



ROSEWELL PRIMARY SCHOOL

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

Rosewell Primary School is a co-educational and non-denominational school that serves the village of Rosewell. The village was once a mining village and has grown significantly over the past few years and continues to do so. The school itself, has undergone a significant period of change. During session 2013/14, a new extension was added to the school in order to accommodate the planned growth within the village. This resulted in three new classrooms along with a shared atrium being added together with a new library. There is a proposal to extend the school further. There is a more urgent need than before as the development of new housing in the surrounding area has significantly increased and there is increasing pressure on the current school facilities. We are fortunate to have a large outdoor area and we also have access to Rosewell Development Trust's Outdoor Classroom in nearby Thornton Woods.

Rosewell Primary School is part of Lasswade Associated School's Group along with Bonnyrigg, Burnbrae, Hawthornden, Loanhead, Paradykes and Lasswade Primary Schools, Mount Esk Nursery School and Lasswade High School. In session 2020-2021 the school roll started at 128 but over the course of the session it grew to 149. We will be starting the new session with 158 children and an additional class. This is an overall increase of 24% in comparison to last session. The class arrangement will be: P1, P2/1, P3/2, P4/3, P5/4, P6 and P7. Our Senior Leadership Team consists of a Head Teacher, who is non-teaching, supported by 2 Acting Principal Teachers who are both 0.5FTE and have class commitment. Our ELC setting offers 1140hrs and has capacity for 44 children.

The school will be staffed with 9 class teachers:

- Three are part time.
- One of the class teachers is also responsible for delivering NNCR to class teachers as well as providing NQT cover
- Our Support for Learning teacher leaves at the end of this session and this has created a 0.5FTE vacancy which will be advertised at the start of the new session
- We will have one part-time and three full-time Learning Assistants
- We have two visiting specialists – Mrs Cheryl Aird (Drama) and Mrs Elaine Tait (PE)
- There is also a visiting brass teacher delivering instrumental lessons to the P5-P7s

Rosewell Primary is a nurturing, inclusive school with the wellbeing indicators at the centre to our learning environment. All staff receive training which equips them well to understand their responsibility for the wellbeing of children. Children benefit from the positive and nurturing relationships evident within the school and feel safe and cared for. The majority of staff attended Pivotal Education Training in August 2019 and the principles of this are revisited at the start of each session. Teaching staff have also attended Circle Training from our EPS and this is used to establish our learning environments at the start of each session as well as used as a diagnostic tool to support learners. Our PEF targets key children and supports our outdoor learning nurture group as well as play therapy.

Staff in the ELC setting have worked hard to uphold the strong sense of community and family in the setting. This has been challenging at times due to the high turnover of staff over the session. We are hoping for a period of stability in 2021-2022. Children who require additional support with their learning are well supported. Practitioners work closely with a variety of support agencies and parents to implement suggested strategies and advice. ELC staff will be part of Up, Up and Away training in the new session to target further support for learners in the setting.

Throughout the periods of lockdown we have worked extremely hard to strengthen the relationships amongst staff, children, and parents and this has become a very strong feature of the school. The Head Teacher worked very closely with the chair of The Parent Council throughout both the lockdown periods to ensure that there was regular communication and that families who needed support, were provided for. We continued to focus on recovery and coming out of these periods stronger. It was a whole community effort and as a result we were very proud to be included in Education Scotland's 'What Scotland Learned' publication.

At the very start of this session we focused on building resilience and used the popular Charlie Mackesy book to deliver a series of lessons to promote emotional health and wellbeing. We then carried out a series of assessments with our learners to establish a new baseline and set about delivering high quality learning experiences for all. We went back to basics and revisited learning intentions, success criteria as well as effective feedback and the language of learning. Learning continued to be made visible by using of our Learning Skills which were developed with the learners two years ago. We intend to revisit these next session to ensure consistency across the school. Pupil voice is central to all of this and in the ELC setting they have focused on developing the use of language of learning in their floorbooks. They have used these effectively to plan and develop play based learning and capture evidence of high quality learning experiences. Despite the restrictions in place, we have continued to develop a consistency in the quality of learning experiences across the school and ELC setting. Next session we plan to develop this further by holding joint Early Years forums for both ELC and P1/P2 staff.

A challenge for us has been our paper-based Learning Profiles which we had put in place to capture a clear progression from ELC to P7. We had used Google Classroom to good effect for home learning and attempted to set this up to capture some of the learning using the on-line platform whilst keeping an element of paper-based evidence. However it became apparent to staff and from parent feedback that Google Classroom was not suited to gathering and sharing evidence of pupils' learning. Next session we have purchased On-line Journals and both ELC and school staff have now completed training. Whilst the ELC staff have used Seesaw effectively to engage parents, the one aspect that is missing from Seesaw is the link with CfE Experiences and Outcomes and the explicit language of learning. Therefore in August 2021 the ELC and all P1 –P7 pupils and parents will be transferring to this new platform. We are confident that it will meet many needs including the gathering of wider achievement data.

As a result of restrictions we have been unable to continue our partnership with Jess from Rosewell Development Trust. In previous years all P6 learners had the opportunity to gain The John Muir award. We are hoping that in August 2021 we will be able to re-establish this arrangement as it is invaluable in developing outdoor learning skills. Despite this, outdoor learning continues to be a main feature in our school as we have an amazing outdoor area. The ELC staff had started a STEM project with the P1 staff but again this was postponed. The ELC staff have continued to develop STEM skills and now that Rosewell Development Trust has moved out of their premises, they have taken over their outdoor spaces and have created an innovative outdoor learning spaces for our Early Years. We have introduced loose parts in the main playground which has included rescuing 40+ abandoned tyres that were dumped at the entrance to the village. This has been very popular and has resulted in creative and imaginative play. We will continue to

develop loose parts play over next session.

