Sacred Heart Primary

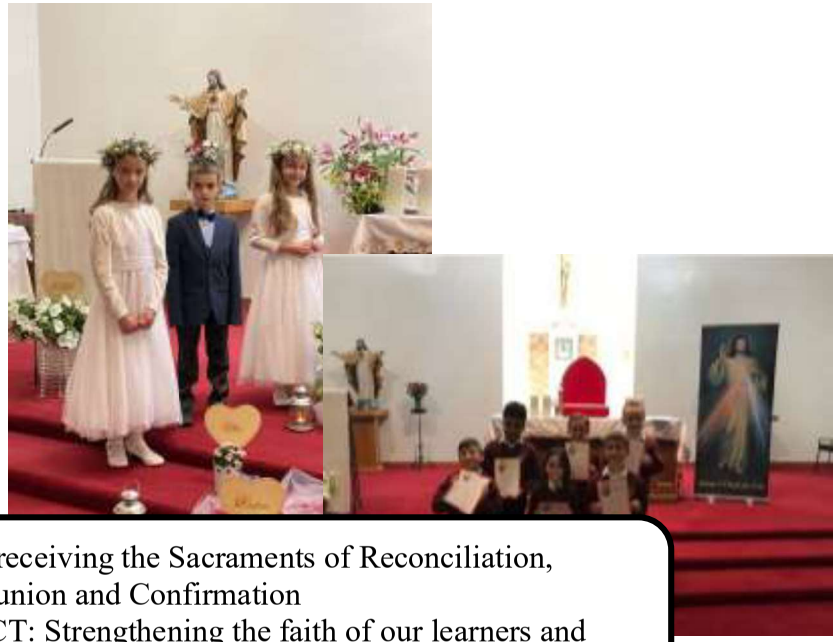
Standards and Quality Report 2020-21
Improvement Plan - Year 2021-22

6. Successes and Achievements in Session 2020-21

Use text and photos as appropriate to outline key highlights and successes ***with associated impact****.* ***Maximum 4 pages***

Bringing learning outdoors
IMPACT: Pupils were engaged, and motivated. Developed peer relationships, improved health and wellbeing

Using technology to support teaching and learning – multiple achievements within Sumdog contests,
IMPACT: Pupils were motivated & inspired to develop their numeracy skills and work cooperatively



Pupils receiving the Sacraments of Reconciliation, Communion and Confirmation
IMPACT: Strengthening the faith of our learners and supporting them on their lifelong journey through God.

School Sports Day
IMPACT: Empowering learners, developing ethos of mutual respect, building on self-identity, cooperative skills

Examples of comments from surveys:

Home Learning Survey - From pupils:
Learning is fun I like the zoom meeting because I can see my friends

I like how we get to have a meeting with the teacher each morning

Homelearning has worked well in terms of learning but I miss the interaction and play with her teacher and friends.

I don't think there is anything that my school can do to make it easier for me

everything is good and I know I can ask my teacher if I need help

I would have struggled without the school providing me with a Chromebook but this has made online learning more accessible.

Home Learning Survey - From parents:
Google meet in mornings and work being assigned for the day in mornings communication is fast between work being sent in snd getting feedback from teacher.

We love live google meets every morning, it sets well for the day. The tasks given are clear and teachers are always available to help, work is marked every day and comments given are much appreciated. I like the idea of tasks given in advance, like weekly things to do. We all have different schedules and it works great to plan ahead.

I find that the morning zoom focuses my child and readys them for the day ahead. Also, the teacher is available all day for any help required.

Loving the 9:30 class zoom seeing his teacher and class mates. Google classroom is easy to use, hand work in and communicate with teacher.

Google classroom works well Good communication from teacher Selection of work Resources made available
I feel it's going well and the teachers are really prepared and helping us through it all with videos and video calls

I think the tasks set are in manageable bite size pieces, with a good amount of direction to help. It's a really good mix of on screen and off screen tasks, having videos of the teachers sounding out the phonics has been brilliant, it's given me the confidence to help my daughter with it. The tasks set have been fun and engaging, which has meant I haven't had to try and find a different way to get the task done. The daily google meets have really helped my daughter stay engaged with her peers.

Morning online classroom. Having the teacher quickly provide us with feedback. Child continues to be challenged.

Everything is going well. The chromebooks have made the process more flexible and manageable

I like the amount of work given. It is not too much so I don't feel overwhelmed and not too little that I feel child is not learning!

The Google Meet is great for getting the school day started. Set format for each day works well and video lessons are very clear and easy to follow. Great feedback on work submitted and questions answered promptly.

Caring and committed staff working in close collaboration with families and doing a good job supporting the children in their learning. Very responsive online and always providing helpful and constructive feedback on their work.

Children have become more engaged, independent and motivated. Volume of work not too overwhelming.

