

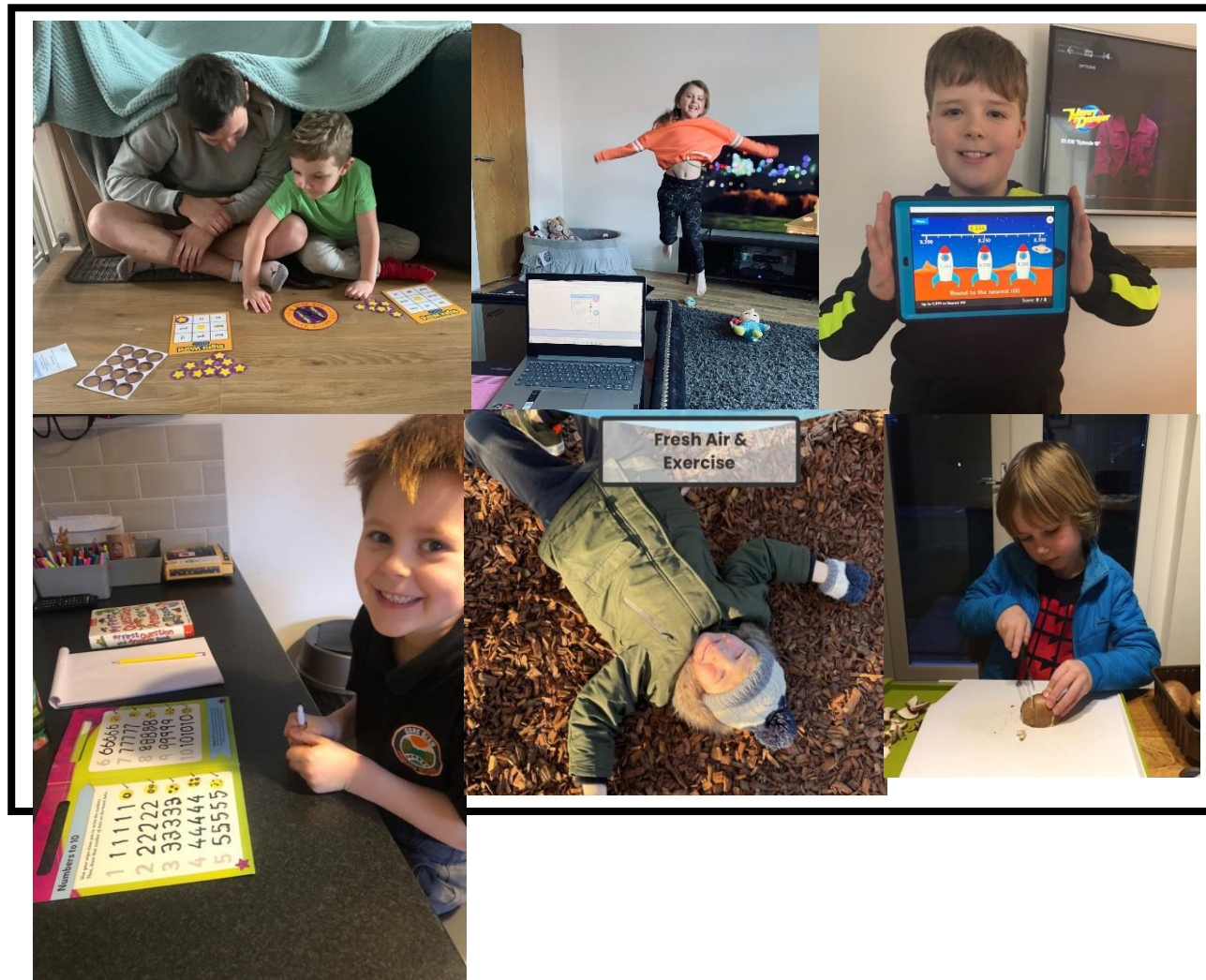


Gore Glen Primary and ELC

Midlothian



Standards and Quality Report 2020-21 Improvement Plan - Year 2021-22



Contents – Standards and Quality Report

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1. Context of the School

Our School Vision, Values and Aims

Gore Glen Primary School is a relatively new school community. It opened in August 2016. It is situated in Gorebridge, Midlothian; an area steeped in history with a large mining community. The new Borders railway line runs through the area and although Gorebridge is only 12 miles from Edinburgh city centre, it is surrounded by rural countryside, cycle routes and walkways and many new houses. The area and school has grown very quickly in population.

We joined a very successful learning community with 7 feeder schools into Newbattle High School. The learning community works closely to support one another and ensure excellent learning opportunities for all children.

Gore Glen is enjoying a phased entry as the community grows with us. In August 2016 we opened with 3 mainstream primary classes, a morning nursery class and one class in *Glenable*, the severe and complex needs provision within our school. By June 2017 we had increased to four mainstream primary classes, AM and PM nursery classes and within *Glenable* we had developed our Jigsaw Room which supported our virtual class across Midlothian in an enhanced outreach capacity. In August 2016 *Glenable* was intended to support children with moderate needs in order to build their capacity for inclusion within their catchment mainstream school. Our staff also supported staff in the catchment mainstream schools in order to build their capacity for supporting our children. In August 2017, *Glenable* began to support children with severe and complex needs as well as those with moderate needs. *Glenable* has continued to grow and we now have four classes, supporting a maximum of forty children. Places in *Glenable* have the opportunity to be shared, currently around one third of *Glenable* enjoy time in their catchment mainstream school on a weekly basis while two thirds are full time in *Glenable* Provision. In August 2018 we welcomed a second provision into our community temporarily this is now moving to another school to allow us to use the whole of the school with increasing numbers.

