



# Standards and Quality Report 2021-2022

## Improvement Plan 2022-23

**MOORFOOT**  
**PRIMARY SCHOOL**



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# School Context

## School Information

Moorfoot Primary School and ELC has been in existence in its present building since October 2007, the school is situated in the settlement of North Middleton. The school was created from the merger of nearby Borthwick and Temple Primary Schools. Similar in their traditional values and community ethos, the schools had a shared past with close links.

We are lucky enough to enjoy a wonderful modern school in a rural setting. Our purpose built facilities, our playground and garden areas have been designed to maximise learning opportunities.

Moorfoot Primary School is part of the Newbattle Learning Community. It has four classes and an ELC class, with the Primary children working in composite classes.

The school currently has a roll of 88 and has 7 teaching staff (some job share) complemented by a visiting specialist for P.E. We also have an ELC class supported by 1 Senior Early Years Practitioner (SEYP) and 2 Early Years Practitioners, with external support from the Early Years Community Team. Learners and teachers are supported by one part time support for learning teacher and a team of Learning Assistants.

We are supported by our PTG (Parent Teacher Group) who put in a great amount of effort to raise important funds for the school. In the past they have carried out a variety of events to raise funds such as: Litter picking, coffee mornings, a ceilidh, Christmas Singalong and Duck race.

We have used these funds to support a variety of things: Book-bags for new P1 and any new children; financial support for camp; contribution to reduce the cost of trips, and a Christmas performance. The support of the PTG has been invaluable and much appreciated.

## Our Vision, Values and Aims

Learning Inspiration Friendship Enjoyment

At Moorfoot we aim to build a 'growth mindset' in our pupils where they **believe** that their brain, abilities and talent will improve through hard work. This allows them to develop a drive for growth and a resilience, which enables them to achieve great things.

Moorfoot pupils are at the heart of learning. They will be given the opportunity to have their voice heard, make decisions, influence planning and **lead learning**. Staff aim to engage with pupils to find out what their interests are and help them **develop these interests**. Learning at Moorfoot has no limits.

We aim to develop a rich curriculum with experiences which **inspire** and **challenge** our pupils. The experiences will enable our pupils to become **aware of the world around them**. They will have the opportunity to engage with themes of global citizenship, sustainable development and **outdoor learning**. Through visits, visitors and learning experiences our school pupils can make relevant contextual links to help them develop the knowledge, skills, values and attitudes they need to face the challenges of the 21st century and contribute to a sustainable future.

At Moorfoot, we aim to develop positive **relationships** across our whole school community. Everyone will be made to feel welcome and valued. Opportunities will be provided to enable relationships to thrive. We believe in developing **friendship** and partnership.

We aim to have children **enjoying** learning. We want them to feel **confident, happy** and able to reach their full potential. We will do what we can to make this happen.

# Consultation & Communication

Through surveys, pupils and parents' views are sought, as well as through PTG meetings and Pupil Voice Group Meetings.

The report is made available on our website in full, with a summary also made available to parents through the school app. Our weekly SWAY includes updates as to progress being made throughout the academic year.

# Standards and Quality Report 2021-22

We have continued to focus on the wellbeing of our staff and pupils this session as we begin to transition away from covid mitigations and restrictions. The school made progress throughout the year in learning and teaching, however we must acknowledge that progress in session 2021-22 was disrupted by the COVID pandemic. The Omicron variant played a significant part in disrupting our school further, with high levels of student, then staff, absence. We managed to cover almost all staff absences, and only closed classes when there was no alternative and always tried to minimise the amount of time spent learning remotely. We have learned a lot through the pandemic about online learning, and a positive is that teachers and pupils are using a lot of online tools in day to day learning and teaching.

## Successes and Achievements in Session 2021-22

Implementation of 1 to 1 devices

Successfully navigated staff absence minimising class closure

Implementation of RSHP

Finished our Learner Qualities

Successful Health Week including visitors with specialisms including therapists

Star of the Week to celebrate each unique learner

Children in younger year groups able to use Atrium Space with mitigations in place.

