



Woodburn Primary School Standards and Quality Report 2018 – 2019 & Improvement Plan 2019 - 2020



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1. Context of the School

Woodburn Primary School is a non-denominational school that serves the Woodburn area of Dalkeith. Our new school building opened in 2009 within the Dalkeith Campus. The school has a current role of 510 (Primary 1-7) and 160 part time Nursery places. In the 2019-2020 school session there will be 22 classes and the Nursery will move towards providing 1140 hours by supporting 80 part-time places and 40 full-time places. Our school has two wings. The first wing comprises of our School Office, Nursery, Family Learning Centre, dining and activity halls. Our second wing houses our classrooms. This wing is split into three sections with all classrooms opening out onto the atriums. In addition, we have an Expressive Arts Hall, and Library/ICT suite. The school has multi-sport facilities including basketball, badminton and athletics. We benefit from a Multi-Use Games Area (MUGA) used by our children for P.E and for recreation. Members of our community make use of the school's facilities. We are a growing community due to new housing developments and our school roll is projected to increase further in the next few years. In order to accommodate this, there are plans in place to adapt and extend the physical learning spaces available for pupils.

The Senior Leadership Team at Woodburn this session has continued to provide stability after several years of change. All staff are highly committed to supporting learners. Self-evaluation is integral to how we work within our community and is an on-going feature of school life. All staff understand the need to be outward and forward looking in their evaluation and improvement activities. We continue to make effective use of research from Scotland and beyond to inform learning and development. A good example are our links with James Nottingham (Challenging Learning) and OSIRIS. We have continued this session to host Challenging Learning study tours. The school hosted visitors from Denmark, Sweden and Norway who were keen to understand how children at Woodburn Primary School learn. House Captains and Vice House Captains are school tour guides for any visitors that we welcome to Woodburn and there have been many positive comments regarding how well they can share their knowledge related to learning and teaching and how enthusiastic and proud they are of their school.

Staff have been consulted about the school's current achievements and the next steps needed to move the school forward. All staff work effectively as a team. There is a strong ethos of sharing practice and of peer support and challenge. Staff plan together and participate in improvement activities with Dalkeith Learning Community colleagues. In the 2018-2019 session this has focused on raising attainment in Literacy and Numeracy and included moderation activities. This has supported collaboration, staff understanding of good practice and through looking more closely at the benchmarks, understanding of progress and achievement of a level. There have been opportunities for children in Primary 7 to visit Dalkeith High School and High School teachers in a variety of subjects have visited Woodburn to teach lessons. This has supported learners through transition.

We have an active Parent Partnership whose role is to participate in policy developments and support the school in its drive towards continuous improvement. The group of committed parents/carers also organise fundraising events through the year. This year they have also supported the allocation of funding to support the 'Reducing the Cost of the School Day'.

Woodburn Primary School is allocated a sizeable amount of money from the 'Pupil Equity Fund'. We have continued to consult with stakeholders to shape the effective use of this money. Key areas have included:

- Early Years Homelink Worker Post
- Youth Worker Post
- 60 additional hours of Learning Assistant support.

- 3 additional Principal Teacher Posts
- Play Therapy sessions for individuals, groups and lunchtime drop-ins.
- Financial support to allow all children to attend camp.
- Nurture training for 3 members of staff.
- Read, Write Inc Literacy interventions including training and resources.
- Resources to improve nurturing and learning spaces in school.
- Animation Club tutor costs.
- Youth Club workers' costs.

Through the school session 2018-2019 we focussed on the following four priorities:

1. Raising Attainment

- To raise attainment in Numeracy & Maths
- To raise attainment in Literacy & English

2. Family Learning and Supporting Learners

- To build positive relationships with parents/carers increasing engagement.
- To increase pupil attendance/participation.
- To support learners through interventions which support their wellbeing ensuring readiness to learn and make progress.
- To support learners with ASN to make progress.

3. To work towards becoming a 'nurturing school' and to ensure effective safeguarding of all children.

4. Curriculum and Learning, Teaching & Assessment

- To improve BGE curriculum long term / medium term planning frameworks.
- To develop learning and teaching approaches that impact on attainment.
- To focus on Feedback to improve learners' mindset, engagement and attainment.
- To develop assessment frameworks/practices that support staff understanding of achievement of a level.
- To review processes to report to parents/carers.

These priorities were linked with Pupil Equity Funded interventions, The Dalkeith Learning Community priorities and our work towards Rights Respecting Schools Gold Award.

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

Rights respecting Schools Silver Award

Within the 2017-2018 Woodburn PS was awarded the Rights Respecting Schools Silver Award. As part of this achievement, the school's work around developing Charters, including a Parent/Carer Charter was recognised. We are now on our journey to Gold.

Creating our Vision, Values and Aims

We have continued to work on creating our School and Community Vision, Values and Aims through the 2018-2019 session consulting fully with staff, children, families and partners.

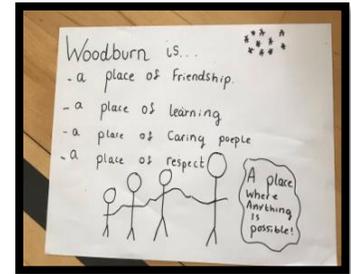
Our work has been facilitated and supported by the following people:

Graham Ogilvie, Graphic Artist

Heather Fleming, Midlothian Life Long Learning and Employability

Claire Lavelle, Hive of Wellbeing

We reflected on the aspirations we have for our learning community to shape our Vision, Values and Aims. These were finalised and shared in March 2019.



What are our values?

A value is strongly held belief about what is important. Principles that guide our thinking and behaviour.

Remember marigolds!

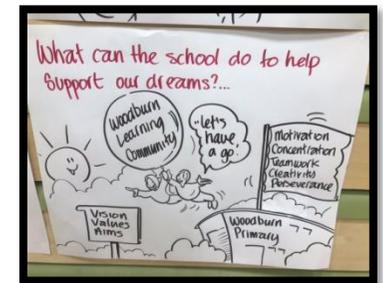
What is our vision for Woodburn Learning Community?

- What are we here to create? What is our end goal?
- What do we believe is possible?
- What will we see when our school community lives out its values?

What are our aims?

What difference will we have made for each child in our school?