In August 2021 we will have twelve mainstream primary classes and full classes in our Early Learning Centre (Nursery). We retain 4 classes in *Glenable* and are introducing an enhanced P1 class in the school.

Our curriculum rationale focuses on creating a rich learning environment for all children, taking account of barriers to learning so that

the learning environment supports children to access all areas of the curriculum as independently as possible. Throughout the year we have regular Pupil Planning Meetings/MAMs (Getting it Right for Every Child) recognising in our learning and teaching that one size fits one.

Children, families and staff are working together to create a vibrant and happy school community where all individuals are valued and nurtured. We work in close partnership with families, our Newbattle Learning Community (ASG), partnership agencies, eg. Speech and Language, CAMHS, Children and Families and the local community to provide excellent learning experiences for our children and enable them to soar beyond their full potential together.

Previously we have been deeply involved in our local community and Gore Glen is very much part of the local community after only four years. Our P6 children work in partnership with Lady Victoria Mining Museum each year. We plan for this to continue following reductions of COVID restrictions and develop annually alongside further community partnerships such as Gorebridge Community Trust Development, Care Homes, Library and GALA. In 2019/20 we started to develop outdoor learning as part of our curriculum with all classes engaging in outdoor learning within the local community and will continue this in 2021-2022.

As a result of COVID 19 we closed our school on 20th March and opened as the Newbattle Hub on Monday 23rd March. The majority of Gore Glen staff supported with learning and teaching in the hub and/or the delivery of lunches across the community. During lockdown we increased our use of Seesaw, our online communication tool, to support learning at home. Staff engaged with a wide range of professional learning activities including opportunities to develop skills and knowledge of various forms of technology. The second lockdown in January 2021 meant that the school was open for vulnerable and keyworker children only and remaining children took part in online learning. All classes had a teacher working from home leading online learning at all times and expectations and teaching experiences were greatly enhanced at a very quick pace. This ensured that the quality of distance learning was much improved from the first lockdown. An evaluation with staff, pupils and parents supported this.

Risk factors to take account of and address in 2021/22 are:

- monitoring and supporting the health and wellbeing of children, families and staff - ongoing
- monitoring of government guidance around COVID restrictions - ongoing

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

Gore Glen is a community school working together, in partnership, to get it right for every child in our community. Gore Glen is an Early Learning Centre, Primary School and Provision and we see ourselves as one team with our wider school community of parents and visitors. We are a school community where inclusion, equity and integration are of utmost importance and are the foundations for us. At Gore Glen we recognise that 'one size fits one' and we learn and teach on this basis so that our children can become confident individuals, successful learners, effective contributors and responsible citizens.

Prior to our school opening in August 2016, we met regularly as a growing community during the summer term. Staff met with children in various settings and families and staff met together for fun days to get to know one another and for consultation purposes in the local library to plan priorities for our new school community. As a result when we opened our doors for the first time on 22nd August 2016 we knew as a community what we wanted for our children. We had a shared vision for our community where our children could soar beyond their full potential as a result of our values and aims. This enabled us to agree our aspirations for the first three years of Gore Glen and, in turn, identify our annual priorities within this timescale.

Throughout these first four years we have continually reviewed our vision, values and aims as a whole school community during learning and teaching events such as BOATS sessions and the creation of school policies, for example, meeting to agree our approach to reading at home. We decided to change our values in 2018/19, moving away from the wellbeing indicators which some children found hard to engage with, to three basic values we feel are at the core of all our learning.

In October 2020, Miss Amy Milne started as the new Head Teacher at Gore Glen. The vision, values and aims were explored together with all staff and linked to the visual analogy of Geese working together as a Team - (MacBeath) It was also linked to Paul Dix and our Nurture Priority at the school. A volunteer learning team of teachers worked with the HT to explore our vision and aims further alongside our new Ready to Learn Policy and Framework and the nurturing culture and practices that the school want to embrace. Parents and children were also consulted and involved in the development. As a result, the school follows a new Ready to Learn Framework with the revised Vision and values permeating policy and practice throughout the school.

3. Our mission, vision and values

Mission

At Gore Glen Early Learning Centre and Primary School, our mission is to place children and families at the heart, creating a vibrant and nurturing school community. Our aim is to create safe, meaningful and stimulating learning environments and curriculum. Every day is a magical journey of learning and enquiry for us all to soar beyond our full potential together. We develop a passion for life-long learning, preparing children for our ever changing world. We believe that we can achieve more when we share a common direction and a sense of community and have linked this to 'Lessons from Geese' (See Appendix 4). Everyone is valued and every voice is heard.

Vision

At Gore Glen, we will soar beyond our full potential together. *#soarbeyondourpotential*

Values

We have defined our values in 'The Gore Glen Way'. These values are our core expectations for everyone in our community:

#thegoreglenway

Be Safe - children, families and staff have the right to come to school and feel safe in their environment.

Be Respectful - there is an ethos of mutual respect, kindness and trust for all.