Parent survey - feedback acted upon - e.g., restructuring of homework calendar to include weeks off, and focus weeks

Seesaw used to evidence pupil wider achievements (linked to spreadsheet)

Trellis Charity and Biodiversity specialists to support sustainability, outdoor learning and mental health and wellbeing

Behaviour flowchart updated and implemented

Improvement in writing

AR continuing to have an impact

Our P7 pupils piloting transition drama project in partnership with the university of Aberdeen

P5 - 7 Skiing

Reintroduction of Summer Fair

Reintroduction of Bikeability

P7 fully involved in planning their end of term arrangements

P7 went to Mining Museum to celebrate their climate change artwork created during mitigations

Active School back up and running

Music lessons restarted (even online)

Pupil relationships survey carried out by Pupil Group and feedback acted on

Froebel course undertaken by EYP with Literacy focus (Story Shed)

PICL in ELC training undertaken



# Review of Progress and Impact

## Improvement Priority 1: Digital

### Midlothian and National Links

#### Midlothian Education Service Priorities

1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Career-Ready Employability
5. Finance and Resources

#### National Improvement Framework Driver(s)

- School Leadership
  - Teacher Professionalism
  - Assessment of Children's Progress
  - Performance Information
  - Parental Engagement
  - School Improvement

#### HGIOS/HGIOELC Quality Indicators

- 1.1 Self-evaluation for self-improvement
  - 1.2 Leadership of learning
  - 1.3 Leadership of change
  - 1.4 Leadership and management of practitioners/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 Developing creativity and skills for life and learning/Increasing creativity and employability

### Progress

- ELC - Requested feedback from parents about learning/strategies/supports they would like to see.
- ELC – seesaw used for communicating with families. Learning outcomes also shared on seesaw
- ELC – engaging families more digitally – lending library questionnaire, sharing learning of individual pupils
- Acceptable use charters across the school in place and digital policy updated to reflect EFL strategy.
- Seesaw used to communicate rollout successfully to all parents. ALL parents engaged with digital survey and user agreement online.
- All pupils in P1 – 7 have access to their own device, and staff are using a variety of online tools to support and enhance learning and teaching.

### Impact

Teachers use existing knowledge of digital tools and share this with colleagues as well as supporting. Practitioners in all areas of the school have engaged with upskilling and CLPL activities provided at council level.

Teachers have led in the creation of class charters for the use of EFL devices.

Digital learning is used in a wide range of learning environments and makes use of creative teaching approaches. Technology is used to provide learning experiences across the curriculum from reading lessons where the tasks are differentiated by level and by outcome to provide effective differentiation for the learners in a digital context. Further differentiation is provided by universal supports being implemented such as the dictation tools and recorded instructions. Learner's tasks are sent specifically to them so work which is appropriate to them is sent directly to them.

With the introduction of 1 to 1 pupil devices, teachers have begun to employ a variety of innovative and creative resources and teaching approaches including digital technologies. For example Kahoot, Sumdog, Education City, Google Classroom, Seesaw and Jamboards are all being used to engage and motivate learners as well as practising skills. Accessibility features are being taught and used in a universal and target way.

## Impact

Digital learning opportunities are incorporated into short term plans along with success criteria so that we know what learners are expected to be able to do. Digital opportunities are made available for every child to experience success by documenting their learning in different ways. Most children experience success through digital technologies. Every pupil has their own device and is learning how this can be used across the curriculum to aid, enhance and support learning. All children are using digital technologies (Seesaw, AR Quiz/STAR, Google Classroom, Sumdog etc.) with support where needed. Teachers plan for digital technologies across the curriculum.