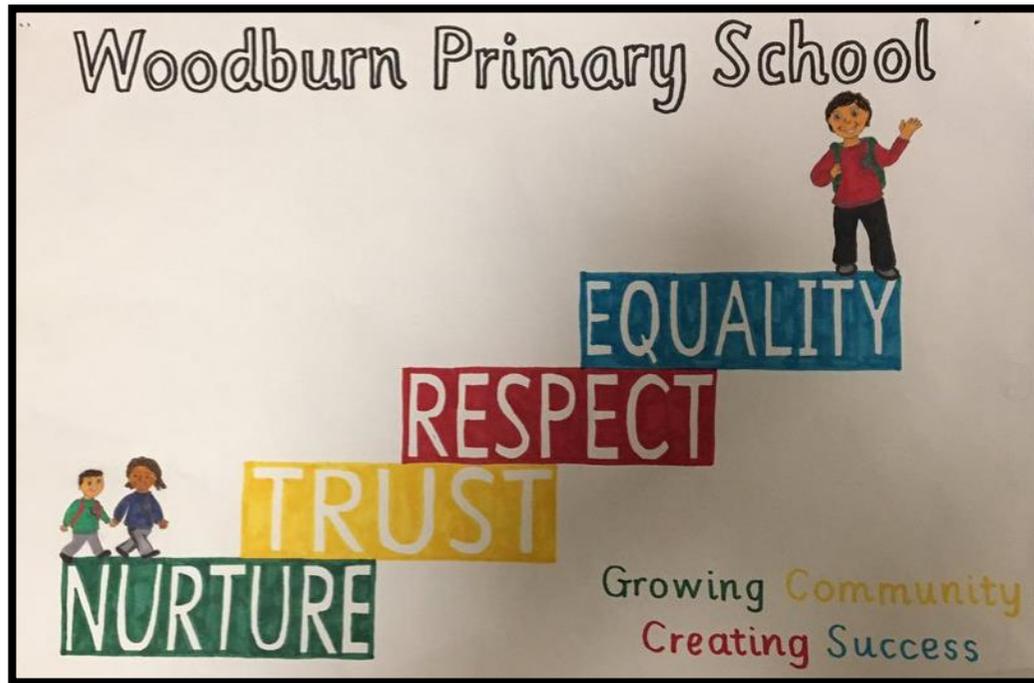
What would we want a child to tell us on their last day at Woodburn PS?



As we go forward, our Vision, Values and Aims will shape our improvement priorities and underpin our day to day work in our Woodburn Learning Community.

3. Our School Vision, Values and Aims

Vision and Values



Aims:

With our Vision and Values at the centre of our work and in partnership with our children, families and wider community we aim for our learners to:

1. Enjoy learning and strive to achieve more than they have before.
2. Acquire knowledge and skills to apply learning in school and beyond.
3. Be responsible global citizens who take responsibility for themselves, their actions and their behaviour.

4. MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2018/19)

Priority 1 Improvement in attainment, particularly literacy and numeracy	Priority 2 Closing the attainment gap between most and least disadvantaged children	Priority 3 Improvement in children and young people's health and wellbeing	Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people
<p>(1a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, P7 and S3 where they are not yet at that level</p> <ul style="list-style-type: none"> Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure. <p>1(b) All Secondary schools have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator.</p> <ul style="list-style-type: none"> Level 3 Numeracy 98% Literacy 98% Level 4 Numeracy 90% Literacy 90% <p>1(c) 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners</p> <p>1(d) That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools.</p> <p>1(e) 100% of schools have a written curriculum rationale which reflects appropriate pathways for all learners.</p> <p>1(f) 100% of schools reviewed and inspected receive a grading of satisfactory or above for QI 1.3</p> <p>1(g) Increase numbers accessing LLE literacy and numeracy/ESOL (target 430)</p>	<p>2(a) Interrupt the cycle of poverty (PEF): CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3</p> <p>2(b) Continue to develop and implement an Early Years Strategy on closing the gap to reduce the literacy gap by the end of P1 supported by the Attainment Advisor</p> <p>2(c) Maximise the use of Family Learning approaches to increase the number of family learning interventions across Midlothian by 5% with an LLE target 415 family learners.</p> <p>2(d) Increase % of young people achieving National Qualifications at Levels 3 to 5 with a focus on level 3 and 4 based on comparison with the virtual comparator e.g. looked after, particularly those looked after at home.</p> <p>2(e) Increase the number of LLE opportunities and attendance at learning activities for adults, families and young people.</p> <p>2(f) Increase the influence of young people in the planning of services.</p> <p>(2g) 5% increase in Award youth work per ASG including DOE</p> <p>(2h) Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.</p> <p>2(i) Increase in youth work offer. (Target 4450 young people access LLE opportunities).</p> <p>2(j) Increase accredited Lifelong Learning Employability Courses and qualifications (25 accredited courses) and (1550 qualifications) and increase number of learners accessing Individual Training Accounts (target 75+ learners)</p>	<p>3(a) 100% of schools reviewed and graded receive a grading of satisfactory or above for QI 3.1</p> <p>3(b) The majority of young people with ASN / LAC are offered timely and appropriate interventions within Midlothian Council</p> <p>3(c) Further Improve attendance: Primary 96% Secondary 92%</p> <p>3(d) Reduce exclusions: <u>Primary-</u> below 15 per 1000 including a maximum of 1 LAC exclusion per thousand. <i>LAC exclusion in exceptional circumstances only.</i> <u>Secondary-</u> reduce exclusions to 49 per thousand as a first step to exclusions being below the national average. This figure includes a maximum of 2 LAC exclusions per thousand. <i>LAC exclusions in exceptional circumstances only.</i></p> <p>3(e) Support schools to implement a range of universal mental health initiatives</p>	<p>4(a) 100% of schools have Senior Phase curriculum models that are fulfilling the recommendations of the delivery plan for Education</p> <p>4(b) Secure a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.</p> <p>4(c) Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes</p> <p>4(d) Implement priority areas from 36 DYW recommendations: including digital, stem, disability, work experience, learning opportunities, and careers in line with the regional skills assessment. Increase provision aligned to DYW for vulnerable learners to improve their long term outcomes.</p> <p>4(e) Increase the number of STEM opportunities for young people, adults, families and communities.</p> <p>4(f) Continue to increase number of Modern Apprenticeship's on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets</p>