Be Ready to Learn - everyone is challenged and supported effectively in their learning to soar beyond their full potential. One size fits one.

5. Review of Progress and Impact in Session 2020/21

<p>NIF and Midlothian Priority (<i>highlight as applicable</i>)</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) (<i>highlight as applicable</i>)</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 (<i>highlight as applicable</i>)</p> <ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability
<p>Progress and Impact:</p> <ul style="list-style-type: none"> • In October 2021 a learning team was developed comprising of HT, DHT and teachers from across the school. This learning team developed the mission, vision and values and the Ready to Learn Framework and policy in consultation with all stakeholders. The Ready to Learn Policy and Practice has been consistently introduced in every class to enhance learner engagements and experience using nurturing values. 100% of primary staff are following the RTL policy and practice, ELC are starting to follow the policy and practice and Glenable staff have integrated the mission, vision and values (Gore Glen Way) and the RTL philosophy but bespoke measure are in place to support pupil engagement and barriers to learning. • Learning through play has successfully been embedded in ELC and P1. It has been introduced and started in P2 although there are further developments and understanding of play pedagogy required for all staff beyond P1. COVID restrictions has limited the implementation of this across P1/P2 consistently. • Glenable has successfully implemented the use of Milestone and have started to explore the use of SCERTs to support planning and IEP target setting. This has not been extended through the school as yet. • Pupil Progress meetings have been established termly to review attainment more effectively including attainment and strategies used to support children with barriers to learning. This was previously being done in 3 different meetings. All teachers prepare a pupil progress report including attainment and ASN information and are able to lead their own Pupil Progress meetings with a member of SLT. SLT use a coaching approach to ensure that expectations and being met and all children are supported and challenged. • 100% of children have returned to school following a period of online learning. Attendance is at 96% and families with low attendance are being supported and have made improvements. <p>Next Steps:</p> <ul style="list-style-type: none"> • Home School Practitioner interventions will specifically support children to be 'Ready to Learn' • Employing an LA specifically for literacy and numeracy interventions who will enhance the support for Learning Team • Increasing Support for Learning Teacher time – Literacy and Numeracy focus • Allocating a further Learning Assistant to the SFL Team – Literacy and numeracy focus • Developing the use of East Lothian Progression Pathways across the school • Developing systems to better track attainment and progress • Developing teacher effectiveness in analysing attainment data to inform planning more effectively • Developing Shared Learning Environments across the school inside and outside – play pedagogy and the progression of this from ELC to P7 developing key learning skills • Development of Reading curriculum, teaching strategies and resources 	

5. Review of Progress and Impact in Session 2020/21

<p>NIF and Midlothian Priority (<i>highlight as applicable</i>)</p> <ol style="list-style-type: none"> 5. Improvement in attainment, particularly literacy and numeracy 6. Closing the attainment gap between most and least disadvantaged children 7. Improvement in children and young people's health and wellbeing 8. Improvement in employability skills and sustained, positive school leaver destinations for all young people <p>NIF Driver(s) (<i>highlight as applicable</i>)</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 (<i>highlight as applicable</i>)</p> <ol style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability
<p>Progress and Impact:</p> <ul style="list-style-type: none"> • In August 2021 there was a standalone ABLE meeting. Following consultation with staff this was then combined with Attainment meetings to become Pupil Progress Meetings. This allowed Teachers and SLT to talk more holistically about children in their class within one meeting. The previous HT left and ABLE approach was not yet embedded therefore, the school will be developing ASN support more in line with Midlothian guidance. Part of Pupil Progress meetings was to identify children with barriers to learning, what is working and what interventions need to be introduced. Most interventions are in place but have been compromised by home learning, staff changes and need to develop whole staff approaches and understanding of addressing barriers. • Teaching practices evolved during the home learning period to ensure adequate learning and teaching experiences as well as Health and Wellbeing opportunities. Daily video/voice messages to children, daily wellbeing check in with children, 2 weekly Google Meets – whole class, Daily Walk challenge (whole community), Wellbeing Wednesdays for children, families and staff. • Returning to school – wellbeing focus. Continued with walks, virtual assemblies, nurture approaches, 7 Habits of Happy Kids – Covey, soft starts morning, after break and after lunch, zones of regulation, RTL Framework increased outdoor learning opportunities <p>Next Steps:</p> <ul style="list-style-type: none"> • Develop consistent System, policy and procedure including all stakeholders to support children with barriers to learning more effectively. • Further develop the school as a Nurturing School – consistent expectation and approaches linked to Paul Dix, Nurture research and Zones of Regulation. • Developing Family Fridays to re-engage with wider school community • Develop Family Learning Programme to suit the needs of Families in Gore Glen • Developing outdoor shared learning environments 	

5. Review of Progress and Impact in Session 2020/21

<p>NIF and Midlothian Priority (<i>highlight as applicable</i>)</p> <p>9. Improvement in attainment, particularly literacy and numeracy 10. Closing the attainment gap between most and least disadvantaged children 11. Improvement in children and young people's health and wellbeing 12. Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver(s) (<i>highlight as applicable</i>)</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 (<i>highlight as applicable</i>)</p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability</p>
<p>Progress and Impact:</p> <ul style="list-style-type: none"> • STEM leader continued to work with SERC to develop her role as a STEM mentor in the authority. Developed a STEM room in the school but due to COVID restrictions this room was not able to be used in the way it was designed to be used. • STEM resources have been purchased and will be used to enhance shared learning environments in each area of the school • STEM Leader led a team. The STEM team planned and implemented a week long STEM focus from ELC- P7 including Glenable. <p>Next Steps:</p> <ul style="list-style-type: none"> • STEM audit to take place alongside shared Learning Environment planning • 100% of children will have daily access to STEM resources and activities in shared learning environments • Introduction of 1:1 devices • Development of staff confidence and competence using technology to enhance learning and teaching including pedagogy of digital learning. 	