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

Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Career- Ready Employability	Priority 5 Finance and Resources
1.1 Improve attainment within the broad general education stages, by focusing on: **a)** improvements in planning, tracking and assessment and curriculum design and progression (including STEAM) **b)** innovative pedagogical approaches and enhanced use of digital technology to support learning **c)** pedagogy, play and progression across Early Level **1.2** improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap **1.3** identify and reduce the attainment gap between the most and least deprived children, including ASN and care-experienced children	**2.1** Improve Equity and Inclusion, through the following areas: • Nurture • Attendance and Engagement • Family Learning • ASN Embedding the principles of UNCRC and The Promise **2.2** Develop and improve health and wellbeing of staff and all children and young people, from Early Level to Senior Phase through: • HWB curriculum development • local authority, school and community supports	**3.1** Develop a quality improvement framework to support ELC and schools to achieve Good or better in inspection QIs through: **a)** empowering leaders at all levels, leading to an empowered system **b)** improving quality of leadership at all levels, including leadership of learning **c)** delivering a minimum data set and supporting data literacy to improve self-evaluation **d)** developing a Parental Engagement Strategy	**4.1** Improve senior phase progression pathways to increase positive destinations, including for young people with ASN and who are care experienced **4.2** Prepare children and young people for the world of work: **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	**5.1** Deliver Best Value through: **a)** reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate **b)** robust workforce planning. **c)** DSM Review **5.2** implementing *'Equipped for Learning'* Digital Strategy to support transformational change in digital learning

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	Every school will participate in the following; • 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 Three mandatory e-learning modules, 3x30mins, linked to innovative pedagogical approaches and enhanced use of digital technology to support learning	Digital learning team and digital leaders in each school See Key Actions	Equity of access for learners baseline, Aug 2021 Equity of access for learners measure, May 2022, expected to be 100% Staff confidence baseline in use of digital platforms, August 2021 Staff confidence measure, March 2022
Nurture	2.1 Safeguarding and Child Protection	Every school will: • 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,	Nurture Strategy Group and Nurture Leads in each school and early years setting June 2021 June 2021	100% schools will have identified specific Nurture targets in their SQIP, June 2021. 100% of schools will have demonstrated an increase in whole school nurture knowledge and understanding and in applying nurture in practice Baseline evidence from School Nurture Audit, June 2021. Follow-up evidence gathering from School Nurture Audit, May 2022 with sample of schools. Training Evaluation Surveys All Nurture Leads will show an increase in skill and

		where required access to bespoke training to meet identified learning needs The Education Service within the Directorate will - 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 Nurture Leads will - 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). - A sample of pupils' views will be gathered to explore experience and impact of nurture.	October 2021 April 2021 – May 2022 September 2021 – May 2022 May 2022	confidence in developing a nurturing school Baseline evidence - focus group with Nurture Leads, June 2021 Follow-up evidence focus group, May 2022. 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

Raise attainment in writing - (over 3 years) 95% of learners will achieve in Writing by the end of Early, First and Second Level.	**1.2** Leadership of Learning **1.3** Leadership of Change **2.3** Learning, Teaching & Assessment **3.2** Raising Attainment and Achievement	Whole school training in Talk for Writing School and ASG level moderation Robust reading progression in place for P3-7 to ensure exposure to a wide variety of genres and authors (Pie Corbett) CIRCLE Training for ASN especially around Dyslexia Robust monitoring and tracking for all children with a focus on SIMD 3+4 Targeted intervention groups for SIMD 3+4 based on further diagnostic assessments	Lilly Learmonth (PT) Anna Chidgey (HT) Year 1 – June 2022 Twilight training sessions in 'Talk for Writing' – dates tbc Moderation dates in annual calendar/WTA – tbc CIRCLE Training dates in annual calendar - tbc	Termly Writing Assessment using Writing Progressions Whole School Moderation of achievement Year 1 - the majority of children living in SIMD 3 and 4 will achieve in writing by the end of Early, First and Second. - the majority of all children with ASN will achieve in writing by the end of Early, First and Second.
Raise attainment in numeracy - (over 3 years) 95% of learners will achieve in Numeracy by the end of Early, First and Second Level.	**1.4** Leadership of Learning **1.5** Leadership of Change **2.3** Learning, Teaching & Assessment **3.2** Raising Attainment and Achievement	Staff Moderation and CLPL on Long term, medium and daily planning Staff training on sequence of lessons inc differentiation within a lesson Targeted intervention groups for SIMD 3+4 based on further diagnostic assessments Staff training and targeted focus on the consistent gaps within Numeracy which has been identified as the four operations, fractions decimals and percentages, money, word problems, factors, multiples and	Siobhra Cran (DHT) Anna Chidgey (HT) Year 1 – June 2022 Moderation dates in annual calendar/WTA – tbc Twilight staff training sessions – dates tbc	Year 1 - the majority of children living in SIMD 3 and 4 will achieve in Numeracy by the end of Early, First and Second. (This year only 65% achieved) - the majority of all children in Primary 5 will achieve First Level 2 by June 2022 - the majority of all children in P7 will achieve second level by June 2022 Measure MUMP Assessments, baseline and end to monitor progress Whole school moderation of Numeracy

		prime numbers		