5. Review of Progress and Impact in Session 2018/19

<p>Raising Attainment</p>	<ul style="list-style-type: none"> To raise attainment in Numeracy & Maths To raise attainment in Literacy & English
<p><u>NIF and Midlothian Priority</u></p> <ol style="list-style-type: none"> Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between most and least disadvantaged children Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people <p><u>NIF Driver(s) (highlight as applicable)</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</u></p> <ol style="list-style-type: none"> Self-evaluation for self-improvement Leadership of learning Leadership of change Leadership and management of staff Management of resources to promote equity Safeguarding and child protection Curriculum Learning, teaching and assessment Personalised support Family learning Transitions Partnerships Ensuring wellbeing, equality and inclusion Raising attainment and achievement/ Securing children's progress Increasing creativity and employability
<p>Progress and Impact:</p> <p>Numeracy and Maths</p> <p>On-going analysis of data indicates a % of children are not reaching the expected level of attainment in Numeracy and Maths. This is a key area for improvement next session.</p> <p>Areas of developments this year include:</p> <ul style="list-style-type: none"> A Numeracy and Maths Policy which outlines expectations in terms of planning, teaching approaches/strategies and assessment. Progression planners based on MUMP and SEAL and which include 'I Can' statements have been created and are beginning to support dialogue with learners. Most staff are planning opportunities for numeracy and maths in context more confidently. Non Routine Questions and problem solving resources support this. Maths Focus Weeks have developed learners' understanding of applying skills across learning and the development of holistic assessments have linked well. A DRAFT problem solving skills progression has been created. The new MUMP assessments which link to the benchmarks have been used by all staff to plan strengths and next steps. They support teacher judgement of achievement of a level. Moderation as a school, within Dalkeith Learning Community, Midlothian and as a South East Improvement Collaborative (SEIC) demonstrates that most staff are aware of the range of evidence that can be used to assess a learner's progress and achievement and are more confident in doing so. 	

Curricular for Excellence Levels – Three Year Trend and National Average

In Numeracy there has been an increase at P1 and a decrease at P4 and P7. At all year stages the results are lower than the National Average.

	June 2017	June 2018	June 2019	National Average
% pupils at P1 achieving Early Level or higher	68	72	80	85
% pupils at P4 achieving First Level or higher	77	73	62	76
% pupils at P7 achieving Second Level or higher	21	60	51	75

SIMD 1 and 2 – Three Year trend

The percentage of pupils within SIMD 1 and 2 achieving the expected level of attainment at P1 has decreased at P1 and 4 and increased at P7.

	2017	2018	2019
P1 % Attaining CfE Expected Level	75	75	71
P4 % Attaining CfE Expected Level	57.1	81.8	61
P7 % Attaining CfE Expected Level	0	37.5	44

Standardised Assessment – Nb. National Standardised (average) score is 100

There has been an increase in the standardised score at P4. There has been increase at P7 although due to particular needs within the year group some children did not complete the assessment.

	2017	2018	2019
Primary 4 March	98	94	100
Primary 7 March	92	92	95

Primary 1 PIPS – Three Year Trend Nb. National Standardised (average) score 50

There has been a slight increase in the standardised score. The PIPs score remains below the national average.

	2017	2018	2019
Standardised Score 2017	47	44	45

Next steps:

- Monitor and evaluate the Numeracy and Maths Policy, triangulating planning, learners' experience and assessment/progress. Provide opportunities for peer observation.
- Embed 'I Can' progression planner and problem solving progression.
- Share Numeracy and Maths Policy with parents/carers and use Shared Learning/See Saw to develop their understanding of teaching and learning strategies/approaches.
- Consider intervention strategies and approaches for those learners not making the expected level of progress.
- Continue to plan and provide opportunities for moderation.

Literacy and English

Key areas of improvement from the plan have been implemented and are beginning to have an impact at some stages. Analysis of data has identified children who are not progressing as expected, interventions are being implemented and there are further planned for next session.

Key areas of development this session include:

Nursery:

- Early Years Officer Janine Stewart was appointed in December 2018. Story Corner time sample observations were completed and action plans created, this included looking at the role of the adult within the Story Corner. A Literacy Audit was then used to establish a base line for the reading environment within the nursery. This highlighted a need for further staff development, e.g. questioning, Talk4Writing approach to oral story telling etc.
- The use of Big Bedtime Read within nursery is in the process of being developed using a targeted approach.
- The creation of a Lending Library was explored as part of Power of Partnership (POP).

Primary 1-7

- A Literacy and English Policy in place which outlines expectations in terms of planning, teaching and assessment. It links to the Handwriting & Presentation Policy and Feedback & Marking Policy.
- A focus on approaches to teach poetry effectively has improved the confidence of most staff. Poetry in jotters and displayed in school demonstrates a wider range of styles/formats and a clearer progression across the levels.
- A focus on using Drama conventions and approaches to link and enhance learning across curricular areas including Expressive Arts, Literacy & English (Reading, Writing, Talking and Listening) and Social Studies has increased staff confidence. There is some evidence of Drama being used across the curriculum, this is supported by the purchase of theory books and the development of a Woodburn Drama 'Toolkit'.
- A spelling progression has been developed. This includes Edinburgh Literacy, Read Write Inc. and Support for Spelling from the National Strategies Framework. This progression includes the teaching of phonics, spelling rules/ patterns, high frequency and tricky words. Short burst spelling sessions are scheduled throughout the week in some classes to aid practice. Spelling rules and patterns are taught and explained and activities such as morning starter sessions and active spelling tasks are carried out.
- An agreed cursive script is in place and this is supported by teaching resources and a digital font. There is an agreed handwriting and presentation policy in place. This has led to a marked improvement in children using joined, legible cursive script in most classes across the school.

- The Talk4Writing approach has been piloted at the P1-3 stages and this has had a positive impact on learners' engagement, narrative language, vocabulary, confidence in telling stories and quality of writing.

Curricular for Excellence Levels – Three Year Trend and National Average

Listening and Talking

At P1 the % of children achieving the expected level of attainment has stayed approximately the same. At P4 and P7 there has been an increase. At P1 we are slightly above the National Average, at P4 below the National Average and at P7 approximately in line with the National Average.

	2017	2018	2019	National Average
P1 % Attaining CfE Expected Level	78	91	92	87
P4 % Attaining CfE Expected Level	67	80	85	85
P7 % Attaining CfE Expected Level	58	74	85	84

Reading

At P1 there has been an increase in the % of children achieving the expected level of attainment, at P4 and P7 it has decreased. We are below the National Average at P1, P4 and P7.

	2017	2018	2019	National Average
P1 % Attaining CfE Expected Level	62	72	76	81
P4 % Attaining CfE Expected Level	79	73	64	77
P7 % Attaining CfE Expected Level	64	71	66	79

Writing

At P1 there has been an increase in the % of children achieving the expected level of attainment, at P4 it has decreased and at P7 it has remained in line. We are below the National Average at P1, P4 and P7

	2017	2018	2019	National Average
P1 % Attaining CfE Expected Level	54	64	72	78
P4 % Attaining CfE Expected Level	62	67	60	72
P7 % Attaining CfE Expected Level	50	67	68	73

SIMD 1 and 2 – Three Year Trend

Listening and Talking

The percentage of pupils within SIMD 1 and 2 achieving the expected level of attainment at P1, P4 and P7 has increased.