6. Successes and Achievements in Session 2020-21

Page 1 – Health and Well Being – Nurture and Ready to Learn – Amy Milne

Page 2 – Digital Learning – Lynsey Stevenson

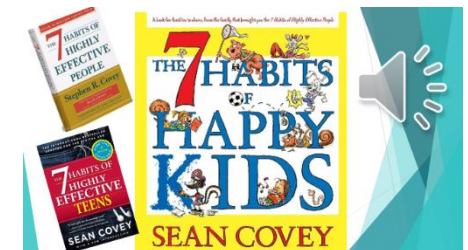
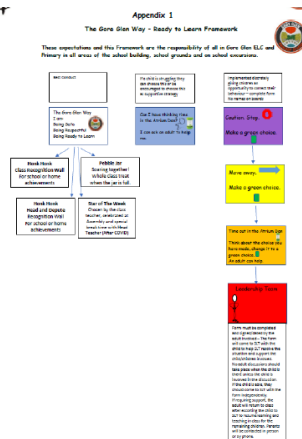
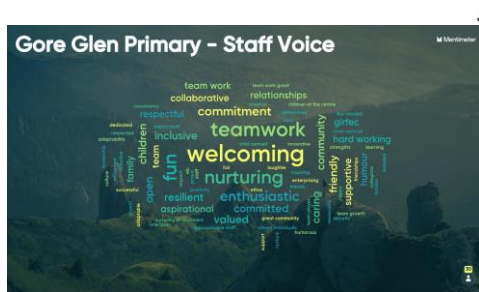
Page 3 – Glenable- Sam Smith

Page 4 – ELC – Amy Finlayson

Page 1 - Whole School S&Q Report - Culture - 2020-21

Amy Milne, New Head Teacher, started in October 2020. At the in-service day she led an evaluation of the current SQIP and Vision and Values in order to re-prioritise school improvement based on evaluation with all stakeholders and the current restrictions and uncertainty in place due to COVID. This was followed by 1:1 staff meetings with all staff, parent evaluation with the parent council and pupil evaluations in every class. It evolved that the most pressing priorities were linked to behaviour in school and overall Health and Wellbeing for children, staff and families. A Health and Wellbeing Learning team led initially by the HT was established and then evolved to be led by a class teacher who has now been identified as the Nurture lead. At subsequent CAT sessions the following was developed:

- Stakeholder views in school improvement planning and evaluation
- Distributed leadership and development of learning teams for Health and Wellbeing and a separate Learning Team developing planning
- Updated Mission, Vision and Values - linked to *Geese* analogy and visual - staff, children and families
- Culture development and expectations in line with Mission etc and Paul Dix research
- Introduction of Honk Honk class walls, whole school Honk Honk Board and Staff Honk Board - to recognise children meeting and exceeding expectations every day in line with Paul Dix research and Honk Honk linked to the *Geese* who Honk at each other to support and encourage them during migration.
- Ready to Learn Policy, Framework and Practice developed throughout whole school. Adapted for ELC and Glenable children but all with same underpinning philosophy linked to value - Read to Learn and Nurture Philosophy included; red and green choices, opportunities to change choices to green with adult support, thinking time as a choice and a clear framework of consequence and opps to change choices to green supported by visuals. All staff in school and playgrounds using this with consistency. Reduction in challenging behaviour and increased engagement for some. Playground safer, less frequent accidents and incidents, common language used around the school that all children are familiar with and restorative conversations, meetings and consequences in place to be able to make things right and return to being ready to learn. Effective communication with families and in some cases additional child planning meetings to explore barriers further and introduce strategies to support individuals more effectively.
- Zones of Regulation to support Ready to Learn Framework and Nurturing approach
- Pebble Jars to celebrate class effort together to meet the *Gore Glen Way* and go above and beyond in their choices and learning together.
- Assembly focus - 7 Habits of Happy Kids - Covey
- Wellbeing Wednesdays for children, families and staff and a daily 30 min walk challenge during distance learning period for all.