## Next Steps

- Further support and training to continue to build staff confidence in using new online tools.
- ELC to create an interactive parent board with links to policy and procedure, toolkits

## Improvement Priority 2: Nurture

### Midlothian and National Links

#### Midlothian Education Service Priorities

1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Career-Ready Employability
5. Finance and Resources

#### National Improvement Framework Driver(s)

- School Leadership
  - Teacher Professionalism
  - Assessment of Children's Progress
  - Performance Information
  - Parental Engagement
  - School Improvement

#### HGIOS/HGIOELC Quality Indicators

- 1.1 Self-evaluation for self-improvement
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#### Progress

- Online training on nurture attended by staff.
- Staff undertaking anxiety training organised by CAMHS
- Flowcharts have been updated and on display.
- Policy updated and shared with parents
- Behaviour flowchart shared with pupils at assembly (in response to survey)

#### Impact

We use the CIRCLE framework to support learners and evidence inclusion in class and across the school. Training was delivered to the whole team to raise awareness.

Individualised, personal supports in place across classes for those who require scaffolding and strategies to manage behaviour and Parents of LGBT+ pupils have expressed positivity to the steps the school has taken to inclusion and how it has supported its learners. The visual support project continues to be used throughout the school to bring consistency to classes and shared spaces. Most of our pupils (86%) say that the school helps them feel good about themselves and like they belong.

Teachers regularly check in with how children are feeling. We take a restorative approach at school and work hard to maintain our relationships in a nurturing way. Our nurturing approach takes cognisance of where children are at developmentally.

Support strategies are created for pupils who require it, identifying ways to help them achieve in class. Our Learning Assistants are skilled at building and fostering close, supportive and nurturing relationships with our pupils.

We use the Midlothian ASN matrix to identify pupils and target support in a meaningful way.

We use the RSHP resource to plan learning across the school and track this to ensure continuity.

Children have achievable and attainable learning targets.

Every class has a daily settling activity to enable teachers and learners to check in with each other and reconnect.

All staff foster nurturing, meaningful relationships with pupils. Everyone in our school has been involved in the creation and maintenance of our Ethos, Behaviour and Relationships Guidance.

Our Focus Homework weeks allow children to practise being active, responsible, safe and healthy outwith school, and this is celebrated at assemblies and recorded in our wider achievements tracker.

We deliver 2 hours a week of PE across the primary stages, as well as holding a health week, inviting colleagues with specialisms to visit the school. Active schools take into account pupils' views as to which clubs to try and provide.

## Impact

P7 pupils build positive relationships with their P1 reading buddies. They often play together at break and lunch in their own time. Children share their wider achievements through seesaw, and we see examples of raising money for charity, helping around the home and helping and volunteering in the community. Our older pupils regularly demonstrate kindness and empathy towards younger members of the community, supporting them in their play and learning. Through Star of the Weeks pupils are encouraged to think about and vocalise what makes us each unique and special.

## Next Steps

- Recording of behaviour not consistent across the school
- There needs to be more consistent use and discussion of school rules
- Up up and away training complete. Staff to reflect and discuss how to build this into practice.

## Improvement Priority 3: Raising Attainment and Achievement

### Midlothian and National Links

#### Midlothian Education Service Priorities

##### 1. Attainment & Achievement

2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Career-Ready Employability
5. Finance and Resources

#### National Improvement Framework Driver(s)

- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- School Improvement

#### HGIOS/HGIOELC Quality Indicators

- 1.1 Self-evaluation for self-improvement
  - 1.2 Leadership of learning
  - 1.3 Leadership of change
  - 1.4 Leadership and management of practitioners/ staff
  - 1.5 Management of resources to promote equity
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- 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 Developing creativity and skills for life and learning/Increasing creativity and employability

### Progress

- Learner Qualities are finished and specific observable behaviours are part of skills to tag on Seesaw
- Early Learning Literacy audit toolkit is started and helping evaluate the environment and make improvements.
- PM Benchmarking training underway
- Writing plan in place across school with moderation a focus
- STAR reading/AR continues to motivate pupils

### Impact

Teachers use attainment data, including CfE combined data, and stretch aims to inform planning, and to target support. Teachers use and share AR (reading) SWST (spelling), MUMP (Numeracy) as well as SNSA data to inform planning and judgement on achievement of a level.