	2017	2018	2019
P1 % Attaining CfE Expected Level	100	67	100
P4 % Attaining CfE Expected Level	57	82	90
P7 % Attaining CfE Expected Level	50	75	80

Reading

The percentage of pupils within SIMD 1 and 2 achieving the expected level of attainment at P1 and P7 has decreased, at P4 it has increased.

	2017	2018	2019
P1 % Attaining CfE Expected Level	50	75	60
P4 % Attaining CfE Expected Level	57.1	81.8	90
P7 % Attaining CfE Expected Level	50	62.5	60

Writing

The percentage of pupils within SIMD 1 and 2 achieving the expected level of attainment at P1 and P7 has decreased, at P4 it has increased.

	2017	2018	2019
P1 % Attaining CfE Expected Level	50	66.7	40
P4 % Attaining CfE Expected Level	42.9	72.7	90
P7 % Attaining CfE Expected Level	33.3	62.5	60

Standardised Assessment – Nb. National Standardised (average) score is 100

Attainment in Reading at Primary 4 and 7 is approximately in line with last year.

	2017	2018	2019
Primary 4 March	102	101	102
Primary 7 March	104	100	102

The standardised score has remained the same as 2018. The PIPs score remains below the national average.

	2017	2018	2019
Standardised Score 2017	48	45	45

Progress Within RWI

	June 2017	Dec 2017	June 2018	Dec 2018	June 2019
% of pupils in P1 achieving RWI appropriate levels		41%	64%		43% (These pupils have not been using the RWI programme)
% of pupils in P2 achieving RWI appropriate levels	50%	33%	33%	47%	42%
% of pupils in P3 achieving RWI appropriate levels	22%	34%	38%	43%	33%
% of pupils continuing to require this support in P4 (Data relates to the intervention group from this stage)	38%	35%	23%	65%	41%
% of pupils continuing to require this support in P5 (Data relates to the intervention group from this stage)	11%	10%	8%	22%	Children between January and June not accessing RWI.

Please note – The data above for Primary 1-3 is based on pupils meeting RWI expectations. The data for Primary 4-5 is for the children still requiring this extended intervention.

SIMD 1-2/RWI

- P2 - The 11 pupils within SIMD 1-2 have all made progress within the programme throughout the year. 36% of the children were meeting expectation in December and this has risen to 45 % meeting expectations by the end of the year. For SIMD 1-2 this has been an improvement of 9%. 1 pupil was exceeding expectation by the end of the year and was 1 group away from finishing the programme.
- P3 - The 5 pupils within SIMD 1-2 have all made progress within the programme. 40% were meeting expectation at the beginning of the year and 40% continue to meet expectation at the end of the year. At the end of the year, 2 pupils were no longer involved in

the programme which is the aim for the end of P2.

- P4- The 10 pupils within SIMD 1-2 have all made progress within the programme with 3 beginning the year no longer involved in the programme which is the aim for this stage of P3. By the end of the year there are only 2 pupils still working within the RWI programme in SIMD 1-2 in P4.
- P5 - Out of the 10 pupils within SIMD 1-2, seven pupils began the year no longer needing RWI support. Out of the remaining three pupils only 1 made progress before RWI was stopped at this year stage. These three children were all working at the upper levels of RWI.

One to one tutoring

- From the regular assessments, pupils were identified who were making slower progress. These children were then included in a 1 to 1 tutoring programme in P2 to P4.
- P2 – 26 children have been involved in 1 to 1 tutoring and all but 1 pupil have made progress this year. One pupil has progressed 8 levels and 2 pupils progressed 6 levels.
- P3 – 36 children have been involved in 1 to 1 tutoring and all but 2 pupils have made progress this year. One pupil has progressed 7 levels across the year and there are 2 pupils that have made no progress.
- P4 – 16 children have been involved and since beginning the 1 to 1 tutoring all have progressed at least 2 levels with some of our lower attaining pupils moving up 4 levels.

Fresh Start (pupils requiring support)

- P6 - In August 2018, 16 % of the year stage required support from this programme. By May 2019, 3% still need this support.
- P7 - in August 2018, 17% of the year stage required support from this programme. By May 2019, 4% still need literacy support both of whom are at the acquiring language stage.

Next Steps:

- Monitor and evaluate the Literacy and English Policy triangulating planning, learners' experience and assessment/progress. Provide opportunities for peer observation.
- Create a Poetry Progression and link to curriculum bundles. Raise the profile of poetry by inviting poets into school to inspire the children and model effective poetry.
- Ensure the further development of Drama across the curriculum and linked to the curriculum 'bundles'. Gather evidence learning and teaching in Drama.
- Based on evaluation Single Word Spelling Test (SWST), August 2019, agree spelling progression P1-7 and establish learning and teaching expectations.
- Agree programmes to support the teaching of synthetic phonics in the early years.
- CLPL in the Talk4Writing approach for the middle/upper stages. Consultancy for the early years to support the development of the Talk4Writing approach.
- Agree phonic progression and interventions P1-5, support learning and teaching using the RWI programme by coaching (SfL teacher leading).
- Continue to embed fresh Start as an intervention for P6 and increase teacher participation in delivering Fresh Start.

<p>Family Learning and Supporting Learners</p>	<ul style="list-style-type: none"> • To build positive relationships with parents/carers increasing engagement. • To increase pupil attendance/participation. • To support learners through interventions which support their wellbeing ensuring readiness to learn and make progress. • To support learners with ASN to make progress.
<p><u>NIF and Midlothian Priority</u></p> <p>5. Improvement in attainment, particularly literacy and numeracy</p> <p>6. Closing the attainment gap between most and least disadvantaged children</p> <p>7. Improvement in children and young people's health and wellbeing</p> <p>8. Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><u>NIF Driver(s) (highlight as applicable)</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</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/ Securing children's progress</p> <p>3.3 Increasing creativity and employability</p>
<p>Progress and Impact:</p> <p>Areas identified and progress this session include:</p> <p>Nursery</p> <ul style="list-style-type: none"> • Monthly wellbeing meetings have been introduced. These are attended by SLT. The wellbeing indicators are used to focus the need for support, actions are detailed and monitored. • The development of 'Shared Learning' has increased interactions with parents/carers. Sessions have been very well attended and feedback positive. Each session has a particular focus e.g. World Book Day. • Weekly 'Welly Walks' using the woodland area close to the school grounds, have involved parents/carers. Children have developed skills across the curriculum and benefitted from opportunities to problem solve and think creatively. <p>Play Therapy:</p> <ul style="list-style-type: none"> • Play Therapy is provided as an intervention for 1-1, group, drop-in and filial. The drop-in service is well used and is very child led. • Positive impacts identified for children attending: <ul style="list-style-type: none"> ○ There is an impact on how children are managing their emotions in class and at home. They are building the ability to talk and self-regulate. ○ Play Therapists feedback to class teachers is informative and often contains a piece of vital information regarding a child's wellbeing. They also support a teacher's understanding of strategies that can be used to support. ○ Play Therapists feed into multi-agency discussion and actions. <p>Early Years Homelink Worker and Youth Worker Posts:</p>	

- Since August 2018 the Youth Worker and Early Years Homelink Worker (PEF funded), have engaged with and supported 101 families. They have built strong, positive relationships with staff, children, families and partners.