We hope to be able to re-establish learning rounds as an effective approach for self evaluation and school improvement. We had successfully included parents in our last learning rounds prior to the pandemic and received excellent feedback. Led by the Senior Leadership Team, there has been a strong focus over the last four years on raising expectations and attainment. A collective responsibility of all staff has been promoted by involving staff in leadership roles, which link to school plans. We also have one member of staff who is currently training to be a QAMSO . Two members of staff have been carrying our practitioner enquiry in a new approach to literacy called Hooked on Books and The Write Stuff. The impact of this has been significant and they will be leading the school in this next session. Staff will all be trained in this approach starting in August.

The SLT have created a more robust form of tracking to capture all assessments and create individual pupil journeys. SLT and staff will be engaging with the rich data to inform us in our tracking and monitoring. In the ELC setting the team use tracking sheets for literacy, numeracy and HWB. The SEYP has updated these to include CfE Es and Os to support staff observations, evaluations and next steps. We continue to focus on this next session and our On-Line Journals will further support this language of learning.

As with many schools, disruption has been caused by ,not only periods of lockdown, but also on-going and unpredictable staff absence. The Head Teacher has had to take on class commitment as well as the Support for Learning staff. We have had to prioritise meeting learning needs and look for creative ways to maintain a level of support for children identified with Additional Support Needs.

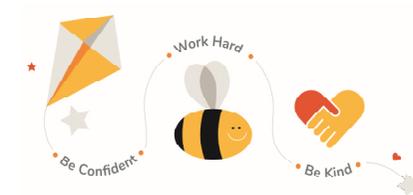
2. How our vision, values and aims were developed and how our stakeholders were consulted.

During the 2018/19 session we carried out a survey with all of our stakeholders. Parents, pupils and staff were all consulted using questionnaires and an on-line survey initially and suggestions gathered.

We carried out a 'dotmocracy' enabling parents, pupils, staff and our partner agencies e.g. visiting Sfl therapists, ASD Outreach teacher Educational Psychologist, Rosewell Development Trust and local minister to participate.

Our school vision is: **Learning Together for a Better Future**

Our school values are: **Be Kind, Be Confident, Work Hard**



A separate survey carried out with our Early Learning and Childcare staff, parents, children and partner agencies voted for a new Vision and Values :

Our ELC vision is: **Learning Together Through Play for a Better Future**

Our ELC values are: **Be Kind, Be Confident, Be Happy**



We commissioned a graphic designer to create visual images to represent our new values.

Parents, pupils and staff were all consulted in the choice of the final design.

3. Our vision, values and aims

At Rosewell Primary we put children and families needs first. We aim to give children the best learning experiences we possibly can in order for children to reach their full potential. Our school vision is '**Learning together for a better future**' which reflects our vision of the community taking responsibility and being involved in the children's learning.

Our school values

Be Kind, Be Confident, Work Hard

Our ELC values

Be Kind, Be Confident, Be Happy

We aim to use our vision and values as a foundation for developing a school that is focused on equity and excellence by:

- Providing breadth, balance and progression across a broad and balanced curriculum
- Providing knowledge and skills in literacy, numeracy and health and wellbeing
- Meeting the needs of all pupils and encourage each child to realise their full potential
- Planning learning opportunities which provide children with skills for learning, life and work
- Supporting each child's emotional and physical wellbeing within a positive , caring environment
- Encouraging a positive ethos within the school where individuality is recognised and valued and all children have a voice
- Working together with parents and local community
- Encouraging pupils and staff to have high expectations and ambition

We have already identified in session 2021-2022 , we need to revisit these and make sure that they are fully embedded into the fabric of the school. We plan to focus on the values during monthly Gather Rounds and create 'recognition awards' to celebrate those upholding them.

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

On the following 4 pages complete a table for each of your 4 key school priorities from your SIP

<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> <p>LITERACY</p> <p>We carried out Baseline Assessments (Read, Write Inc and SEAL hinge questions) for P1 in August 2020 on the return to school and identified that the majority of P1 learners already had some initial sound knowledge and phonetic awareness. Basic numerical knowledge was shown by most of the learners.</p> <p>A full time learning assistant was put in post to support identified learners. We continued to implement Read, Write Inc across P1 –P3 but evaluation and measurement of impact at the end of last session showed us that pace and challenge was an issue. The P1 and P2/1 class teachers, this session, have used a combination of Read,Write Inc approaches as well as Edinburgh Literacy and Jolly Phonics to ensure challenge and , in particular pace was in place right from the start of the new session. By the time 2.0 lockdown started in January 2021, all P1 learners had been taught all initial sounds as well as introduced to digraphs. They were all word building and some were sentence building so it meant that during the period of lockdown all learning was new and progressive and challenging for all.</p> <p>Our aim was for all P1 learners to achieve early level by the end of the session. With targeted support, including Learning Assistant support during lockdown and the pace of learning maintained on return in March 2021, by the end of this session all learners have successfully achieved early level. Our CfE attainment for 2019/2020 was predicted rather than actual due to 1.0 lockdown.</p>	

Primary 1						
	2020/21	2019/20 *	2018/19	2017/18	2016/17	2015/16
Listening and Talking	100%	93%	94%	82%	75%	63%
Reading	100%	93%	75%	82%	75%	68%
Writing	100%	93%	81%	83%	75%	63%
Numeracy	100%	93%	75%	85%	94%	57%

SNSA data following assessments in May 2021 gave further evidence to support CfE attainment . Data from 2019-2020 is not available due to lockdown. Over half the learners (64%) are sitting within Band 6. Class teachers have used the diagnostic data to support their next steps for children moving into P2.

Band	%	Band	%
2	0	2	6%
3	0	3	0%
4	18%	4	50%
5	18%	5	19%
6	64%	6	25%

We gather SNSA data at the start of the session for P4 and P7 learners and use this to identify areas that need to be revisited as well as use it to create targeted support groups. The Support for Learning Teacher set up these support groups for identified learners and shared programmes of work to be completed by Learning Assistants in class. These were timetabled regularly up until December 2020 and then we went into 2.0 lockdown.

