

**Bonnyrigg Primary School**

**Standards and Quality Report 2019-20**

**Improvement Plan - Year2020-21**



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**1. Context of the School**

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| Seen as one of the principal towns in Midlothian, Bonnyrigg is located in mid-north Midlothian close to other settlement areas such as Loanhead, Dalkeith and Newtongrange.  The town centre mostly dates from the 19th century, though buildings at the main crossroads were rebuilt in the 1960s. Bonnyrigg town centre is still home to a weekly market. The area has a selection of shops. There are several examples of successful companies located in the area and a noticeable increase in the numbers of those self-employed. Only 4.1% of the population are unemployed.  In the Bonnyrigg/Lasswade locality 36.6% of households are not deprived in any dimension.  On all scales of language proficiency, there is a high level of residents who have a good proficiency in English. 3.8% of the population have proficiency in another language.  Bonnyrigg Primary School is one of the five primary schools within the town of Bonnyrigg and one of the eight primary schools which feed into Lasswade High School. The Bonnyrigg community is growing rapidly as new houses continue to be built. By 2037, Midlothian’s population is expected to have grown by 17.7% in total. The largest projection is with people aged 50 and over, increasing by 46.8%.  Bonnyrigg is within easy commuting distance to Edinburgh with access via the new Borders Railway, an excellent bus service and good road links.  Bonnyrigg Primary School is a co-educational, non-denominational school. It has 15 classes with a role of 416 pupils plus spaces for full time and part time pupils in the nursery. In session 2018- 19, 1.2% of our pupils lived in SIMD 1-2 and 45.1% live in SIMD 9-10. 7% of our P1-7 pupils received Pupil Equity Funding. This session we had 2 care experienced children and 1 child on the Child Protection register. We have 13 pupils with English as an Additional Language.  In session 2019-20 we had a staff team of 53 including 2 newly qualified teachers. Our Senior Leadership Team comprised until December of a Head Teacher for 1.5 days, 2 Depute Head Teachers with no class commitment and 2 Principal Teachers. During this time the Headteacher continued to have overall responsibility for the school. In December 2019 Mrs Allison was appointed as Acting Headteacher at Burnbrae and Mrs Findlay became Acting Headteacher at Bonnyrigg. During this time we had 1 Depute Headteacher, 2 Principal Teachers and 2 Acting Principal Teachers.  We have continued to benefit hugely from the weekly support of our Play Therapist who provided both a drop in service and individual/filial therapy for a number of children. |

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

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| In session 16/17, staff, pupils and parents all participated in a session identifying aspirational words to answer the following questions:   * What do we want parents and the wider community to feel/think about the school? * What do we want pupils to be by the time they leave Bonnyrigg Primary School? * What do we want staff to feel/think about the school?   We then created a Wordle using all of these words.  In Session 2017/2018 staff and parents participated in a session on Vision. We held a pupil conference to do the same with our children. These sessions were lead by Claire Lavelle from the ‘Hive of Well Being’. Responses from these sessions were then distilled to gives us our key values and a new vision for the school.  In session 2018/ 2019 Claire Lavelle helped us to finalise our aims as a school in consultation with Pupil Council.  In session 2019/20 our vison, values and aims are on display around the school and in all classrooms. They are referred to be teachers on a regular basis and are highlighted regularly in assemblies. We have purchased a mat at the front door that displays our values. These are also included on our letter head. |

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| **3. Our vision, values and aims**  Wordle 1.jpg**OUR SCHOOL VALUES**  **Safe Confident Happy Achieving**  **OUR VISION**  Today we achieve  Tomorrow we make a difference  **OUR AIMS**  At Bonnyrigg Primary School we aspire to:  Ethos  Foster an ethos of kindness and respect in which all learners feel safe and happy.  Inclusion  Embrace a nurturing and inclusive approach in which we celebrate individuality and have the highest expectations for all learners.  Curriculum  Value effort and collaboration to harness children's full potential through a challenging and child-led curriculum which enables all to succeed and achieve.  Community  Work effectively with our learning community partners and families to develop confident citizens ready to make a difference in the world. |