Family engagement:

- Participation in school wellbeing meetings enables evidence gathered from home visits and meetings with parents/carers to support actions.
- Signposting and referring to child, adult and family support services has supported families well.
- Both members of staff have contributed to multi-agency groups/meetings e.g. Child Protection Case Conference/ Core Group, Children's Hearing, Child's Planning Meetings and Team Around The Child. They have taken key actions forward to support families. This has included supporting with home routines, expectations e.g. bedtimes, rules and boundaries.
- Woodburn Toddlers Group is in place and a further 26 have registered and attended at least once, There are 4 regular attendees.
- 23 new families participated in the Language Is Fun Together (LIFT) programme. They commented positively on the impact of the sessions. Most think it has equipped them with the tools required to better support their children's language development.
- Messy Play ran for 20 sessions, 40 children and families attended.

Participation and inclusion in extra-curricular activities:

- A Youth Club takes place each week and is open to all children in Primary 4 and 5. It is attended by an average of 21 children. This has been targeted to ensure that SIMD 1-2 children are supported to attend.
- Working with community partners an Animation Club was attended by 19 children. A film was created and celebrated as part of a premier, 39 adults from Woodburn attended.
- Funds from PEF have been directed towards ensuring all children have the opportunity to attend camp (Primary 5 – 8 children), (Primary 7 – 10 children).

Attendance has been closely tracked and monitored:

- Attendance letters have been sent to all those whose attendance has fallen below 90%. 101 letters were sent out in February and 22 letters in April.
- The targeted walking bus is in place and supports 13 children. They access breakfast once arriving at school. Supports including the walking bus are targeted and individualised e.g. door knocks and alarm calls. Parents/carers feel tailored approach supports.
- There has been 4% increase in attendance for these children. Lates have reduced.
- Staff report that these children are now arriving in school on time and are therefore calm, settled and ready to access learning.
- A leaflet has been created which highlights to parents/carers the impact of attendance on children's learning and progress. Use of the leaflet in attendance meetings has provoked a strong response from parents/carers who had not realised how minutes/days add up.

Learning Assistant Therapeutic Interventions

- 15 children have completed Seasons for Growth. They have developed key relationships with the staff who lead the sessions. The children are more able to talk about feelings. Parents/carers attended the celebration and their feedback was positive.
- ICT Targeted Support – 20 children from across school are supported with ICT including the use of Pages and Clicker. This has increased pupil independence, confidence and self-esteem.
- 3 Primary 1 children have completed Play Box.
- 8 children have participated in ABC Lego Nurture. This has built children's confidence enabling them to work through issues.

Dyslexia:

- Our aim is to provide positive outcomes through appropriate support to meet the learning needs of all pupils involved in a literacy profile. To do that this year we have been building up profiles:

Year Stage	Literacy Profiles being built up (active)	% of pupils currently involved in literacy profiles	Literacy profiles completed (identified or not)	Identified pupils with dyslexia	% identified of year stage
Primary 3	6	7%	0	0	0%
Primary 4	17	23%	0	0	0%
Primary 5	9	13%	3 (4%)	3	4%
Primary 6	2	3%	7 (12%)	5	9%
Primary 7	1	2%	14 (26%)	10	19%
	35 out of 509 pupils	7%	24 (5%)	18	4%

- We have completed very detailed profiles for the 18 identified pupils which outline various strategies and next steps for class teachers and parents. This is a very holistic profile as it is completed with the learner, class teacher, parent and learning assistant (if appropriate). The SFL team have organised learning assistants for further support using programmes like word wasp and toe by toe.
- A P5-7 dyslexia pupil group has been formed in the last term with the 15 identified pupils. It was identified that 11 of the group were picture thinkers, 13 movement thinkers, 6 music thinkers and 11 people thinkers.
- During this block the focus has been on the following questions:
 - What is dyslexia?
 - How does it affect different people and what is my preferred learning style?
 - How does movement help us learn?
 - How does ICT help us learn and how to navigate the tools on the "Dyslexia explained" website.
 - How do pictures and working socially help us learn?
 - How do we explain our differences to others?
- We have had representatives from Dyslexia Scotland in to speak to the children to help them link to wider life and lifelong learning in June 2019.

Key question	Baseline		End of block 1 of intervention	
	Yes	Unsure or do not know	Yes	Unsure or do not know
I know what dyslexia is.	9 pupils 60%	6 pupils 40%	14 pupils 93%	1 pupil 7%
I can explain my challenges and strengths to adults in school.	10 pupils 67%	5 pupils 33%	14 pupils 93%	1 pupil 7%
I know some strategies that help me learn better.	4 pupils 27%	11 pupils 73%	11 pupils 73 %	4 pupils 27 %
My class teacher discusses my dyslexia with me and how to improve my learning.	1 pupil 7%	14 pupils 93%	1 pupil 7 %	14 pupils 93 %

- Participation in Dyslexia Awareness Week ensured that children and families are now more aware of dyslexia and what it means (strengths and difficulties).
- Staff led an Assembly P4-7; there was a display in school and follow-up tasks in class to support understanding. Dyslexic learners from Dalkeith High School shared their experiences to the P4 -7 pupils and this supported children in understanding strengths/difficulties. Children commented on how inspiring they were.
- Money raised at 'Dress Down in Blue' has been spent on resources including iPad keyboards, overlays and Barrington Stoke books for the dyslexia friendly section of the Library which has been created this year. There is also a professional reading library.
- Children are much more willing to share that they are dyslexic with their peers. They report that they feel they have grown in understanding and confidence. Dyslexia is talked about much more positively and openly across the school. Children are using resources such as overlays much more confidently.
- Resources to support dyslexic learners are available e.g. buff paper, overlays, reading rulers, paper and books changed to correct colour tint, background screen on iPad changed. Parents are being encouraged to support assessment and build the Literacy Profile with staff.
- Toe by Toe and Word Wasp are used from P5 -> to support individuals. Progress is tracked and demonstrates impact.
- ICT supports for dyslexic learners:
 - Touch typing
 - iPads available
 - User guides for showbie, pages produced by children and shared with peers/staff.
 - Wi-fi printer
 - Nessy

- Times Fables has been introduced to support children with dyslexia/dyscalculia and memory issues. Tricky Spellings and cartoons for Children has been introduced with some children and this is supporting their understanding of high frequency words.
- There is a Learning Assistant who is on the Parent/Carer Authority working group and this supports our understanding of how best to support families. She is also a link person with Dyslexia Scotland.