Since the return to school in March 2021 the SfL teacher has been class committed and the groups have been supported by LAs alone who liaise with class teachers and the SfL teacher. Toe by Toe is used as an intervention as is Hornets and Stareway to Spelling. We have also been able to maintain the daily IDL programme. Progress has still been made but it is not as significant as the progress in P1.

P4 SNSA reading data showed that it was fairly comparable to 2019/2020. At the start of the year 8% more learners were in Bands 7-9 in reading assessments.

P4 Reading					
2020/21			2019/20		
Band		%	Band		%
4		8.3%	4		18%
5		33.3%	5		29%
6		8.3%	6		12%
7		16.8%	7		12%
8		25%	8		12%
9		8.3%	9		18%

P4 SNSA writing data showed a slightly better baseline in that 58% of learners achieved Band 7-9 which was 6% more than 2019-2020. However most of the learners were in Band 7 and none had achieved Band 9.

P4 Writing					
2020/21			2019/20		
Band		%	Band		%
4		8.3%	4		18%
5		25%	5		18%
6		8.3%	6		12%
7		50%	7		23.5%
8		8.3%	8		23.5%
9		0%	9		6%

The challenge was to maintain this upward trend over the session and to have this reflected in CfE levels at the end of the session.

At the end of session 2020-2021, 86% of learners achieved 1st level in reading and listening and talking which was comparable to 2018-2019 session and a 14% decrease in writing attainment as a result of the impact of lockdown. An improvement in attainment to above 90%, if a focus for this next session. The target for writing is to have attainment that is at least comparable with 2018-2019.

Primary 4						
	2020/21	2019/20 *	2018/19	2017/18	2016/17	2015/16
Listening and Talking	86%	76%	86%	78%	75%	84%
Reading	86%	76%	86%	78%	75%	53%
Writing	72%	76%	86%	78%	75%	84%

At the start of the session P7 SNSA reading data showed that 75% of the learners were within Bands 9-11 this was slightly higher than in 2019-2020.

SNSA writing data showed a considerable dip of around 20% of learners within Bands 9-11.

The P7 class teacher started a practitioner enquiry in August based on the work of Jane Considine Hooked on Books and The Write Stuff. Up until December 2020, the positive impact of this was visible in the written and oral work in class. The target was for CfE levels above 90% in all aspects of literacy and this target was on track and achievable until December 2020 and 2.0 lockdown. Since returning to school the focus has been on providing targeted support for those identified learners who were not on track. Whilst there is a dip of 8% in reading attainment, there is a 14% increase in writing attainment. The target for next session is for all aspects of literacy to be 90% or above.

P7 Reading					
2020/21			2019/20		
Band		%	Band		%
7		16%	7		0%
8		12%	8		25%
9		44%	9		44%
10		16%	10		18.75%
11		12%	11		12.25%
P7 Writing					
2020/21			2019/20		
Band		%	Band		%
6		4%	6		0%
7		20%	7		6%
8		28%	8		25%
9		28%	9		37.25%
10		16%	10		31.25%
11		4%	11		0%

Primary 7						
	2020/21	2019/20 *	2018/19	2017/18	2016/17	2015/16
Listening and Talking	96%	93%	89%	83%	82%	57%
Reading	85%	93%	89%	83%	100%	57%
Writing	85%	71%	89%	83%	82%	57%

Further assessment data has been used to support these judgements across all stages eg The Scottish Criterion (Big Writing), SWST and BURT.

Next Steps in Literacy:

- Continue to monitor pace and challenge across all years, but main focus is now on P3 –P5 stages. (CATs, Staff Meetings, SCP/Learning Rounds, Professional Enquiry and Dialogue)
- All staff to participate in Jane Considine Hooked on Books training initially and then The Write Stuff later on in session
- P5/4 and P7 class teachers to lead in this approach and support colleagues
- Embed approach to Literacy in the Early Years that details how RWI is used alongside other literacy resources
- Decide **how** we are using data and **when** are we updating data - Build this into our assessment calendar
- Continue to create individual trackers for each child to show learning journeys in literacy
- Continue to implement Bug Club and evaluate its effectiveness in providing assessment data
- Hold parent literacy sessions – potentially at the Rosewell Development Trust – carried over from last session
- Further training for ELC staff in emergent literacy – using Circle Document audit carried out in session 2019-2020
- Training for Learning Assistants in how to support reading and writing
- Revisit Rosewell Tricky Words Spelling (Literacy Working Group priority)
- Write a spelling policy and progression and a handwriting progression
- Evaluate grammar progression
- Continue with IDL programme for identified learners
- Use the data from SNSA more effectively – use this as part of professional dialogue at start of session for P4 – P7
- Source and trial a Listening and Talking assessment – carried over from last session
- Literacy co-ordinator to work closely with newly appointed ASG co-coordinator and to disseminate information to staff

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

NIF and Midlothian Priority (highlight as applicable)

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

NIF Driver(s) (highlight as applicable)

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

HGIOS 4 Quality Indicator(s) / HGIOELC (highlight as applicable)

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/ Securing children's progress
- 3.3 Increasing creativity and employability

Progress and Impact:

NUMERACY: Over the last two sessions there has been a focus on improving ELC staff confidence in delivering high quality numeracy learning experiences in the ELC setting. Most of the staff have attended SEAL training and for those who have not they attended a workshop by our ASG co-ordinator in numeracy.

At the end of the session P1 Numeracy SNSA data shows that 97% of learners were within Band 4-6 which is an increase of 11% from 2018-2019 data. Most significantly there was an increase of 56% more learners achieving band 6.

