of Visible Learning (and within primary schools aspects of CIRCLE). • Better communication and sharing with all stakeholders in all schools. 	<p>Increased leadership capacity amongst staff and pupils involved.</p> <p>Embedding of the language of learning and Learning Dispositions from primary to secondary.</p> <p>Obvious and significant evidence in each school's improvement cycle.</p>	
Moderation	<p>Moderate areas at school dates after which School Co-ordinators for Literacy and Numeracy then take examples to agree Dalkeith LC (DLC) dates and times. In turn, examples shared at Authority dates, and SEIC dates.</p> <p>School Moderation: Reading by 27 September 2019, Numeracy by 29 November 2019, Listening and Talking by 21 February 2020 Writing by 1 May 2020</p> <p>Co-ordinators' meetings: wb 30 Oct, 2 Dec 2019, 24 Feb 2020 and 1 May 2020</p>	<p>Impact on teachers: Increased teacher confidence in planning, teaching and assessment (differentiation, pace and challenge)</p> <p>Impact on learners: Improved skills evidenced by attainment Learners have effective feedback on their strengths and areas for improvement</p>	
SSERC – Science and Technology	<p>SSERC (Scottish Schools Education Research Centre) Mentor Training of 8 Dalkeith LC CTs who will organise two Dalkeith LC CATs on 4 Oct 2019 and 20 March 2020 (2 x 2hours), and two 'SSERC Meets' (online CLPL: one compulsory session and one optional), and showcase their work in February 2020.</p>	<p>Providing learners with high quality teaching and learning relating to Science and Technology through confident working-knowledge of Teachers.</p>	<p>The eight Class Teachers achieved what they set out to do through commendable collaboration; the 2 CATs and 'SSERC Meets' were well received.</p> <p>Unfortunately the 20 March CAT was cancelled due to COVID-19. Part of this CAT was to survey all 75 Teachers to evaluate their levels of confidence in the teaching, learning and assessment of Science and Technology, given the opportunities made available by the Trainee Mentors.</p>
Investigate a Dalkeith LC Award Scheme	<p>To be completed by 29 May Working Group with one representative from each School to report by April 2020.</p>	<p>Creation of Dalkeith Learning Community Awards Scheme.</p>	

Dalkeith Learning Community Improvement Plan for 2020-2021

Priority	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners <i>Please refer to NIF targets</i>
NIF Priority 1 Attainment and Achievement	3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment	<p>Priority 1 (Year 2 of 2) To improve attainment by engaging in the moderation of Reading, Writing and Mathematics</p> <p>Co-ordinators / Teachers take part in the moderation sessions for writing, reading and numeracy with colleagues in school; within our Dalkeith Learning Community; within Midlothian, and as part of the South East Improvement Collaborative.</p>	Co-ordinators / Representative Teachers. Dates to be identified in August 2020	<p>Impact on Teachers: Increased teacher confidence in planning, teaching and assessment (differentiation, pace and challenge). Impact on learners: Improved skills evidenced by attainment. Learners have effective feedback on their strengths and areas for improvement</p>
NIF Priority 2 3.4 STEM	1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement	<p>Priority 2: Year 2 of the SSERC Primary Cluster Programme in Science and Technology 2019-2021:</p> <p>Ten Class Teachers from Dalkeith (2), Newbattle and Lasswade Learning Communities combined have volunteered for Year 2 of the programme.</p> <p>The aims of the programme and the timeline are given on the next page. Two CATs for all 75 Teachers of Dalkeith LC is envisaged.</p>	Midlothian Co-ordinator: Gail Preston, Quality Improvement Officer (Secondary); Vicky Ormiston , PT Woodburn PS; Jess Seaton, CT Tynewater PS; Douglas Lawson, HT Tynewater PS as DLC HT Rep 2 CATs for all 75 DLC Teachers TBC	<p>Evaluation evidence will be gathered from all 75 Teachers in September 2020 and May 2021 to evaluate their levels of confidence in the teaching, learning and assessment of Science and Technology. TBC</p> <p>Following this 2nd year of training, it is envisaged that evaluation evidence will be gathered from learners in September 2021, and learners and teachers in May 2022. TBC</p>
NIF Priority 1 Improve transition arrangements to ensure children and young people's wellbeing and raise attainment	1.1 Self-evaluation for self-improvement 2.6 Transitions 2.7 Partnerships	<p>Priority 3: Transitions Consultation with stakeholders to inform transition planning.</p> <p>Devise a comprehensive and well-planned programme of transition arrangements.</p> <p>Explore opportunities for transition activities to begin before Primary 7.</p> <p>Work collaboratively to write a Dalkeith Learning Community Transition Policy.</p>	To be confirmed in August 2020	