Next Steps:

- Continue to support therapeutic interventions.
- Extend the work of the Homelink Early Years Worker and Youth Worker in the following areas:
 - Raising Children with Confidence
 - How to Talk so Children will Listen
 - Wider Achievement – improving participation of pupils (PEF)
- Implement the new Midlothian paperwork for developing a Literacy Profile.
 - Support learners through a further Pupil Dyslexia Working Group. As a staff we intend to look deeper at the subject of dyslexia and perhaps use the additional in-service days to undertake further staff training and start module 2 of the open university course. This would help build up capacity and confidence within the teaching staff to increase engagement in the learning discussions that are needed to support these learners.
- A focussed look at attendance 82-90%, looking at patterns e.g. Fridays, early collection from the office. Closely look at barriers to attendance e.g. PE days, uniform, PE kit, homework, school resources and Parental Mental Health.

To work towards becoming a 'nurturing school' and to ensure effective safeguarding of all children.

NIF and Midlothian Priority

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

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

- 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:

- The importance of mental health has been highlighted this session through 'Feel Good February', 'Ready to Learn', 'Global Play Day', Rights Respecting Schools work and Citizenship Gatherings.
- Pupils behaviour has generally improved and pupils are more able to talk about their feelings and actions. Staff are using shared language to talk about kind, safe and respectful behaviour. The lower primary pupils and their families responded well to a 'Kindness Challenge'. Parents engaged well with a health and wellbeing focussed 'shared learning'.
- Child protection training is up to date for all staff, following training on the August In-Service days. The pastoral notes system has been effective in sharing information. Wellbeing meetings with key staff have been held approximately four weekly. Staff wellbeing forms have been fed into these meetings.
- The new 'Ready to Learn' policy and procedures have improved the consistency of interactions between staff, pupils and parents/carers, supporting positive learning behaviour. 'Be Safe, Be Kind, Work Hard' has been a simple and memorable way for pupils to remember expectations for behaviour. Pupils are more aware of the supports available for health and wellbeing, and the consequences of negative behaviour. Staff are using 'Ready to Learn' folders to track issues with behaviour. This has allowed staff to communicate better with parents/carers and made patterns of behaviour more visible.
- Outdoor Learning has been used to support health and wellbeing this session. Four staff have been trained in Forest Schools, delivered by Edinburgh and Lothians Greenspace. Nurture groups have used the grounds of Newbattle Abbey College to undertake outdoor learning. Three staff have attended Woodlands outdoor learning sessions.
- Two members of staff attended the Portobello Learning Festival in June to explore the focus on building positive relationships in school. This included opportunities to learn more about creative pedagogy and powerful partnerships.

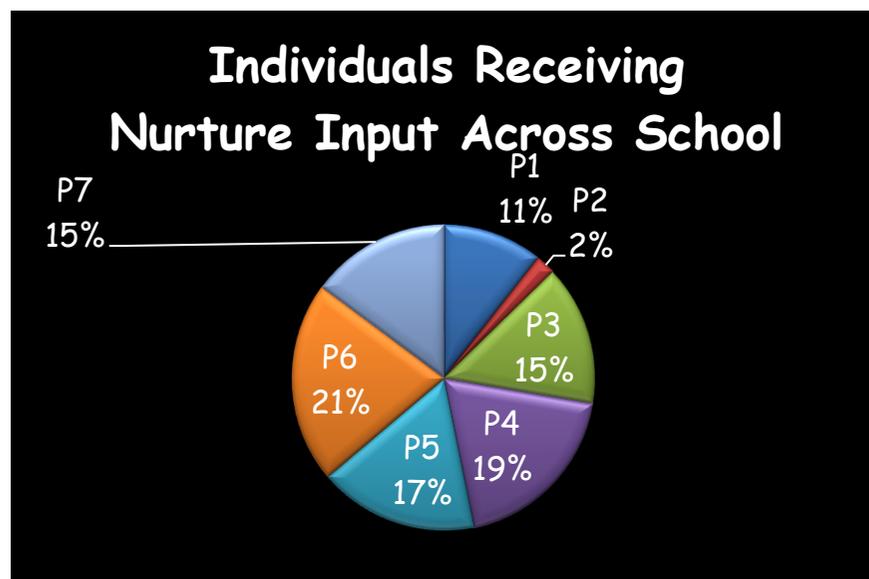
Nurturing principles have begun to be established within the school. Three members of staff attended Nurture Network training. A CAT session developed class teachers' understanding of nurturing approaches. Four nurture groups have run weekly this session. Staff from the Enhanced Nurture Outreach Team have supported Nurture sessions. Boxall profiles have been used to evaluate impact and the

individual targets from these have begun to be shared with class teachers.

Nurture and Life Skills Groups Attendance across the school 2018/19

Year Group	Sep - Dec	Jan - Feb	March – Jun
P1	1	5	5
P2	1	1	0
P3	2	4	4
P4	6	7	3
P5	5	6	5
P6	7	5	1
P7	6	6	3
Total Attending Groups	28	34	21

Total number of individuals who have received Nurture time across the year within a group 2018/19



My Nurture Experience (from Learners):

I like when we are all together. I like drawing too. (P4 boy)
All my new friends. Enjoying Charlie and the Chocolate Factory. (P4 boy)
Learning to say please and thank you and to listen to instructions. (P5 girl)
Learn to be neat and to talk confidently. (P5 boy)
I like to move myself up on the tree. I have learned to say please and thank you. (P5 boy)
Learn not to be shy and how to make new friends. (P6 girl)
Learn not to be shy around people I don't know. (P6 girl)
Learn to use please and thank you and to talking more confidently. (P5 boy)
Learn to talk more and more confidently. (P6 girl)
Be a brilliant listener and show understanding when we read our story. (P4 boy)
Help us be ready to help others by being kind. (P3 boy)
We learn to be a good talker using a gentle voice. (P4 boy)
We learn to be a good friend to others by being kind. (P4 boy)
We improve on how much I chat to my friends when in the group. (P3 boy)
We are kind and talk to all my friends in the group. (P2 girl)
I love Nurture. When are we next having it? (P4 boy)

Next Steps:

- Emotion Works has begun to be used successfully in some classes but further training is required to make this consistent across the school. This will help to embed the greater understanding of mental health and wellbeing.
- Training around the CIRCLE document.
- Nurture group plans and targets have begun to be shared with class teachers but it would be beneficial to share these with learning assistants, to allow them to support this learning too. Learning Assistants are to be included in Nurture training next session. Class teachers have begun to engage with the Nurturing Classroom questionnaire, but greater focus on developing this may be needed to obtain significant impact.
- To further develop the 'Ready to Learn' policy and procedures, we now need to develop communication between teachers and learning assistants. This is of particular importance after break times and lunchtimes when class teachers need to 'check-in' with learning assistants to support with any issues that have arisen.
- While sharing of pastoral information at Friday staff meetings meetings has been helpful, as not all staff are in attendance, this means some staff miss out on hearing this information. We now need to consider how we ensure all staff are included in this information sharing. Information from wellbeing meetings on individual key children has begun to be shared with class teachers, but this could perhaps be done with greater consistency next session.
- Develop opportunities for good quality play in the playground. To ensure staff make use of their outdoor learning training, we now need to consider how we practically support class teachers to take learning outside.