**4. Review of Progress and Impact in Session 2019/120**

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| NIF and Midlothian Priority   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**   NIF Driver(s)   * **School Leadership** * **Teacher Professionalism** * **Assessment of Children’s Progress** * **Performance Information** * **Parental Engagement** * **School Improvement** | HGIOS 4 Quality Indicator(s) / HGIOELC  **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 |
| **Priority 1: Nursery-Progress and Impact**   * Children were limited in opportunities to develop phonological awareness and rhyme due to COVID19. Highland Literacy phonological awareness assessments have shown phonological awareness gaps. * Staff increased their capacity to plan for targeted experiences/opportunities for literacy and numeracy (focus on reading and writing in literacy) by attending a training session in numeracy. They had planned to attend a similar one in literacy but it was cancelled due to COVID19. * The approach to group story time was changed so that the same story was read to the children all week, the book was then added to the story corner with props. As a result of this increased numbers of children were seen to use the story corner independently, retelling the story to one another * There was a focus on nursery rhymes which continued during lockdown through seesaw, with a new nursery rhyme being introduced each week- the impact of this will be assessed next term when children return * A review of literacy activities in the nursery was carried out and opportunities for mark making and books were included in more areas of the nursery. Transition reports showed that most staff had a much clearer idea of where their children were in relation to mark making * Key learning priorities were set for all children, but staff still require support to make some of these achievable- SMART targets * Planning meetings showed an increased focus on learning opportunities rather than activities. * A new lending library was established and had opened not long before lockdown started.   **Next Steps:**  See plan for session 20/21 | |  |

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| **Priority 2: Literacy- Progress and Impact**   * Some staff trialled the use of holistic assessments, however due to lockdown, we were unable to evaluate this. * Whole school moderation of writing sessions took place to establish shared understanding of Early, First and Second Level – most staff reported a better understanding of the progression of literacy * In order to create progression pathways in writing, reading and listening & talking, staff worked on rubrics for planning/assessment of writing. These were trialled with staff, but most staff continued to be unhappy with them as they didn’t serve the desired purpose. Staff instead, agreed to use the Highland Literacy framework until there is a Midlothian framework for writing and were about to use this for assessment when lockdown happened. * Ongoing professional dialogue linked to the teaching of writing, sharing good practice. Most staff now have a better awareness of the progression of writing from P1-7 which is shown in forward planning monitoring. * Most staff trialling Pie Corbett’s, ‘Talk for Writing’. Many staff very positive about the impact but some concerns from less experienced teachers around more able writers and challenge which will need to be investigated further. * Two members of staff in P1 and 3 EYPs trained in ‘Helicopter Stories’. Positive impact on children’s ability to tell stories and anecdotal evidence that children in P1 were becoming more likely to write their own stories. * Continue to improve learning and teaching for all staff using a rubric of excellent teacher. * Tracking data has shown a decrease in attainment at P1 and P4 in Reading, Writing and Listening and Talking. However, there has been an increase in attainment at P7 – Reading, increase of 10.3%, Writing, increase of 3.2% and Listening and Talking, increase of 9.6%.   **Next Steps:**   * Continue to improve learning and teaching for all staff using a rubric of excellent teacher * Create a new system to analyse SNSA data * Lesson Study approach to a writing lesson to continue to develop a shared understanding of levels and of ways of challenging able writers. * Ensure that there is frequent opportunities for pupils to engage in writing across the curriculum alongside the work relating to Pie Corbett. * Caroline Sneddon to visit Loanhead Primary which was commended for its high standard of writing across then school. What can we learn from their approach? * All staff to use ‘Highland Literacy’ framework for writing. * Further training for staff members in ‘Helicopter Stories’- work with Liffy from EY to develop across ELC and P1. | |  |