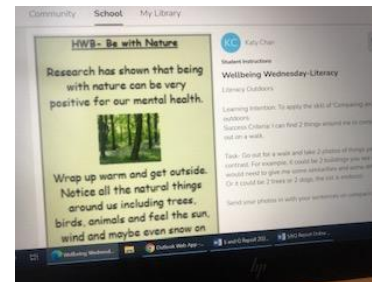
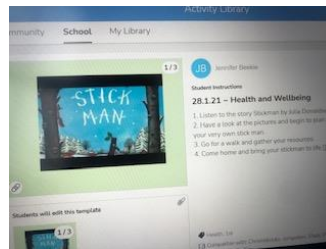
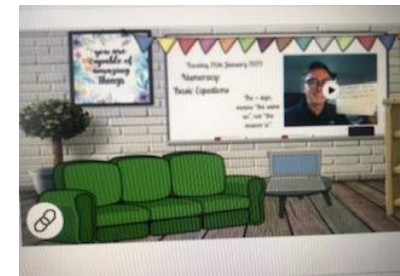
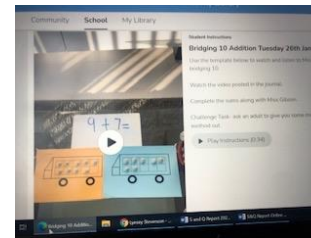
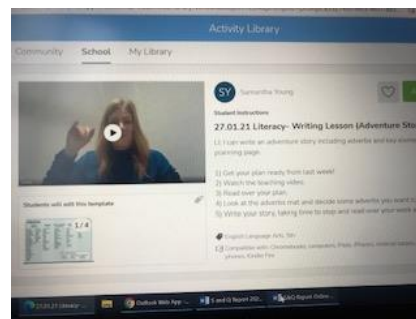
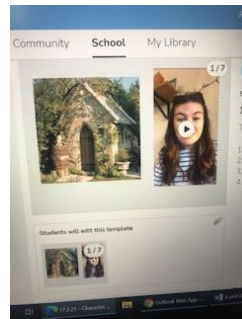
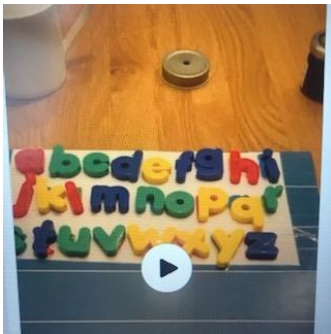
Page 2 - Whole School Digital Learning S&Q Report 2020-21

After what has been an unprecedented and disrupted academic year for all learners due to COVID, our Gore Glen teachers should feel rightfully proud of how adaptable and resilient they have been when dealing with the changes successive lockdowns have brought, particularly with the challenges of online learning and engaging learners whilst at home.

Teachers have demonstrated flexibility and creativity in adapting to the changing situation for blended models of learning and developing their digital expertise, using Seesaw, to ensure learners remained engaged with learning and teaching.

Staff underwent training to ensure they were able to hold Google Meets with classes and upload videos to Seesaw to support the wellbeing of learners and the learning and teaching of all curricular areas but particularly in the areas of Literacy, Numeracy and HWB. SLT also used Seesaw to communicate regularly with learners and their families at home and through weekly assemblies on Google Meet.

Learners being able to see, hear and engage with their teachers supported throughout the second lockdown and there have been a number of examples of excellent learning and teaching opportunities and delivery of a wide range of teaching concepts across all CfE levels and curricular areas.



Page 3 - Glenable Complex Needs Provision S&Q Report 2020-21

After what has been an unusual and disrupted academic year, our Glenable learners and families should feel rightfully proud of how adaptable and resilient they have been to cope with all the changes successive lockdowns have brought and, for some of our learners, in not just one setting, but two! Both children and staff have shown flexibility and creativity in adapting to the changing situation for blended models of learning, increasing digital expertise and maintaining the full-time placements for our keyworker and most vulnerable families throughout the Covid19 lockdown periods. In the key areas of Literacy, Numeracy and Health and Wellbeing, Glenable staff have been further developing planning, tracking and monitoring documentation in association with Gore Glen staff, other Midlothian Complex Needs Provisions and Saltersgate School to incorporate Milestones and the SCERTS programme. Co-operative learning and active learning through play approaches have been embedded into learning and teaching. All children in Glenable also continued to enjoy weekly access to soft play, sensory room, food technology sessions and opportunities for Outdoor Learning experiences. Attendance at the 'virtual' Lothian Regional Disability Athletics Event was another annual success. The development of the Glenable garden project and Glenable Learning Zone, participation in STEM week and mainstream integration have been particular highlights this session.



This session the Glenable children and staff team have also acted as a certified Signalong course, together with other Inclusive Communities, working with a wide range of multi-agency colleagues. A number of staff engaged in a course including Aided Language Boards, Talking Mats, Boardmaker 7 Online, Down's Syndrome Scotland training, Team Teach and Emotion Works for Complex Needs.

Priorities for next session:

- Development of curriculum targets around Milestones/SCERTS programme
- Digital learning access for all learners
- Sharing expertise in developing nurturing principles and values that underpin the positive relationships between children, staff and partners in Glenable

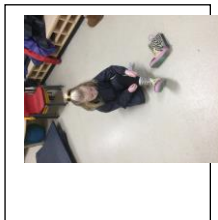


Page 4 - Gore Glen ELC S&Q Report 2020-21

After what has been an unprecedented and disrupted academic year, our Gore Glen ELC learners, families and practitioners should feel rightfully proud of how adaptable and resilient they have been when dealing with the changes successive lockdowns have brought. Both children and staff have shown flexibility and creativity in adapting to the changing situation for blended models of learning, developing digital expertise and maintaining the full-time placements for our keyworker and most vulnerable families throughout the Covid19 lockdown periods.