Looking at our combined CfE data for P1, 4 and 7 pupils we can see that almost all are achieving in listening and talking, and are ahead of our stretch aim. Most pupils are achieving in reading and numeracy and falling within our stretch aim for reading, however we are falling slightly short of our stretch aim for numeracy. The majority of pupils are achieving in writing, however we are not meeting our stretch aim goal for the session.

Staff are positive and motivated with clear direction and next steps in literacy and numeracy. Daily practice in class is helping increase confidence and fluency in writing.

Assessment tasks in writing (hot and cold tasks) show evidence of impact in writing progress.

The implementation of AR and supporting resources have impacted achievement in reading with almost all children taking part across P3-7 increasing in their overall reading age. Of the children we have comparable data for from the start and end of session, the average increase in reading age was 18 months. Taking just the P6 and 4 data the average increase was almost 2 years (23 months). We track using a pupil achievements sheet, capturing personal achievements, wider achievements, and achievements in curricular areas. Attainment meetings between staff allow us to look at day to day progress, as well as the bigger picture and talk about how well and how much our pupils are achieving.

We capture achievements on Seesaw as a visual record (helping in the community, life skills, sporting awards etc.). We give certificates, Gold Stars, House Points, Marvels and celebrate these at assembly time. We use news time, circle time, and News Natter and Nibbles as a forum for pupils to talk about their achievements.

## Next Steps

- STEAM has not been a focus this session and something we need to refocus on
- Further meetings focused on data, benchmarking, teacher judgement
- Whole school audit of literacy resources and collegiate planning as to use
- Focus on concrete materials being used at all stages to enhance learning in numeracy

## Capacity for Continuous Improvement

Quality Indicator	LA/School Self-Evaluation	Authority Reviews / Theme Visits	HMIe/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	Good		
2.3 Learning, Teaching and Assessment	Satisfactory		
3.1 Ensuring Wellbeing, Equity and Inclusion	Good		
3.2 Raising Attainment and Achievement / Securing Children's Progress	Good		

# Improvement Plan 2022-23

<b>Establishment</b>	Moorfoot Primary School
<b>Area</b>	
<b>Session</b>	2022-23

Prepared by: **John Dagger**, Head of Establishment Date: June 2022

Reviewed by: **Annabel Bates**, Schools Group Manager Date: August 2022

## Midlothian Education Service Priorities

	Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Employability
<b>NIF Key Priorities</b>				
	<p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p>	<p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p>	<p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p>

	Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Employability
<b>Midlothian Priorities</b>	<p><b>1.1</b> Improved attainment within the broad general education stages</p> <p><b>1.2</b> Improved attainment within the senior phase.</p> <p><b>1.3</b> The poverty related attainment gap is narrowed</p> <p><b>1.4</b> Improved attainment of children and young people who require additional support including young carers/care experienced children</p>	<p><b>2.1</b> There's an improvement in children and young people's behaviour and attendance</p> <p><b>2.2</b> There's an improvement in children and young people's wellbeing</p> <p><b>2.3</b> Children have a greater understanding of their rights (UNCRC) and these rights are being met across our establishments</p>	<p><b>3.1</b> Leaders at all levels work together within an empowered system to improve outcomes for children, young people and families</p> <p><b>3.2</b> Children and families participate, influence and inform how we deliver our services</p> <p><b>3.3</b> Quality Assurance activities lead to improvements in the quality of education provision across our early learning and childcare (ELC) settings and schools</p>	<p><b>4.1</b> Improved progression pathways for all learners lead to an increase in positive destinations</p>

# Associated Schools Group Improvement Plan 2022-23

## Improvement Priority: Enhancing Learning Teaching and Assessment Through Moderation

### Midlothian Education Service Priorities

1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Career-Ready Employability
5. Finance and Resources

### National Improvement Framework Driver(s)

- School and ELC Leadership
- Teacher and practitioner professionalism
- Curriculum and assessment
- Performance Information
- Parental/carer involvement and engagement
- School and ELC Improvement