Despite lockdown, all learners were on track to achieve early level by the end of P1 and, as in literacy, Learning Assistants were used to support those learners who were identified as 'at risk of not meeting milestones'.

SNSA P1 Numeracy					
2020/21			2018/19		
Band		%	Band		%
1		0%	1		6%
2		0%	2		0%
3		3%	3		6%
4		6%	4		37.5%
5		24%	5		37.5%
6		67%	6		11%

Primary 1						
	2020/21	2019/20 *	2018/19	2017/18	2016/17	2015/16
Numeracy	100%	93%	75%	85%	94%	57%

At P4 stage SNSA assessments were completed at the start of the session and data was used to identify gaps in numeracy and maths learning. Data showed comparable attainment at the start of 2019 and 2020.

Our school numeracy co-coordinator started QAMSO training this session and has started to support class teachers by leading a session on 'What a Good Maths Lesson Looks Like' and providing resource packs for identified children. It is hoped that next session she is able to support class teachers further through professional dialogue sessions.

SNSA P4 Numeracy					
2020/21			2019/20		
Band		%	Band		%
4		0%	4		0%
5		16.7%	5		18%
6		50%	6		47%
7		16.7%	7		18%
8		16.7%	8		6%
9		0%	9		12%

Primary 4						
	2020/21	2019/20	2018/19	2017/18	2016/17	2015/16
Numeracy	100%	76%	86%	73%	75%	63%

At P7 stage, when assessed at the start of the session, the SNSA showed that there was a significant decrease in the number of children achieving Band 9 and above eg 36% achieved Band 9 and above in 2020-2021 and 88% achieved in 2019-2020. This is a difference of 52%.

After liaising with the ASG Numeracy and Maths co-ordinator, a programme of work was put in place to support identified learners. This included a resource called Power of 2 which was implemented daily. The class teacher used the SNSA diagnostic data to focus on 'gaps' and revisited key areas and aspects, mainly of numeracy throughout the session. CfE levels show that the majority of learners ended the session having achieved 2nd level.

P7 Numeracy					
2020/21			2019/20		
Band		%	Band		%
7		20%	7		6%
8		44%	8		6%
9		28%	9		68.75
10		8%	10		6%
11			11		12.25%

Primary 7						
	2020/21	2019/20	2018/19	2017/18	2016/17	2015/16
Numeracy	81%	79%	89%	76%	91%	57%

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Next Steps:

Principles paper and progression of skills has been created for numeracy strategies and has been shared with staff as well as ASG and needs to be implemented across the whole school and making sure that there is consistency in teaching

Pace and challenge to be a focus of learning and teaching

Implement our newly written maths teaching policy that focuses on pace and challenge

SEAL catch up sessions for those staff who missed training

Numicon training online for staff

MUMP trackers to be used in ELC setting and then used as a transition document

Focus on non-routine questions to develop language of maths – all stages

Basic Maths Facts – games to be updated (Maths Group priority) and progress to be tracked every six weeks on school trackers

Continue moderation of achievement of a level looking at how and when we moderate, and the role of staff and learners in this cycle

Continue sharing classroom practice within our ASG

Look at assessment and what we are using for assessment – look to develop an assessment tool that supports the MUMP

QAMSO trained teacher to support colleagues and share examples of good practice

Numeracy Co-coordinator to work closely with ASG co-ordinator and to disseminate information to all staff

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

<p><u>NIF and Midlothian Priority (<i>highlight as applicable</i>)</u></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><u>NIF Driver(s) (<i>highlight as applicable</i>)</u></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC (<i>highlight as applicable</i>)</u></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> <p><i>NURTURE</i></p> <p>This session we have started to develop an HWB overview that links together Resilience, RHSP, Bounce Back and Creating Confident Kids. We have been using these various programmes to various degrees over the last few sessions but recognise that we need to have a consistent and progressive approach. The overview has taken 'best aspects of each of the programmes' and these have been used to create a progression for Early, 1st and 2nd level. This will be implemented in session 2020-2021.</p> <p>We revisited our school values in 2019-2020 session and were in the early stages of introducing these into the daily ethos of the school life eg through weekly gather rounds, recognition boards and awards, linking with Pivotal Education work . We need to revisit our approach and ensure that our School Values are embedded this coming session.</p> <p>We have attempted to continue to embed the principles of Pivotal Education and have seen significant improvement in engagement of some learners over time.</p> <p>We started to develop a nurture courtyard which was helping to support some of our learners who find the large playground area challenging . We had been measuring the number of 'conflict resolutions' that were being carried out after break and lunch and despite a small amount of time implementing this we had already started to notice a reduction in conflict resolutions. Unfortunately as</p>	

in April 2021, an oystercatcher chick has appeared in the courtyard and we are unable to access the area after having taken advice from the RSPB. We have been in contact with the RSPB and are looking for support from them to access this area once more as it is hugely beneficial.

Without being able to use the courtyard, we introduced further loose parts into the school playground, including tyres and tarpaulins. These have been received very enthusiastically and alleviated some of the issues. Bubble Boxes have continued to be used in each class to identify low level issues and allow for early intervention. These need to be revisited next session to ensure a consistent approach. We also want to track the effectiveness of this approach as the majority of our evidence is anecdotal.

Home Link Teacher has worked extremely effectively to support the mental and emotional health of our learners. More children have accessed this support this session. She has also supported the school in improving and maintaining attendance . Other agency involvement has been provided by Children First, MYPAS and Playtherapy this session.