<p>Curriculum and Learning, Teaching & Assessment</p>	<ul style="list-style-type: none"> • To improve BGE curriculum long term / medium term planning frameworks. • To develop learning and teaching approaches that impact on attainment. • To focus on Feedback to improve learners' mindset, engagement and attainment. • To develop assessment frameworks/practices that support staff understanding of achievement of a level. • To review processes to report to parents/carers.
<p><u>NIF and Midlothian Priority</u></p> <p>13. Improvement in attainment, particularly literacy and numeracy</p> <p>14. Closing the attainment gap between most and least disadvantaged children</p> <p>15. Improvement in children and young people's health and wellbeing</p> <p>16. Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><u>NIF Driver(s) (highlight as applicable)</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</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/ Securing children's progress</p> <p>3.3 Increasing creativity and employability</p>
<p>Progress and Impact:</p> <ul style="list-style-type: none"> • The Quality and Learning and Teaching Group identified 3 areas for development: The creation of the P6 Learning Council, Staff walkthroughs completing feedback observation grids and Creation of Language of Learning Progression. • The 'Quality Learning and Teaching' video created for the World Visible Learning Conference demonstrated the impact of professional learning on confidence, learning and teaching practice and the pupils' ability to talk about their learning and progress. Creativity through Messy Play, Toddler Groups and P4&5 Youth Club have provided opportunities for exploratory learning and through early years introduction of the Frobelian approach has involved the children in the planning and feedback process through play. More opportunities have been created in the playground through buddying, play makers training and the expansion of available areas to play. • Staff have used 'tracking' on excel and completed traffic lighting documents, ensuring they have ownership of data supported by moderation. • Out of school achievements have been gathered and shared. • Bundles provide flexibility, creativity and progression of skills and knowledge whilst allowing children ownership and direction of their floor book. • Learning skills/dispositions are established from N-P7 and children can discuss how they support them in learning tasks. Citizenship Gatherings and Bletter Buddies support the development of skills and WOWs reflect the Learning Skill achievement. 	

- The language of the RRSA has been introduced from Nursery to P7 and all of the children are familiar with the 'Ready to Learn' approach. After achieving the Silver award in 2018, we are successfully implementing Fun 31 and are on our Journey to Achieving Gold.
- Two members of staff have completed the Evidence Into Action training with Shirley Clarke – this has linked to the work of staff on Osiris' OTI training.
- A new reporting format has been trialled and there are 3 parental consultations which have resulted in better communication. Seesaw has been introduced in on class and the feedback has been positive. This ICT/Feedback Tool will be rolled out at various points in the school next session.
- Most staff have now participated in the OTI training programme and the presentations that were lead by staff reflected on the impact on their all round practice and their approaches and strategies.
 - Teachers enacted the ideas to which they were introduced
 - Reflected that they had implemented better teaching and learning
 - Teachers reflected that they implemented better teaching and learning
 - Teachers acknowledged that videoing themselves in action enabled them to see how to improve their practice
 - Teachers viewed learning differently and re-organised their lessons
 - Teachers became more focused on engaging students
 - Teachers became more able to effectively give learners feedback
- On-going development of Feedback approaches have been implemented throughout the school. The creation of a feedback and marking policy, the use of visualisers, OTI focus, use of assessment information that helps to adjust the learners' direction and focus required.
- Nursery and P1 staff took part in Power of Partnership (POP) alongside three other settings. This included monthly book groups (reading Bringing a Froebelian Approach to your Early Years Setting by Helen Tovety); monthly Early Level Meets across all settings where good early years practice was shared; working groups who created action plans around areas of interest, e.g. Floorbook, Planning; HIVE sessions across the year.
- Two members of the nursery team as well as a DHT took part in the Edinburgh University course 'Froebel in Early Years Practice'. This involved visiting Froebelian settings, completing assignments and creating a poster.

Next Steps:

- Share training, expertise and knowledge throughout our own staff and allowing others to pilot and experiment with new ideas. Training such as OTI, Shirley Clarke, Impact Coaching, Walkthroughs, Learning Council, VL World Conference etc.
- Involve more children and adults to participate in Walkthroughs and given the chance to feedback.
- To improve the engagement of all pupils, parents and staff, in pupils' learning and their progress, using individual online portfolios of evidence using Seesaw.

6. Successes and Achievements in Session 2018/19

Staff Leadership Roles

Many members of staff have taken on leadership responsibilities across school, these include:

- An extended Principal Teacher Team (PEF) who have lead CLPL and developed Policy and Guidelines.
- Teaching staff who have completed Impact Coaching Training.
- Teaching staff who have lead curricular areas leading CLPL sessions, supported staff and contributing to evaluation.
- Nursery and Primary 1 staff who have participated in 'Power of Partnership', developing collaborative practices linked to the development of play and Froebel.
- Support for Learning Staff and a Learning Assistant who have developed awareness of Dyslexia and supported a group of dyslexic learners through a 'working group'.
- Learning Assistants who are competently leading groups – RWI, ABC Nurture and Seasons for Growth.
- Senior Childcare and Development Workers and Childcare and Development Workers who have taken responsibility for leading areas such as PEEP, Messy Play and The Big Bedtime Read.
- Early Years Homelink and Youth Workers who are leading areas from the PEF Plan, supporting attendance, family engagement and family learning.

Primary 7 Suffragette Exhibition – Dalkeith Library

Primary 7 children worked with our Art Specialist creating paintings around the theme of 'VOTE 100'. This was a project to commemorate the suffragettes' struggle to get the vote. The exhibition in Dalkeith Library was officially opened on the 10th December 2018 and our children were in attendance. One pupil received a prize of special recognition from Margot Russell, councillor and Iain Duffas, Library Manager.