### HGIOS 4 Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of practitioners/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 Developing creativity and skills for life and learning/Increasing creativity and employability

Priority 1	Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<b>Enhancing Learning, Teaching and Assessment Through (2.3)</b>	<ol style="list-style-type: none"> <li>1. ASG to develop and launch a consistent LTA policy with toolkit (tbc)</li> <li>2. Embed principles of practitioner enquiry with an ASG approach</li> </ol>	<p>Primary Collaborative Facilitators</p> <p>Secondary LTA Lead Teachers</p>	<ul style="list-style-type: none"> <li>• All ASG staff use the same LTA policy and toolkit which will improve learner experiences in the classroom.</li> <li>• Qualitative data from walkthroughs using the toolkit at points in the year will show improvements in areas of focus.</li> </ul>

<u>Priority 1</u>	Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
	<ul style="list-style-type: none"> <li>Primary in partnership with Learning Academy Programme</li> <li>Secondary to continue last year's programme through faculties</li> </ul>	All teaching staff in ASG	<ul style="list-style-type: none"> <li>Data from the professional enquiries show improvements in the x4 identified themes leading to improved outcomes for learners.</li> <li>All staff to have completed a practitioner enquiry related directly to learner outcomes and moderated across ASG.</li> <li>Learner feedback will be sought using HGIOURS in pupil voice to provide evidence of improved learner experiences.</li> </ul>

<u>Priority 2</u>	Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<b>Moderation</b>	<p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>Appoint an ASG PT literacy</li> <li>ASG PT to support moderation activities at all levels in all schools through literacy champions</li> <li>Analyse the full ASG literacy levels to identify the necessary gaps for intervention</li> </ul> <p><u>Numeracy</u></p> <ul style="list-style-type: none"> <li>To continue with the visiting moderation activities in numeracy at 2nd/3rd level through PT Numeracy at NHS.</li> </ul> <p>Analyse Literacy and Numeracy levels at 3 points in the year.</p>	<p>ASG PT Literacy</p> <p>ASG Literacy Champions</p> <p>NHS PT Numeracy</p> <p>A.Carse</p>	<p>To action:</p> <ul style="list-style-type: none"> <li>Data on gaps (Lit and Num) from A.Carse</li> <li>Increase data by 2.5% in 2yrs</li> <li>Increase data by 5% in 4yrs</li> </ul>

# Priority Summary and High Level Strategic Targets

## Improvement Priority 1: Raising Attainment

### Midlothian Education Service Priorities

1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Employability

### National Improvement Framework Driver(s)

- School and ELC Leadership
- Teacher and practitioner professionalism
- Curriculum and assessment
- Performance Information
- Parental/carer involvement and engagement
- School and ELC Improvement

### HGIOS/HGIOELC Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of practitioners/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 Developing creativity and skills for life and learning/Increasing creativity and employability

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<ul style="list-style-type: none"> <li>• Use data effectively to identify pupils who require targeted support</li> <li>• Undertake Literacy and Numeracy audits in ELC and Lower Atrium</li> <li>• Use new MUMP (numeracy) resource alongside focus on concrete materials</li> </ul>	Literacy Lead - Attainment meets in cal. Numeracy Lead - throughout year - CAT time to plan and implement SEYP and EYPS alongside P1 teacher PT/SfL - termly meets to look at data and plan All EYPs and CTs	<ul style="list-style-type: none"> <li>• Improved attainment of children and young people who require additional support including young carers/care experienced children. Aim for a 5% increase in Reading and Writing (combined data) and 2% increase in Numeracy.</li> <li>• Tracking targeted pupils in key areas to measure progress.</li> <li>• Improved attainment within the broad general education</li> </ul>