We have continued to gather evidence in HWB by using termly webs and now have individual trackers. We managed to gather evidence for three of the four terms and have introduced a traffic light system to identify when interventions are required. Next session we need to gather , quantify this data in order to evaluate the effectiveness and merits of this approach

Over the last few sessions, we have implemented a Champion for All Children approach this needs to be revisited as we have had a high turnover of staff and our recent evaluation has shown that it has not been as effective as in recent years. We evaluated the impact of Pivotal Education with staff on In-service day and have decided that aspects of it are not as effective as they were when we first implemented the approach eg Hot Chocolate Fridays, as well as Recognition Boards, have lost their appeal. We intend to revisit and refresh this approach at the start of the session

In session 2019-2020 we set up a mentoring programme with four members of the local community, including our school chaplain. Unfortunately this was impacted by 1.0 Lockdown and we had to postpone all work. If and when volunteers are able to return to the school setting we will restart the mentoring programme.

Next Steps:

Implement the updated HWB programmes and progression and ensure consistency across the whole school
Whole School focus on the School Values – linking with every day ethos of the school life . Raise profile of these with learners, parents and carers . All awards will link to school values . One Gather Round per term will focus on School Values and Pivotal Education strategies will be linked with the values as well.

Nurture Lead to disseminate information to whole school and to lead audit and evaluation
Restart Mentoring Programme (as and when possible)
Continue to develop nurture courtyard (possibly PEF funded) and gather quantitative data on its impact
Revisit Champions at start of Term 1 – rather than involving whole staff we will have identified Champions that children will self-select.
Restart Peer Buddy Support linking with Champions
Continue to establish an alternative to the playground for children who would prefer quieter spaces
Loose Parts training to be provided for staff and learners
Use the data from the HWB tracking format track impact of interventions
Continue to monitor attendance and aim for 96% for the session
We will participate in PAX behaviour pilot
Create new format and planning for Nurture Group and create system to evaluate and provide evidence of impact. Use hone-link teacher as well Active Schools Basketball coach, Rosewell Development Trust John Muir leader to support learners develop outdoor learning and life skills
Nurture lead and HT to work closely with ASG Wellbeing Co-ordinator to implement the ASG plan for session 2021-2022

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

<p><u>NIF and Midlothian Priority (<i>highlight as applicable</i>)</u></p> <p>13. Improvement in attainment, particularly literacy and numeracy 14. Closing the attainment gap between most and least disadvantaged children 15. Improvement in children and young people's health and wellbeing 16. Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><u>NIF Driver(s) (<i>highlight as applicable</i>)</u></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC (<i>highlight as applicable</i>)</u></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> <p>Digital</p> <p>At the start of this session we continued to use Google Classroom to support home learning activities as we had implemented the use of this platform in 1.0 lockdown. We continued to have enough chromebook devices to provide a whole class set for Digital Learning opportunities in school. We timetabled the use of these across P3 – P7 and all children had an opportunity to further develop their DL skills up until the 2.0 lockdown. This, without a doubt, helped learners engage with GC during this second lockdown. Our digital lead, one of our Principal Teachers, worked tirelessly throughout these lockdown periods to support parents and carers as well as staff. As a result of this we had 93% engagement across the whole school. Some learners were supported by Learning Assistants as well as our SfL teacher and other members of staff.</p> <p>We had previously used a paper based learning profile system and in August 2020 created a mix of paper-based and digital methods for gathering and sharing evidence with parents. It became apparent that this was not effective and we evaluated that Google Classroom was not a suitable platform for this purpose. Along with the Parent Council, we have purchased On-Line Journals and we will implement this platform in August 2021. All staff attended training in June 2021 in preparation for this. We will continue to use GC as it still remains a useful tool for home learning activities as well as benefitting our learners who transition to LHS.</p> <p>During the periods of lockdown all staff reported a steep learning curve and are now all proficient in using Google Classroom. A number of learners have also been using Read and Write facility to support their learning in the classroom.</p>	

In the ELC setting the staff continued to use Seesaw effectively as a way of communicating and sharing with parents and carers. They will also be moving to On-Line Journals along with the rest of the school as a natural progression. The benefit of this is that it will link with Curriculum for Excellence outcomes and will support the ELC staff develop the language of learning and help identify next steps in learning.

Next Steps:

On-line Learning journal training has now taken place and we will implement this across the whole school (August 2021 onwards)
Pupils to become active participants in On-Line journals – selecting work to upload and share with parents
Data from the On-Line Learning Journals will be used to tracking coverage of Es and Os in the ELC setting
On-Line Journals will be used as a way to gather and track wider achievement across the whole school
All staff will participate in the planned authority Digital Learning Training
Implementation of Digital Technology Skills programme across whole school

6. Successes and Achievements in Session 2020-21

Activity	Impact/Evaluation
<p>Charlie Macksey's book was focus across whole school for first two weeks of term</p> <p>Big Writing Training</p> <p>Grammar Progression implemented</p>	<p>Staff felt this was good use of time and were able to share and work collaboratively. Pupils engaged positively with this resource and created works of art as well as pieces of reflective writing. Ideal start to new session with priority being Health and Wellbeing. Four children had their artwork selected to be included in the Midlothian Resilience Art Project.</p> <p>Overall the evaluation of the training was not positive as this was carried out virtually and did not lend itself to this approach. However the positive impact is that we now have a cohesive and consistent approach to implementing the Scottish Criterion which we can use for tracking individual learners' journeys in writing.</p> <p>There has been some evidence in the raising of expectations across the school by using our new grammar progression. Staff reported that it was a useful tool to plan on-line learning activities that were progressive during lockdown. The Literacy Working Group will evaluate this in more detail at the end of next session</p>
<p>Jane Considine – Hooked on books</p> <p>Big Question Approach revisited</p>	<p>Two class teachers shared Action Research project on Hooked on Books with all staff. Impact of implementing this in class has been raised attainment (more than predicted) in both reading and writing at P4 and P7 stages as well as increased levels of engagement. This training will now be implemented across the whole school in session 2021-2022.</p> <p>Increased pupil voice and IDL topics have become more pupil led. All IDL will now have evaluative questions.</p>
<p>Maths – what a good lesson looks like</p>	<p>All staff attended Maths CAT delivered by QAMSO trained staff and there is an increased understanding of What a Good Maths Lesson Looks like. There is now a shared expectations of maths lesson by all staff</p>
<p>Individual tracking System has been created using Excel</p>	<p>We developed a new tracking system to collate data using Excel. This allowed us to provide further targeted support for some learners. It has also been a useful tool to share with some parents/carers. We are looking forward to using this new resource with all staff to ensure more effective interventions in session 2021-2022.</p>
<p>Parent Consultations and Parental Engagement</p>	<p>Whole school parent consultations were scheduled for September/October and evaluation with parents showed that they were received positively. Staff also liked the flexibility of being able to arrange their own appointments across a period of time and reported that engagement was higher than in previous years when parents come into school. Parents/Carers to be surveyed regarding session 2021-2022.</p>