In the key areas of; Literacy, Numeracy and Health and Wellbeing, the ELC practitioners have been further developing planning, observations and floorbooks, in addition we have also embedding the Zones of Regulations into our daily practice and the daily routines for our learners. Through our digital learning period the ELC practitioners continued to link learning to the Curriculum for Excellence e's and o's, shared a weekly signalong sign (continuing to promote inclusion and communication), used key words/phrases and open ended questions and reflected upon/revisited previous learning experiences. The children in the ELC also continued to enjoy blocks of; Play on Pedals, Playboxes, Talk Time sessions, Boogie Bairns sessions (music and movement) which continued to develop social and communication skills, turn taking, problem solving skills and listening skills. Weekly opportunities for Outdoor Learning experiences in the local community was adapted so that children on both cohorts in the ELC could participate and Covid Regulations were adhered to. The development of the Zones of Regulations alongside the Positive Behaviour Policy and the Primary One MidMouse Transition Project, have been particular highlights this session.

This session the ELC practitioners and children have also actively engaged with a wide range of multi-agency colleagues. A number of staff engaged in a Down's syndrome Scotland training, government funded STEM module and Diabetic Training.



Priorities for next session:

- Development of Progression Pathways/Tracking in the ELC
- Digital learning developing learners awareness and skills alongside those of practitioners
- Deepening our knowledge and expertise in developing the Zones of Regulations and enabling our learners to self-regulate and promote positive wellbeing



7. What is Our Capacity for Continuous Improvement?

Quality Indicator	LA/School Self-Evaluation	Authority Reviews / Theme visits	HMIe/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	4 - Good	NA	NA
2.3 Learning, Teaching and Assessment	3 - Satisfactory	NA	NA
3.1 Ensuring Wellbeing, Equity and Inclusion (Take into account QI 2.1)	4 - Good	4 - Good	NA
3.2 Raising Attainment and Achievement/ Securing Children's Progress	3- Satisfactory	NA	NA

Part 2: Midlothian Education Improvement Planning – 2021-22

Establishment	Gore Glen Primary and ELC
Area	Gorebridge ASG
Session	2021/22
Planning Cycle	Year 3 of second cycle

Contents – School Improvement Plan

1. Overview of High Level NIF Priorities
2. Priority Summary and High Level Strategic Targets
3. Interrupting the Cycle of Poverty
4. ASG Plan

1 - MIDLOTHIAN EDUCATION: OVERVIEW OF HIGH LEVEL PRIORITIES (2021/22)

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 (including STEAM) 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 ASN Senior Phase attainment gap</p> <p>1.3 identify and reduce the attainment gap between the most and least deprived children, including ASN and care-experienced children</p>	<p>2.1 Improve Equity and Inclusion, through the following areas:</p> <ul style="list-style-type: none"> • Nurture • Attendance and Engagement • Family Learning • ASN <p>Embedding the principles of UNCRC and The Promise</p> <p>2.2 Develop and improve health and wellbeing of staff and all children and young people, from Early Level to Senior Phase through:</p> <ul style="list-style-type: none"> • HWB curriculum development • local authority, school and community supports 	<p>3.1 Develop a quality improvement framework to support ELC and 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, including leadership of learning c) delivering a minimum data set and supporting data literacy to improve self-evaluation d) developing a Parental Engagement Strategy 	<p>4.1 Improve senior phase progression pathways to increase positive destinations, including for young people with ASN and who are care experienced</p> <p>4.2 Prepare children and young people for the world of work:</p> <ul style="list-style-type: none"> a) carry out an audit of career education standards 3-18 and embed them within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations 	<p>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. c) DSM Review <p>5.2 implementing '<i>Equipped for Learning</i>' Digital Strategy to support transformational change in digital learning</p>

2. Priority Summary and High Level Strategic Targets

These priorities are whole school priorities including the ELC, Primary and Glenable Provision

Priority	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners – <i>please refer to NIF targets at start of this section for 2021-22 AND use your own contextual targets IF REQUIRED</i>
Digital Learning				
<p>Priority 1:1 Improve attainment within the broad general education stages, by focusing on:</p> <p>b) innovative pedagogical approaches and enhanced use of digital technology to support learning</p> <p>Priority 3.1 Develop a quality improvement framework to support ELC and schools to achieve Good or better in</p>	<p>QI 1.2 Leadership of Learning</p> <p>QI 2.3 Learning, teaching and assessment</p> <p>QI 3.3 Digital Innovation and Digital Literacy</p>	<p>Every school will participate in the following;</p> <ul style="list-style-type: none"> Half day in service training in Aug, focusing on new systems and processes Half day in service training in Jan, focusing on professional learning in digital pedagogy <p>Three mandatory e-learning modules, 3x30mins, linked to innovative pedagogical approaches and enhanced use of digital technology to support learning</p> <p><u>Gore Glen – Whole School</u></p> <ul style="list-style-type: none"> Purchase and implement Nessy – SFL Literacy, Numbots and TTRS – 	<p>Digital learning team and digital leaders in each school</p> <p>Laura Swanson (P5/6 Teacher and Digital Leader for Gore Glen)</p> <p>Rhyanydd Parry (Glenable Teacher)</p> <p>Amy Finlayson (ELC Digital Lead)</p> <p>2X½ days - In-service days</p> <p>2x1hr CATs</p> <p>Flexible WTA (CLPL) – drop in Digital Clinics led by various ‘experts’</p>	<p>Equity of access for learners baseline, Aug 2021</p> <p>Equity of access for learners measure, May 2022, expected to be 100%</p> <p>Staff confidence baseline in use of digital platforms, August 2021</p> <p>Staff confidence measure, March 2022</p> <p><u>Gore Glen – Whole School</u></p> <p>Consistency in application of purchased digital resources to support learning and teaching. (June 2022)</p>