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| **Priority 3: ASG Science Pathways- Progress and Impact**  SSERC mentors attend part 1 of the residential programme.  SSERC mentors meet with A. McGinty  Assessment & Evidence gathering   * Identifying the level of engagement with benchmarks per establishment * Moderating common approaches to assessing the achievement of a level/ progress within a level   Focus on Skills   * Identification of key skills and how these are assessed * Moderation of how skills are planned and taught * Key skills for development identified   Creating Resources   * Development of resources to support skills development * Development of rubrics to assess skills   KU Science Masterclass   * Science masterclasses delivered at LHS by subject specialists to ensure consistency and improve confidence in delivering scientific skills and content * SSERC residential part 2 * Twilight meeting to discuss next steps following SSERC sessions   KU Identifying and Evaluating Practical Resources (experiements)   * Existing practical resources identified and issues relating to equipment identified * Sessions delivered by Royal Society of Chemistry.   Evaluation  Discussion of progress and identification of nest steps.   * Our SSERC mentor was identified and attended both parts of the training * ASG workshops were held for all staff to increase teacher confidence in teaching science * School professional dialogue sessions were held linked to science webinars * Equipment was purchased using ASG funding   This outcome went in a different direction from what was planned due to commitments at the high school.  **Next Steps:**  See ASG SIP. | |  |

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| **Priority 4: Numeracy- Progress and Impact**  Establish the role and remit for our ASG Numeracy Development Officer and Numeracy Co-ordinators   * Numeracy Coordinators meet to discuss plans for this session   Lesson Study – Round 1   * Lesson study approach used to enhance teachers understanding of planning a numeracy lesson. * Staff session 1 used to plan the lesson together * Lesson is then taught by one member of staff * Lesson is then evaluated and changed, as appropriate. * Lesson is then delivered by second member of staff * Staff then discuss their approaches and share their learning.   Lesson Study – Round 2   * Lesson study approach used to enhance teachers understanding of planning a numeracy lesson. * Staff session 1 used to plan the lesson together * Lesson is then taught by one member of staff * Lesson is then evaluated and changed, as appropriate. * Lesson is then delivered by second member of staff * Staff then discuss their approaches and share their learning.   Evaluation   * Staff evaluations to be collated and shared at ASG. | |

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| **Priority 5: Community- Progress and Impact**  Developing the Young Workforce: Continue to develop community links   * We met with Gordon Craig and agreed to trial My World Of Work an online tool to support upper primary children in their thinking about skills and qualities they have in relation to the world of work * The online tool was introduced to the children who responded very positively then lockdown happened. * We met with Leanne Banks and Sophie Dawes and planned to take the Circular economy Challenge forward with ASG primaries. Schools had signed up and the training session was due to be held the week before lockdown happened. It was postponed due to concern over staff mixing between schools * We also discussed with Leanne, plans to hold a P6/P7 ASG careers event at Edinburgh College on a Friday. The aim of the careers event was to be to introduce the children to a range of different careers and the qualifications, skills and qualities needed for the career   **Next Steps:**  Continue to use the online tool and if the COVID19 situation allows re-establish the plans that were cancelled from last session  Develop opportunities for outdoor learning including ‘Forest Schools’ | |

**6. Successes and Achievements in Session 2019-20**

**Leadership & Management**

* Robust systems track achievement and attainment of pupils was further developed to show progress through a level as well as across levels
* New pupil group set up called ‘Digital Ninjas’ by Acting PT Kate Brandwood
* Two new Acting PTs were appointed to support the SLT during Mrs Allison’s secondment
* DHTs attended SEIC training on data
* Plans were underway for an ASG ‘Circular Economy Challenge’ led by BPS and Sophie Dawes
* Continuation of pupil groups led by staff members
* All staff planned and began to implement their own impact cycle after training from our Impact Coaches