Activity	Impact/Evaluation
Digital Technology - Christmas, Easter and Leavers' Services Rosewell's Got Christmas Talent and Scottist Talent	Staff and learners have become more proficient in the use of digital technology eg green screen filming, creating, performing, recording and editing. High levels of parental engagement and increased positive feedback from parents as we have been able to reach a wider audience.
Shared Learning Maths Week Scotland	Parental engagement and participation in a variety of activities to celebrate Maths Week Scotland. This also included involvement with the local community which we hope to expand on in session 2021-2022
Poppy Scotland Competition	Undoubtedly a highlight for our School Captains. They won Most Innovative Fundraising competition which included £500 donation to the school for resources. Next session we aim to further develop our association with Poppy Scotland.
Pupil Leadership	We continued to look for ways for pupil voice to have a priority. School Captains organised our annual (socially distanced) Easter Egg Hunt. Sports Captains organised a very successful (social distanced) Sports Day. All classes took on an aspect of Eco Schools and gathered information for our Eco Schools Audit. This will be used to create a plan as we work towards our Green Flag. P6 learners, in particular, did a sterling job in renovating a tired playground. Amongst other projects, they created a willow shelter and reinstated our raised beds ready for this next session. Our ELC learners took over the vacant lot left by RDT's and have designed and created their own Nurture /Sensory Area from scratch.
Education Scotland	We were very proud to be included in the Education Scotland publication: What Scotland Learned. Along with the Parent Council and other local organisations we submitted an article on how we had worked effectively as a community to support one another during 1.0 Lockdown.
STEM	We continued to look for opportunities to promote STEM in the classroom and at home including a Design a New Santa's Sleigh competition. Hopefully next session we will be able to launch our family STEM challenges and packs.
World Book Day	Series of activities for the week to promote literacy across whole school and wider community including Extreme Reading, Masked Readers, 500 word short Story competitor and a Treasure Hunt around village. Capitalising on the success of this, we will continue to look for other innovative ways to promote literacy across the whole school and community next session and will hopefully be able to engage the LLE team and Rosewell Development Trust.
Drumming	All classes had the opportunity to engage in Drumming sessions with Rhythmic Grooves sessions developing co-ordination and creative skills
Sleep Scotland	Joanne Lamb, our SEYP, qualifies as a Sleep Scotland Trainer. The impact of this is that Joanne has been able to support a number of families across the whole school to improve sleep patterns.

7. What is Our Capacity for Continuous Improvement?

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



Part 2: Midlothian Education Improvement Planning – 2021-22

Establishment	Rosewell Primary School
Area	
Session	2021/22
Planning Cycle	

Contents – School Improvement Plan

1. Overview of High Level NIF Priorities
2. Priority Summary and High Level Strategic Targets
3. ASG Plan

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

<p>Priority 1 Attainment and Achievement</p>	<p>Priority 2 Included, Engaged and Involved: Wellbeing and Equity</p>	<p>Priority 3 Self-Improving Systems</p>	<p>Priority 4 Lifelong Learning and Career- Ready Employability</p>	<p>Priority 5 Finance and Resources</p>
<p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <p>a) improvements in planning, tracking and assessment and curriculum design and progression (including STEAM)</p> <p>b) innovative pedagogical approaches and enhanced use of digital technology to support learning</p> <p>c) pedagogy, play and progression across Early Level</p> <p>1.2 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> <p>a) empowering leaders at all levels, leading to an empowered system</p> <p>b) improving quality of leadership at all levels, including leadership of learning</p> <p>c) delivering a minimum data set and supporting data literacy to improve self-evaluation</p> <p>d) developing a Parental Engagement Strategy</p>	<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> <p>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>	<p>5.1 Deliver Best Value through:</p> <p>a) reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate</p> <p>b) robust workforce planning.</p> <p>c) DSM Review</p> <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 *(Please see PPP 69 April 2021 for guidance)*

Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners – please refer to NIF targets at start of this section for 2021-22 AND use your own contextual targets IF REQUIRED
Digital	QI 2.3	<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>Digital learning team and digital leaders in each school</p> <p>See Key Actions</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>
Nurture		<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, 	<p>Nurture Strategy Group and Nurture Leads in each school and early years setting</p> <p>June 2021</p> <p>June 2021</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.</p> <p>Follow-up evidence gathering from School Nurture Audit, May 2022 with sample of schools.</p> <p>Training Evaluation Surveys</p> <p>All Nurture Leads will show an increase in skill and</p>

		<p>where required access to bespoke training to meet identified learning needs</p> <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 Professional Learning Resources #nurturemidlothian <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>October 2021</p> <p>April 2021 – May 2022</p> <p>September 2021 – May 2022</p> <p>May 2022</p>	<p>confidence in developing a nurturing school</p> <p>Baseline evidence - focus group with Nurture Leads, June 2021</p> <p>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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3. Interrupting the Cycle of Poverty – The Pupil Equity Fund Planning Template

Pupil Equity funding should be focused on activities and interventions that will lead to improvements in literacy and numeracy across the Broad General Education, increased levels of engagement, participation, health and wellbeing and an improvement in attendance and a reduction in exclusions. Head Teachers can work at an individual school and local community level or collegiately in wider school clusters and beyond at local authority level to address common interests.