<p>inspection QIs through:</p> <p>a) empowering leaders at all levels, leading to an empowered system</p> <p>Priority 5.2 implementing 'Equipped for Learning' Digital Strategy to support transformational change in digital learning</p>		<p>Numeracy, Accelerated Reader – Reading, Tig Tag – Science resource</p> <ul style="list-style-type: none"> • Develop consistent use of Education City included in planning • Develop student involvement and independence engaging with Seesaw for L & T and sharing achievement evidence • Monitor use of Digital Technology in learning and teaching • Develop school policy and learning and teaching expectations for integration of Digital Learning • Develop the use of 1:1 devices to enhance communication opportunities for children with barriers to learning 	<p>Finance TBC pending budget</p>	<p>Audit of student views and confidence in August 2021 and termly review to measure impact and confidence of use (August 2021, Jan 2022, April 2022)</p> <p>90% of children will be able to use the technology with stage appropriate level of independence (June 2022)</p> <p>90% Of learners will have an increased interest in digital learning (June 2022)</p> <p>100% of GG staff will use digital technology to support learning and teaching (Teachers, ELC EYPs and support staff (Dec 2022)</p>
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Health and Wellbeing (Nurture)

<p>Priority 2.1 Improve Equity and Inclusion, through the following areas:</p> <ul style="list-style-type: none"> Nurture <p>Embedding the principles of UNCRC and The Promise</p> <p>Priority 2.2 Develop and improve health and wellbeing of staff and all children and young people, from Early Level to Senior Phase through:</p> <ul style="list-style-type: none"> HWB curriculum development local authority, 	<p>QI 1.2 Leadership of Learning</p> <p>QI 3.1 Ensuring wellbeing, equity and inclusion</p>	<p>Every school will:</p> <ul style="list-style-type: none"> Appoint a Nurture Lead to support the development of whole school nurture Complete a self-evaluation audit to identify areas of strength and target development needs Be enabled x2 hours minimum protected time to support development of whole school nurture and, where required access to bespoke training to meet identified learning needs <p>The Education Service within the Directorate will</p> <ul style="list-style-type: none"> Circulate termly Nurture Newsletters to schools showcase good practice and share learning about how to apply whole school nurturing approaches Improve access to practice ideas through shared 	<p>Nurture Strategy Group and Nurture Leads in each school and early years setting</p> <p>Sarah Gibson Nurture Lead and leading HWB Learning Team (P1 Teacher)</p> <p>Leigh pleasance Glenable rep HWB learning Team</p> <p>Nina Armstrong TBC ELC rep HWB Learning Team</p> <p>2hrs In-service Day 2x1hr CAT sessions</p> <p>June 2021</p> <p>October 2021</p> <p>April 2021 – May 2022</p>	<p>100% schools will have identified specific Nurture targets in their SQIP, June 2021.</p> <p>100% of schools will have demonstrated an increase in whole school nurture knowledge and understanding and in applying nurture in practice</p> <p>Baseline evidence from School Nurture Audit, June 2021. Follow-up evidence gathering from School Nurture Audit, May 2022 with sample of schools. Training Evaluation Surveys</p> <p>All Nurture Leads will show an increase in skill and confidence in developing a nurturing school Baseline evidence - focus group with Nurture Leads, June 2021 Follow-up evidence focus group, May 2022.</p> <p>Selection of schools including pupil voice in self-evaluation (bespoke by school or Education Scotland self-evaluation pupil voice tools) demonstrate improvement in pupil well-being</p>
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<p>school and community supports</p> <p>Priority 3.1 Develop a quality improvement framework to support ELC and 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>QI2.4 Universal Support</p> <p>QI 3.1 Ensuring wellbeing, equity and inclusion</p>	<p>Professional Learning Resources #nurturemidlothian</p> <p>Nurture Leads will</p> <ul style="list-style-type: none"> - Have an opportunity to attend 8-10 (2 per term) online sessions 'Professional Learning for Nurturing Schools'. There will be approx. 8-10 sessions (approx. 2 each term). <p>A sample of pupils' views will be gathered to explore experience and impact of nurture.</p> <p><u>Gore Glen Whole School</u></p> <ul style="list-style-type: none"> -Re-establish Vision etc and RTL framework expectations and philosophy behind it with new team. (Nurturing School) -Further develop Zones of Reg integrated consistently into practice, minimum of daily check in but opp for regular Z of Reg check in. -Whole school development; Building Resilience and RSHP to enhance the HWB curriculum -Introduction of consistent approaches to soft starts am, after break and after lunch -Introduction of Fitness and Family Fridays with P7 sports leaders. -Development of Family Learning (PEF) on Family FF Fridays -Continued development of Staff Health and Wellbeing – strategy focussed and HWB incentives such 	<p>September 2021 – May 2022</p> <p>May 2022</p> <p>Health and Wellbeing Learning Team with Nurture Lead – Joint Professional Inquiry CLPL and weekly meetings/reading – Community Singing Time</p> <p>August 2021 – 1hr In-service Day 2X 1hr CATs 2hrs October In-service</p> <p>Building resilience – assemblies launch Aug 2021</p> <p>Staff Wellbeing - Mental Health 1st Aid Training for HT and 1/2 Reps</p> <p>Finance TBC</p>	<p><u>Gore Glen Whole School</u></p> <p>Consistency in practice linked to mission, vision and values across whole school – nurture expectations in place in 100% of classes – observed, students can talk about M, V and V and RTL. They understand the purpose and process of nurturing approaches and restorative practice.</p> <p>All building resilience themes will be introduced in Assemblies and continued by NCCT Teacher and class teacher. Observed in daily school life and discussions with staff and children.</p> <p>Increased engagement with families. Families will be able to talk more confidently about learning and support strategies that are in place in the school and be more involved in school improvement planning.</p> <p>Staff wellbeing will permeate the school culture alongside student wellbeing. They will have someone in school that they can talk to about their own wellbeing with Mental Health First Aid Training who can also direct anyone who requires support to Midlothian</p>
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		as You've been Mugged and Honk Honk – Intro GG Oscars and termly Staff Wellbeing event/focus		services or services available through unions.
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3. Interrupting the Cycle of Poverty – The Pupil Equity Fund Planning Gore Glen April 2021 - April 2022