**Learning Provision**

* Continued tracking meetings held with class teachers, SLT and SfL teachers to identify children not on track and discuss supports. Also looking at challenge for more able pupils
* Strong support plans continue to be in place of individual pupils
* Several pupils in P7 working within Third Level in Literacy and Numeracy
* A break/lunch club continued to support pupils during less structured times and a reduction in playground problems was seen
* Our PEF money continues to fund our Play Therapists who support individuals with specific needs including anxiety and loss
* Edinburgh ‘Resilience’ package purchased and delivered to the whole school through assemblies and classwork to support strategies to build puypil resilience. Anecdotal evidence that children are aware of resilience and when they are showing this
* We have continued to develop our partnerships beyond education including the local church and the world of work
* Very good links were established for a shared placement pupil from Saltersgate
* Many members of staff trialed Pie Corbert approach to writing- to be continued next session by all staff
* All nursery staff trained in positive behaviour strategies
* Improved planning systems in nursery
* Two members of P1 team trained in ‘Helicopter Stories’

**Successes & Achievements**

* Eco Club run by our NQTs
* Sports Council run by Miss Henderson
* Gold sports award
* Digital Schools award
* JRSO input run by Mrs Engel
* P7 Outdoor learning for transition
* P6 Skiing- only one session
* P4A Swimming (P4B swimming didn’t happen due to COVID19)
* P4-P7 took part in rugby sessions
* P7 prefects/buddies
* P6 dining hall supervisors
* Third level P7 learners accessing numeracy at LHSC and Literacy -Heart Stone Odyssey
* Session for Parent Council members on Resilience led by Fiona Brown with a view to doing something similar for all parents
* Several well attended BOATS sessions
* Continuing Mandarin sessions from LHS
* Staff training in Reslience through Sure Start and Play Therapy Base. This included watching the ‘Resilience’ film
* Weekly Forest Schools groups from Nursery led by Miss Duff
* Nursery children on more trips in the local environment including a trip to Edinburgh by bus and train
* Very successful school fair organised by the fundraising group
* All nursery staff trained in positive behaviour strategies
* Introduction of full time places in nursery

**7. What is Our Capacity for Continuous Improvement?**

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| **Quality Indicator** | **LA/School Self Evaluation theme process (calendar)** | **Authority Inspections / Theme visits** | **HMIe/ Care Inspectorate Inspection Grades** |
| 1.3 Leadership of Change | 4 | NA | - |
| 2.3Learning, Teaching and Assessment | 4 | NA | - |
| 3.1 Ensuring Wellbeing, Equity and Inclusion  **(Take into account QI 2.1)** | 5 | NA | - |
| 3.2 Raising Attainment and Achievement/ Securing Children’s Progress | 4 | NA | - |

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# Part 2: Midlothian Education Improvement Planning – 2020-21

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| Establishment | **Bonnyrigg Primary School** |
| Area | **Education, Communities and Economy** |
| Session | **2020/21** |
| Planning Cycle | **Year 2 after HMIe** |

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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)**

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| **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** |
| **1.1** Improve attainment within the broad general education stages, by focusing on:  **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.  **1.2** Improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap.  **1.3** Reduce the attainment gap between the most and least deprived children, including care-experienced children. | **2.1** Develop 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.  **2.3** Support schools and ELC settings to provide high quality EY services, which focuses on early intervention and prevention.  **2.4** Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff. | **3.1** Develop a quality improvement framework to support schools to achieve Good or Better in inspection QIs through:  **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. | **4.1** Improve the number of young people entering further and higher education:  **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  **4.2** Improve the number and type of positive destinations for young people with ASN and care-experienced young people:  **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 PAVE/PAVE2 programme supporting care experienced and other vulnerable young people in transition from schools to post school living   * 1. 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. | **5.1** Deliver Best Value through:  **a)** Reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate.  **b)** Robust workforce planning.  **5.2** Implement the Education Digital Asset strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching. |