Total Funding Received: £

Gap Identified	Intervention Planned	Led by whom and by when	Cost (include any use of funding for participatory budgeting)	How will the impact of the intervention be monitored?	Measure of Success	Confirm Council Policies followed Eg Procurement, Recruitment
			Total: £ (Should be full allocation of PEF)			

4. ASG Plan

3. ASG Plan

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	2.3	Create a shared understanding of Numeracy expectations across the Lasswade ASG by developing a shared Numeracy Transition paper. Use consistent and innovative approaches to the learning and teaching of Numeracy to improve engagement, confidence and progress.	Implementation of a wide range of creative approaches and strategies used to increase student progress and confidence, enhance staff skill sets, improve student engagement and provide the appropriate support and challenge for all students.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>1. Numeracy Development Officer (3 days/week Principal Teacher role)</p> <p>Amendments to current Development Officer remit:</p> <ul style="list-style-type: none"> • Data collection and analysis across the ASG. • ASG Staff Professional Development Programme. • ASG Numeracy calendar for equitable access to support and to drive Quality Improvement. • ASG Numeracy Transition Paper. • Leadership of Numeracy Subgroup. 	June 2021 - June 2022	ASG Head Teachers Lasswade HS Maths Faculty ASG Primary Teachers ELC Nurseries	<ul style="list-style-type: none"> • The ASG will fund this post 3 days per week. • ASG funding to be split: 50% from LHS, remainder pro rata per Primary School. • Supporting the continued development of creative, effective and sustainable learning and teaching of Numeracy. • Access to the Lasswade Locality shared drive.
<p>2. SEAL Refresher & Recovery Programme Rollout</p> <ul style="list-style-type: none"> • School and nursery SEAL refresher with ASG staff (in groups or virtual refresher), if required. Special consideration given to new staff and NQTs. • Audit of SEAL pedagogy and programmes in each ASG school. 	August 2021	C.Hadden F.Sands ASG Numeracy Coordinators ASG Primary Schools ELC Nurseries	<ul style="list-style-type: none"> • Cover and/or DAT/In-Set time. • Agreed dates for meetings/visits added to C.Hadden's Numeracy calendar. • Agreement of digital platform, if training is virtual.

<p>3. ASG Numeracy Transition Paper</p> <ul style="list-style-type: none"> ● Clear aims and objectives for upper Primary years (P5-P7) to act as a consistent pedagogy planner for all ASG staff. ● Expectations for the P7 to S1 transition period are clearly identified and timescales are added to ASG school calendars. ● Consistent approach to tracking young people's progress between P5-P7 to determine a common understanding of achievement of a level. 	September 2021	C.Hadden F.Sands ASG Staff Subgroup: Numeracy Champions/ Numeracy Coordinators	<ul style="list-style-type: none"> ● Access to P5-P7 Numeracy plans for all ASG Primary Schools. ● Digital/in person meetings with the Literacy Coordinators subgroup. ● Cover and/or time for C.Hadden and F.Sands to draft, share and amend the ASG Numeracy paper.
<p>4. ELC Nurseries</p> <ul style="list-style-type: none"> ● Supportive approaches to ELC Numeracy and staff judgements to assess children's progress. ● Developing a Numeracy rich environment in playrooms. 	December 2021	C.Hadden Primary HTs C.Fergusson Midlothian Early Years Team	<ul style="list-style-type: none"> ● Implementation of Numeracy Pathways resources. ● Collaboration with the Literacy Development Officer post holder. ● Time with ELC Nursery staff.
<p>5. Relationships & Assessment</p> <ul style="list-style-type: none"> ● Maths Faculty arrange visits to P7 classes 1 or 2 times during the session to build relationships, encourage engagement with Numeracy, team-teach with P7 teachers. ● ASG Primary and Secondary Twilight sessions to support and challenge 2nd and 3rd level students. ● Communicate and calendar 'Numeracy Challenges' across the session for 2nd/3rd level students. ● ASG approach to standardised assessments in P7, using GL assessments, for Literacy and Numeracy. Assessments to take place in mid/late May, ahead of P7 transition and final class lists. 	November/ December 2021 and/or April/May 2022	F.Sands C.Hadden LHS Maths Faculty P7 Teachers Primary HTs C.Brown	<ul style="list-style-type: none"> ● LHS staff cover/time to visit ASG Primary Schools. ● Time for LHS Maths faculty staff to lead supportive after school sessions with P7 teachers.

<p>Evidence of Impact on Learners – How Do We Know?</p>
<p>ASG Numeracy Subgroup and Development Officer evaluation of impact via detailed report to ASG schools on:</p> <ul style="list-style-type: none"> ● ELC ● Primary ● Secondary