PEF allocation for 2021-2020: £17153					
Gap	Outcome Statement	Measures	Lead Staff Member	Details of Intervention	Cost
Provide details of the gap you want to address.	What do you hope to achieve? What is going to change? For whom? By how much? Timescale?	What data will you gather to determine whether or not improvement is taking place? When will data be collected?	Who is responsible for this element of your PEF plan?	What are you going to do to achieve the outcome?	
2.1 Improve Equity and Inclusion, through the following areas: <ul style="list-style-type: none"> Attendance and Engagement Family Learning 	<p>The Home School Practitioner will develop a rapport with families and support and encourage them to send their children to school on time each day. She will lead a walking bus for some families who find this particularly challenging,</p> <p>The Home school Practitioner will develop a bespoke Family Learning Programme with a variety of other people coming in to lead short sessions. The Home School Practitioner will co-ordinate and be there to support at the sessions. She may deliver a session if relevant.</p>	<p>Attendance and lateness data from 2020-2021 will provide a robust base line. Progress will be measure ½ termly using attendance data on Seemis.</p>	Jenni Tait	<p>19 Hours Home School Practitioner Walking Bus – children arriving on time Follow up with some absent families or regular lates Develop bespoke Family Learning Programme with support of Gore Glen Team or Visiting specialists</p>	£17153
Ready to Learn 2.1 Improve Equity and Inclusion, through the following areas: <ul style="list-style-type: none"> Nurture 	<p>The Home School will provide a variety of interventions across the school with children who being 'ready to learn' is a barrier. The majority of these groups or 1:1 sessions will be linked to social and emotional wellbeing as well as relationships with others so that the child can then be in class and more engaged with the learning.</p>	<p>Engagement surveys with staff and children to take a baseline – Luven Scale observation assessment or Online GL Pass assessment for older children Boxall Assessments for children with specific Nurture Interventions Ongoing recording of progress and ½ termly evaluation including engagement surveys</p>	Jenni Tait	<p>Above – Home School Practitioner Ready to Learn Agenda with intervention Groups such as: Social Detectives Lego Club Drawing and Talking Therapy 1:1 Social skills Group Drop in nurture support referred and self referrals/requests</p>	£ as above
Total: £17153					

4. ASG Plan

NIF Priority	Links to HGIOS4	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners
<p>MODERATION of the TEACHING LEARNING & ASSESSMENT CYCLE</p> <p>Improvement in attainment, particularly literacy and numeracy</p> <p>“TEACHING, LEARNING & ASSESSMENT”</p>	<p>1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement/ Securing children’s progress</p>	<p>Moderation Session at Cluster level, led by QAMSO’s in partnership with Lisa Barnes for ELC level up. Focus of sessions will be on READING QAMSOs, Literacy Coordinators work together to provide quality moderation sessions in October with follow up in March. Meeting #1 (Lisa to attend) Wednesday, 8 September 2021 at 3:45pm Lead QAMSO to feed back to ASG meeting Tuesday, 21st September 2021 at 09:30am via Teams. Lisa to work with QAMSO for ELC-P1 moderation of Reading. Progression Pathways & Framework in place and agreed across NLC Develop understanding and use of Reading progression pathways from East Lothian - rebrand as Newbattle Learning Community until otherwise advised.</p>	<p>Joint CAT sessions x 2 29 October and 18 March</p> <p>Vicky/Lindsey connecting with QAMSOs</p> <ul style="list-style-type: none"> - Nicky Istephan - Melissa Craig - Claire McManus - Christ Wilson - <p>Literacy Coordinators: Goreglen - Lyndsey Stevenson Lawfield - Tracey Strathearn Stobhill - Fearn Wood Mayfield - tbc MNS - Lisa Barnes St Lukes - Phil Smith Newtongrange - Nicole Brown Gorebridge - Suzanne Landells Newbattle - Lucy White</p>	<p>Improved Teacher Capacity to judge achievement of a level in reading.</p> <p>Staff are increasingly confident in assessing and making accurate judgements in evaluating learner progress in reading.</p> <p>Moderation activities inform planning for high quality learning & teaching in reading.</p> <p>Raised attainment in Reading - 5% increase in children on track in reading (CfE) at each year stage in each school.</p>