**2. Priority Summary and High Level Strategic Targets**

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| **NIF Priority** | **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* |
| **Included, Engaged and Involved: Wellbeing and Equity**  **Priority 1** |  | * To welcome everyone back to school is a way that enables staff, pupils and parents to feel safe * To focus on HWB using the ‘Recovery Curriculum’ to reconnect * Support families through use of Play Therapy, Seasons for Growth |  | Staff and children report feeling safe in school  Parents are sending children to school  Children are settled, calm and ready to learn |
| **Attainment and Achievement**  **Priority 1- Nursery** | QI | See extended nursery action plan | Caroline Findlay | See extended nursery plan |
| **Attainment and Achievement**  **Priority 2- ASG Numeracy & Science**  Create a shared understanding and consistent approaches to the learning and teaching of numeracy and Science across the Lasswade ASG | QI 2.3 | See extended ASG plan | Lynn Thompson  Sara Pettigrew | See extended ASG plan |
| **Included, Engaged and Involved: Wellbeing and Equity**  **Priority 3- ASG- Transition**  Establish a year-long P6 programme built on early intervention and prevention strategies to: empower families and enable them to engage in their children’s learning and life at school; support the transition into secondary school for vulnerable families. | QI 2.5 | See extended ASG plan | TBC | See extended ASG plan |
| **Attainment and Achievement**  **Priority 4- Quality Learning and Teaching in Reading and Writing** | QI 2.3  QI 3.2 | * Use Highland Litercay progression pathways in writing, reading and listening & talking across the school * Professional reading related to Pie Corbert * Lesson study approach to writing initially with stage partner * Create a new system to analyse SNSA data |  |  |
| **Priority 5**  **Lifelong Learning and Career- Ready Employability** |  | * Continue to develop work on Resilience using the Edinburgh ‘Resilience’ pack to develop a whole school approach * Complete work started with staff on ‘Resilience’ with Play therapy Base * Use the ‘World of Work’ tool with p4-7 to increase awareness of range of jobs and of own skills and attributes * Develop a reflection and planning tool for pupils taking on responsibilities in school * ASG careers event | Caroline Findlay  Richard Garwood  Leads of Pupil Groups |  |

**Bonnyrigg SIP Improvement Action Plan for Session 2020-21**

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| **Priority No.** | **QI** | Priority- Nursery | **Expected outcomes for learners which are measurable or observable** |
| **1** |  | * Increase opportunities to develop phonological awareness and rhyme * Planned targeted experiences/opportunities for literacy and numeracy (focus on reading and writing in literacy) * Staff to use Key Learning Priorities for each child to ensure progress is tracked across Literacy/Numeracy and HWB and to ensure that staff know where each child is in his/her learning | * Children will enter P1 with increased phonological awareness * Children will enter P1 with increased awareness of rhyme * All staff will know where their children are in literacy and numeracy and will be able to plan next steps in learning |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Those involved – including partners** | **Resources and staff development** |
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| Literacy   * Continue to maximise opportunities for songs and rhymes to develop phonological awareness. * Continue to develop awareness of rhyme within stories. * Use Literacy floorbook/Audit tool to assess current opportunities within Listening and Talking * Develop increased opportunities for music making which develops awareness of rhythm. * Staff should plan directly for literacy learning experiences | Literacy team to ensure wide use of a lending library  Rhyme of the Week to be introduced and shared with all parents/carers  ‘Helicopter stories’ to be introduced to all groups across the nursery.  Links to be made with P1 with this  Introduce a rhyme of the week and share with parents  Develop music making opportunities both inside and outside  Increase opportunities for singing in the nursery | Nursery staff- Led by Billinda Weatherhead/Jackie Allan  Aileen  Caroline |  |
| Numeracy   * Staff should plan, targeted experiences /opportunities for numeracy- Opportunities are developed to allow children to apply numeracy skills within play/ real life contexts. * Staff know where all children are within their numeracy development-SEAL tracker used to identify where children are in their learning | Ongoing audit of numeracy/maths provision within the nursery  Numeracy group to provide increased opportunities for numeracy and maths showing progress through the tracking sheet  All staff to use tracker- new tracker from Aileen Burns? | All staff |  |
| Tracking.   * Key Workers to set Key Learning Priorities for each child – initially 3x HWB but work towards 1 x HWB, 1 x Lit and 1 x Num- these will be reflected in Learning journals | Learning Priorities to be set for all new  Starts showing measurable targets using baseline assessment information from observations  Learning Priorities to be set for all returners by Oct | All staff |  |
| Reflection on Learning   * Children are supported to reflect on their learning and to build the language of learning | Staff should plan time to focus on Learning Journals and help children to reflect on their learning.  Use ‘My Great Idea’ to support children in reflecting on their learning. | All staff |  |