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	2.3	Create a shared understanding of Literacy expectations across the Lasswade ASG by developing a shared Literacy Transition paper. Use consistent and innovative approaches to the learning and teaching of Literacy to improve engagement, confidence and progress.	Implementation of a wide range of creative approaches and strategies used to increase student progress, build staff confidence, improve student engagement and provide the appropriate support and challenge for all students.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>1. Literacy Development Officer (2.5 days/week Principal Teacher role)</p> <p>New Development Officer remit:</p> <ul style="list-style-type: none"> • Skills (talking/listening, reading/writing) data collection and analysis across the ASG, with particular focus on ELC nurseries and P1-P3 and P7 transition. • ASG Staff Professional Development Programme including team-teaching. • Training for ‘S6 Literacy Buddies’ to develop their skills and leadership capacity - social development, vocabulary building, paired reading etc. • ASG Literacy calendar - equity of access and transparency of support. • ASG Literacy Transition Paper. 	June 2021 - June 2022	ASG Head Teachers Lasswade HS English Faculty ASG Primary Teachers ELC Nurseries	<ul style="list-style-type: none"> • The ASG will fund this post for 2.5 days per week (days TBC). • ASG funding to be split: 50% from LHS, remainder pro rata per Primary School. • Supporting the development of creative, effective and sustainable learning and teaching of Literacy. • Training programme for ‘S6 Literacy Buddies’, including: dates, locations, targets, expectations, communication. • Access to the Lasswade Locality shared drive.
<p>2. Collaboration</p> <ul style="list-style-type: none"> • Development Officer post holder to work closely with PTC English Annie Rankine (QAMSO, Network Lead, Literacy Champion, intervention lead). • Development Officer leadership of ASG Literacy, communication with LHS and the creation of a subgroup of Literacy Coordinators from each ASG school. • Determine a common understanding of achievement of a level 	Ongoing 2021-2022	Development Officer post holder A.Rankine ASG Primary Teachers ELC Nurseries	<ul style="list-style-type: none"> • Dedicated time with A.Rankine and Literacy Coordinators subgroup. • Staff CLPL development time. • Cover and/or DAT/In-Set time for moderation activities. • Rubrics based on CfE experiences and outcomes for Literacy levels.

<ul style="list-style-type: none"> through collaborative moderation and rubrics. Provide appropriate support and challenge for 2nd and 3rd level students. 			
3. ASG Literacy Transition Paper <ul style="list-style-type: none"> Clear aims and objectives for ELC, lower Primary years (P1-P3) and P7 transition to act as consistent guidance for all ASG staff. Expectations for the P7 to S1 transition period are clearly identified and timescales are added to ASG school calendars. 	September 2021	Development Officer post holder A.Rankine ASG Staff Subgroup: Literacy Champions/ Literacy Coordinators	<ul style="list-style-type: none"> Access to P1-P3 Literacy plans for all ASG Primary Schools. Digital/in person meetings with the Literacy Coordinators subgroup. Cover and/or time for Development Post holder and subgroup (A.Rankine support) to draft, share and amend the ASG Numeracy paper.
4. ELC Nurseries <ul style="list-style-type: none"> Supportive approaches to ELC Literacy and staff judgements to assess children's progress. Developing a Literacy rich environment in playrooms. 	Ongoing 2021-2022	Development Officer post holder Primary HT's C.Fergusson Midlothian Early Years Team	<ul style="list-style-type: none"> Implementation of Literacy Pathways resources. Collaboration with the Literacy Development Officer post holder. Time with ELC Nursery staff.

Evidence of Impact on Learners – How Do We Know?

ASG Literacy Subgroup and Development Officer evaluation of impact via detailed report to ASG schools on:

- ELC
- Primary
- Secondary

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3	3.1	Review all supports available across the ASG in order to proactively create a clear and consistent range of shared approaches available to students and families.	An ASG wellbeing 'mission statement', agreed purpose and set of principles, using stakeholder voice, with a clear commitment to meeting students' needs and supporting families. Clear overview of the range of supports available to young people so that needs are met.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1. Wellbeing Coordinator New Wellbeing Coordinator remit: <ul style="list-style-type: none"> Stakeholder voice and experiences to identify barriers. Data collection and analysis across the ASG to understand resources, interventions and contacts available. Future recommendations to best meet the needs of young people. Consideration of resource sharing approaches. Staff professional learning by developing a 'learning together' approach. 	June 2021 - June 2022	S.Fleming C.Hornell J.Allison Primary HT's S.Yule	<ul style="list-style-type: none"> The ASG will fund this post on a full-time basis.. ASG funding to be split: 50% from LHS, remainder pro rata per Primary School. Supportive monthly steering group meetings with the Wellbeing Coordinator. Access to the Lasswade Locality shared drive. Cover/time for required training.
2. Collaboration <ul style="list-style-type: none"> Wellbeing post holder to work closely with C.Hornell, J.Allison, Primary HT's and S.Yule to evaluate all areas of wellbeing in use/on offer across the Lasswade ASG. Identify areas of 'best national practice' to inform decision-making. Establish ongoing communication with Children & Families, Schools Group Manager, ASN Review Group etc. Build on Family Learning approaches to strengthen relationships and offer support. 	Ongoing	S.Fleming C.Hornell J.Allison Primary HT's S.Yule Children & Families ASN Review Group C.Brown A.MacDonald CLL	<ul style="list-style-type: none"> Dedicated time with individual ASG Head Teachers and S.Yule. Wellbeing as a standing agenda item at ASG meetings. Regular contact with J.Allison (ASN Review Group developments). Corporate MGFL email account. Collaboration with C.Brown to develop Family Learning and communication strategy.

<p>3. Strategic Plan</p> <ul style="list-style-type: none"> ● Medium/long-term strategic plan, from 2022/2023 (including SMART targets) using universal/staged/targeted interventions. ● Year 1 recommendations for immediate action i.e. staff CLPL requirements and best practice within ASG. ● Outline an ASG calendar for 2021-2022 and beyond. 	<p>January 2022 - ongoing</p>	<p>S.Fleming C.Hornell J.Allison Primary HTs S.Yule</p>	<ul style="list-style-type: none"> ● Access to the ASN Review Group findings/paper via J.Allison. ● Access to ASG CLPL events.
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<p>Evidence of Impact on Learners – How Do We Know?</p>
<p>Wellbeing Coordinator evaluation of impact via detailed report to ASG schools on:</p> <ul style="list-style-type: none"> ● ELC ● Primary ● Secondary

4. Digital Literacy ‘MidDigiProject’: 1:1 Device Rollout

- ASG to re-evaluate 1:1 devices and ‘MidDigiProject’ in January 2022.
- Student collaboration and improved pedagogy through IT.
- FACE-D agenda.