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<ul style="list-style-type: none"> <li>• Staff participate in moderation activities in Writing, Reading and Numeracy inc Lit Lead in SEIC connector</li> <li>• Staff participate in ASG Practitioner Enquiry (areas of focus, challenge and support, including differentiation, children involved in planning, formative assessment strategies and questioning) - see sep ASG plan.</li> <li>• ELC Evaluate current Planning and observations using a variety of self-evaluation tools</li> </ul>	HNeI lead SEIC Literacy Connector	stages <ul style="list-style-type: none"> <li>• Improved systems to track progress and and measure impact in literacy</li> <li>• ELC staff complete online learning modules re observations/planning</li> </ul>

## Improvement Priority 2: Equity and Inclusion, including Nurture

### Midlothian Education Service Priorities

1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Employability

### National Improvement Framework Driver(s)

- School and ELC Leadership
- Teacher and practitioner professionalism
- Curriculum and assessment
- Performance Information
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### HGIOS/HGIOELC Quality Indicators

- 1.1 Self-evaluation for self-improvement
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- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Developing creativity and skills for life and learning/Increasing creativity and employability

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<ul style="list-style-type: none"> <li>• Establish a behaviour tracking system to record and measure data</li> <li>• Engage with Bronze Level of Rights Respecting Schools/Establish pupil group</li> <li>• Plan Rights into assemblies</li> <li>• Engage with LGBT charter school</li> <li>• Continue working with Trellis and begin partnership with Play in Mind (Play Midlothian). Deliver Headstrong to P6/7</li> </ul>	WEI Lead	<p>There's an improvement in children and young people's behaviour and attendance</p> <p>There's an improvement in children and young people's wellbeing</p> <p>Children have a greater understanding of their rights (UNCRC) and these rights are being met across our establishments</p> <p>Baseline assessment for Play in Mind and assessment at end of 10 week block</p>



## Improvement Priority 3: Enhancing Learning, Teaching and Assessment using Digital Technology

### Midlothian Education Service Priorities

1. Attainment & Achievement
2. Included, Engaged and Involved: Wellbeing and Equity
3. Self-Improving Systems
4. Lifelong Learning and Employability

### National Improvement Framework Driver(s)

- School and ELC Leadership
- Teacher and practitioner professionalism
- Curriculum and assessment
- Performance Information
- Parental/carer involvement and engagement
- School and ELC Improvement

### HGIOS/HGIOELC Quality Indicators

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- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Developing creativity and skills for life and learning/Increasing creativity and employability

Key Actions	Lead Person / Timescales	Expected Measurable Outcomes for Learners
<ul style="list-style-type: none"> <li>• All staff continue CLPL in Digital technologies (Google Workspace Silver and Apple Teacher)</li> <li>• P7 pupils to engage with bronze Google Workspace by June</li> <li>• Establish use of assistive technologies into daily classroom practice</li> <li>• Revisit Audit from Digital Awards and create plan</li> <li>• Establish a pupil group (supported by Digital technologist - trained in use of microbit to lead the teaching of other pupils alongside identified LA)</li> </ul>	<p>Digital Lead Office staff/LAs trained In Serv 2 Teachers/EYPs - 2 hours CLPL (silver is the aim) all by Dec 22</p> <p>Pupil training (LA with PT or CT) with Digi technologist by the October holidays</p>	<p>Improved attainment within the broad general education stages</p> <p>Improved attainment of children and young people who require additional support including young carers/care experienced children</p>

## Pupil Equity Fund Plan 2022-23

PEF Allocation for 2022-23: £12250  
 Carry Forward from 2021-22: £522  
 Total: **£12772**

Gap	Outcome Statement	Measures	Lead Staff Member	Details of Intervention	Cost
ASN gap	Pupils identified using ASN matrix as well as children who are off track in their learning. Through focused work we will aim to close the gap.	Attainment meetings (one each term) Tracking data from Fresh Start and Breaking Barriers PM Benchmarking to moderate CfE predictions	HT with CTs and Sfl.  LAs supporting	Create targeted support groups led by Sfl teacher and followed up through week with LA and CT input Employ LA for 18 hours a week enhance provision in school	<b>12772 (plus small top up from school budget)</b>

Total: 12772