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| **Evidence of Impact on learners – How do we know?** |
| Evidence from tracking sheets, Learning Journals, ‘My Great Idea’ sheets are in use across the nursery, books are regularly borrowed from nursery, planning meetings focus on learning, parent questionnaires |

**4. ASG Plan**

**Lasswade ASG Improvement Action Plan for Session 2020-21**

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

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Those involved – including partners** | **Resources and staff development** |
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| Continue and extend the role and remit for our ASG Numeracy Development Officer, to include STEM. | June 2020 | Sub Group of primary HTs & LHS DHT Learning & Teaching | The ASG will fund this post – approximately X 3 days. Funded by ASG – 50% from LHS.  Supporting the further development of creative and effective approaches to support numeracy and Science. |
| Numeracy Coordinators meet to discuss plans for moderation and tracking spreadsheet. | 11:30 Friday | C. Hadden/ Numeracy Coordinators | Cover |
| Creation of ELC numeracy group to support with transition, including training in the use of new ASG Numeracy tracking system. | August 2020 | C. Hadden/ C. Fergusson & SEYPs |  |
| ELC programme for the sharing of effective practice in Numeracy by visiting each other’s ELCs. | December 2020  Visits to be carried out by June. | All ASG ELCs | Template/ pro forma for discussion to be created. Visits to be carried out post-Christmas to June period. |
| Development of QI programme for numeracy – to review and evaluate progress and impact | August 2020 | All ASG/ Maths Dept. | Proposed model is CH/ SLT/ numeracy coordinator to form trios to engage in moderation/ observation in each school. |
| Science coordinators meet to discuss lesson study approach across ASG. C. Hadden/ SSERC Mentors/ A.McGinty to lead. | 11:30 Friday | C. Hadden/ Science Coordinators | Cover |
| Lesson Study – Round 1   * Lesson study approach used to enhance teachers understanding of planning a Science lesson. * Staff session 1 used to plan the lesson together * Lesson is then taught by one member of staff * Lesson is then evaluated and changed, as appropriate. * Lesson is then delivered by second member of staff * Staff then discuss their approaches and share their learning. | 2nd October TBC (launch event)  To be completed by 27th November | Primary Teaching Staff/ Science Department/ C. Hadden to coordinate and support | To be arranged by C. Hadden. Each primary to take a ‘stage’.  Science coordinators will lead this event.  30 minutes from balance time agreement allocated for post-lesson discussion.  C. Hadden will feedback to ASG |
| Lesson Study – Round 2   * Lesson study approach used to enhance teachers understanding of planning a Science lesson. * Staff session 1 used to plan the lesson together * Lesson is then taught by one member of staff * Lesson is then evaluated and changed, as appropriate. * Lesson is then delivered by second member of staff   Staff then discuss their approaches and share their learning. | 30th April  To be completed by 31st May | Primary Teaching Staff/ Science Department/ C. Hadden | To be arranged by C. Hadden. Each primary to take a ‘stage’.  Science coordinators will lead this event.  Staff to work with a different partner.  30 minutes from balance time agreement allocated for post lesson discussion. |
| Evaluation   * Staff evaluations to be collated and shared at ASG. | 7th June ASG | ASG Group |  |