Priority 2 (Year 2 of 2): Training Teachers in the teaching, learning and assessment of Science and Technology	<table border="1" data-bbox="1020 279 2115 1378"> <thead> <tr> <th>Date</th><th>Activity</th><th>Participants</th></tr> </thead> <tbody> <tr> <td>1/6/20</td><td>Local Authority submit names of attendees participating in Year 2</td><td>QIO to coordinate</td></tr> <tr> <td>10 to 11/9/20</td><td>PCP Part 3 Residential (or equivalent due to COVID19)</td><td>Nominated delegates and any LA representatives</td></tr> <tr> <td>28/9/20</td><td>Submission of professional learning proposal from Local Authority and initial submission of Request for Funds to SSERC</td><td>LA Contact</td></tr> <tr> <td>9/20 to 10/21</td><td>Implementation of professional learning programme</td><td>All Mentors</td></tr> <tr> <td>4/20</td><td>Eligible to apply for SSERC Open programmes (https://www.sserc.org.uk/professional-learning/primary-clpl/)</td><td>All</td></tr> <tr> <td>28/9/20</td><td>Deadline for submission of Request for Funds</td><td>LA Contact</td></tr> <tr> <td>26/2/21</td><td>Interim Report due</td><td>LA Contact</td></tr> <tr> <td>11 to 12/3/21</td><td>PCP Part 4 Residential (or equivalent due to COVID19)</td><td>Nominated delegates</td></tr> <tr> <td>15/3 to 23/4/21</td><td>Eligible schools to submit Edina Trust applications</td><td>Nominated person in each school.</td></tr> <tr> <td>30/9/21</td><td>Edina Trust Report deadline</td><td>School contact</td></tr> </tbody> </table>	Date	Activity	Participants	1/6/20	Local Authority submit names of attendees participating in Year 2	QIO to coordinate	10 to 11/9/20	PCP Part 3 Residential (or equivalent due to COVID19)	Nominated delegates and any LA representatives	28/9/20	Submission of professional learning proposal from Local Authority and initial submission of Request for Funds to SSERC	LA Contact	9/20 to 10/21	Implementation of professional learning programme	All Mentors	4/20	Eligible to apply for SSERC Open programmes (https://www.sserc.org.uk/professional-learning/primary-clpl/)	All	28/9/20	Deadline for submission of Request for Funds	LA Contact	26/2/21	Interim Report due	LA Contact	11 to 12/3/21	PCP Part 4 Residential (or equivalent due to COVID19)	Nominated delegates	15/3 to 23/4/21	Eligible schools to submit Edina Trust applications	Nominated person in each school.	30/9/21	Edina Trust Report deadline	School contact
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<p>SSERC will collaborate with Midlothian Education to provide a programme of professional learning in STEM that aims to:</p> <ul style="list-style-type: none"> • provide opportunities for every primary teacher within the selected school clusters to raise their levels of confidence and expertise in STEM • increase engagement in, understanding and knowledge of, STEM and higher order problem solving skills • develop further the range of pedagogic and assessment skills of all primary teachers within the cluster in STEM contexts • develop further the individual professional practice of participants • establish collegiality between schools within a cluster and where appropriate, between clusters. <p>SSERC's aspirations for the programme are that it will provide a foundation for:</p> <ul style="list-style-type: none"> • a cohort of STEM mentors within each cluster who will provide advice, guidance and support • increased levels of confidence and expertise for all primary teachers in each cluster • more STEM activities in classrooms 																																		

<ul style="list-style-type: none"> • more varied approaches to learning and teaching • greater engagement of learners, possibly with aspirations to pursue a career in STEM • sharing of experiences amongst clusters at all levels • evolving greater collegiality between cluster schools • improved understanding of the work of SSERC, PSTT and Edina Trust 	10/21	All PL for year 2 to be completed on or before this date	All Mentors
	29/10/21	Final Report due	LA Contact