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

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

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

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

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Those involved – including partners** | **Resources and staff development** |
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| **1. P6 May Family Learning Event:**   * P6 Teachers/Head Teachers use data to highlight P6 students to be targeted. Approx. 3 families per primary- to be shared with LHS staff. Considerations: P6 pupils working at early/first level in key curricular areas; Families who could benefit from supportive transition and family intervention from P6 onwards; Families and pupils who face potential barriers i.e. EAL, poverty, mental health, resilience. * LHS organise communication with families * Pupils and families attend 1/2 day LHS experience. * Creation of appropriate timetable (literacy, numeracy, health & wellbeing focus): 50% classroom learning, 50% family learning ideas shared with free take away bags to support learning at home, socialising with other P6 families in new environment. | Monday 23rd March 2020  30th March 2020  19th/20th/21st/22nd May 2020 (2 dates depending on demand/flexibility) | CB & LHS Teaching Staff  S5 buddies  LHS Creative Learning Dept.  LHS PCWOs  ASG P6 Teachers  ASG Primary Head Teachers  Required primary staff/LSAs/support workers (attend event)  Patsy Bruce EAL  Alistair MacDonald & Sheryl Skeldon, LLE | LHS staffing for timetables  ASG primary staff  Minibus pick ups    Tea & coffee  Lunches  Crèche\* |
| **2. P6 Outdoor Learning Experience:**   * New P6 Teachers/Head Teachers use data to highlight P6 pupils to be shared with LHS in August at first ASG meeting. * LHS Communication with families * Pupils and families attend 1/2 day experience in local area. * Outdoor learning outcomes shared with families, focus on sensory learning: safety, social, communication, health. * Introduction of S4 buddies (Humanutopia Heroes) – this will continue in P7 & S1 | 15th June 2020    24th August 2020  14th September 2020 | As above, with the addition of:  Sean Fallon  S4 buddies | LHS staffing  ASG primary staff  Minibus use  Clothing/equipment  Lunches  Crèche |
| **3. P6 Literacy/Numeracy Day (one/both depending on agreed ASG focus):**   * LHS Communication with families re event * Pupils and families attend 1/2 day LHS experience. * Literacy/numeracy learning outcomes shared with families. * Literacy: Deputy First Minister’s reading challenge (use materials from primary school as reinforcement). * Numeracy: Building on basic numeracy skills (adding/subtracting), using ‘money’ & strategies. * Collaboration with Clare Hadden and Annie Rankine SEAL numeracy/ (SRA English). * Sharing email to offer guidance & support. | 2nd October 2020  16th November 2020 | As above, with the addition of:  Clare Hadden/Annie Rankine  S4 buddies | LHS staffing for timetables  ASG primary staff  Minibus pick ups  Books    Tea & coffee  Lunches  Crèche\* |
| **4. Primary school based activity:**   * Communication with families * Pupils and families take some time to reflect on their journey so far. * P6 pupils and families choose to invite a family member/S4 buddy/member of staff to a lunch. * Invitation creation & post: Primary staff issue families with craft materials to make invitations. | 14th December 2020  21st December 2020 | ASG P6 Teachers  ASG Primary Head Teachers  S4 buddies | Craft materials  Internal mail for invitations |
| **5. P6 Health and Wellbeing:**   * Communication with families * Morning session of sports/physical activities & teambuilding. * Pupil and family roles & responsibilities. * Supporting families to take ‘the lead’, set boundaries & give praise. * Focus on the benefits of healthy living, culminating in a Family Learning Celebration: meal preparation & dining experience | 15th February 2021  1st March 2021 | Same as events 1-3 | LHS staffing for timetables  ASG primary staff  Minibus pick ups    Tea & coffee  Food, cutlery, space for meal  Crèche\* |
| **6. P6 May Family Learning Event:**  As above (event 1)   * Communication with families * Feedback session about programme * Financial health checks | 22nd March 2021  17th May 2021 | Same as events 1-3 & 5 |  |

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| **Evidence of Impact on learners – How do we know?** |
| Feedback from events – measure student and parents/ carer confidence from event 1 to event 6; uptake of FME/clothing Grants; attendance throughout the event series. |

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