Primary 7 Enterprise Project

Linking learning to our curriculum 'bundles', Primary 7 had a very successful end to their Community Enterprise Project. The learning was led by the children from the beginning as they worked in groups to identify an area of improvement for the community of Woodburn. They had to justify their idea and explain the reasoning behind their improvement by creating posters, leaflets, models and power points. They had to explain the practicalities and process of how they would make their idea become a reality. During the afternoon of the 13th December 2018 all of the Primary 7 pupils were able to display their work within a market place, explain their ideas and answer difficult questions from our guests. Lots of parents came to support the children alongside Midlothian Councillors, representatives from Aim High, One Dalkeith and Youth Workers from the Dalkeith area. Everyone who came to the market place thoroughly enjoyed the afternoon and were very impressed with the ideas that the children had come up with.



Science Week

We held a whole school Science Week where classes engaged in learning activities related to STEM subjects, this was shared successfully with parents/carers through a Shared Learning event. We developed links with the Roslin Institute who supported by delivering workshops.

Glee Choir

Lead by four members of teaching staff 'Glee' Choir performed in a National competition at the Brunton Hall, Musselburgh. They performed with confidence in front of an audience including their families and school staff. Further performances of the Glee choir followed including at the Parent Partnership Christmas and Summer Fair.

Looking After Our Woodland Community

Some of our classes and nurture groups were busy in the Autumn planting bluebells in the woodland area next to our school. Along with the daffodils that were planted by a group of parents/carers we enjoyed seeing the flowers bloom in the springtime. 'Edinburgh and Lothians Greenspace' supported us and donated the bluebells. Children were also involved in surveying the litter, making bird feeders and building woodland shelters.



Dalkeith Learning Council

The Learning Council has had an impact on our school. They have met monthly through the year. We are continually striving to improve and the sessions have allowed the pupils to challenge their thinking and have the opportunity to discuss and share new ideas about learning. The Learning Council Members have shared information in Citizenship Gatherings and Blether Buddies and they believe that being a part of this group has been valuable, worthwhile and important for their own learning journeys.

Alongside this the Dalkeith Quality Learning and Teaching Group has supported collaborative enquiry and discussion. Their walkthroughs have enabled peer reflection and dialogue adding to each school's monitoring and evaluation processes.

Level 3 Bikeability

Level 1 (P5) in June 2019 – 36 children

Level 2 (P6) in September 2018 – 35 children

Level 3 (P7) in October 2018 – 6 children

A group of Primary 7 children completed bikability Level 3. We are the first school in Midlothian to have children successfully completing this level of training.



Primary 6 Ski-ing

Woodburn Primary School has not participated in ski-ing for many years. This session, 34 children participated. Along with developing their ability to ski, they demonstrated the ability to face challenge, persevere and support each other.



Feel Good February

During the month of February we had a focus on Mental Health and Well-being. This was introduced during an assembly as 'Feel Good February'. This included thinking about ways that we can be kind to ourselves and kind to others.

Careers Fayre

Woodburn Primary School held its first Careers Fair. This was organised with a view to develop the young workforce and increasing the positive destinations for our pupils linking in to our School Improvement Plan. We wanted to give the children the opportunity to experience the wider world of work and identify the skills and qualities needed for different jobs. The idea behind this was to give the children a taste of different careers, promote a positive career destination and demonstrate to them show them that their learning in school is linked to these jobs to

This event was very successful. We had a number of volunteers who gave up their day to play a part in our careers fair, showing the children what they do or what they are training to do in the future. All of the volunteers had a stall within the gym hall and they came equipped with materials and resources to make it as active and engaging as possible for the children, allowing them to experience some of the roles within different jobs.

All children from Primary 4-7 attended the Careers Fair and prepared questions prior to attending to ensure they were gathering as much information about the different careers as possible. All classes were *"a credit to the school and their energy and enthusiasm rubbed off on the employers who were there for the event"* (quote from Midlothian Developing the Young Workforce).

The children thoroughly enjoyed the event and returned to class feeling inspired by the volunteers.

- *It has inspired me to make sure I stick in at school so I can get a good job. I enjoyed talking to the environmental researcher as they recycle plastic and turn it into other items to reduce waste. It also inspired me to believe in myself. – P7O*
- *The fair was very interesting and I enjoyed it a lot. I learned about cooking and being a dentist or a nurse. There were a lot of people to talk to and they were all very inspiring. -P7K*
- *The volunteers were all very friendly and took the time to answer our questions, we found out lots of information- P5H*
- *It was very inspiring because I would like to be an engineer but there are a lot of other jobs that I might be good at- P5/6D*
- *I learned a lot about life as a vet. I know you need good grades and be ready to work hard.- P4C/G*

Some of the feedback from the volunteers as detailed below:

- *I thought the fair went very well, it was great fun and the children were all very engaged and asked lots of appropriate/ relevant questions.*
- *It was actually a really inspired idea, and you could see seeds being sown for the future.*
- *I was honestly surprised to find a primary school running something like this! It was great that there was such a range of careers represented.*



Community Links

Links have been made with:

- Dalkeith Museum, Dalkeith Country Park and † Nicholas Buccleuch Church all supported children's learning about the local community.
- Local MSPs supported the Learning and Teaching of the Scottish Democracy and local history.
- Ingenza, the Geoscience Team at Edinburgh University, the Scottish Wildlife Trust and the Roslin Institute all supported our Science learning over the session.
- We have continued our link with Storehouse who support a weekly Home Learning Club for some of our children who find completing learning at home difficult. We have 30 regular attendees.

Global Play Day

We participated in Global School Play Day to promote the importance of unstructured play. This was very successful and highlighted the importance of play, to support children to develop social skills and interactions with their peers. This supported the launch of our 'Ready to Learn' Policy,

Anti-Bullying Policy and Approaches

Within Citizenship Gatherings, Assemblies and 'Feel Good February' activities and associated class learning, children considered the importance and impact of treating ourselves and others with kindness. We focussed on:

- Kindness and how small acts of kindness can have big ripples.
- Understanding the impact on someone when one person, or more than one person is deliberately unkind and that these acts can also build up.
- Knowing what to do if you are worried or upset by the behaviour of another person.
- Social Media and Online Safety. The P7 classes participated in the ITV 'This Morning' #BeKind campaign.



School Camp

We continue to make links and extend curricular learning outdoors. Primary 5 enjoyed a two night residential at Dalguise and Primary 7 pupils joined other schools within our ASG to attend Whitaugh. The Nursery children have enjoyed regular 'Wednesday Welly Walks' and a group of teaching staff and Learning Assistants completed two sessions of Forest Schools Training with Edinburgh and Lothians Greenspace Trust and the Forestry Commission. They also lead Forest Schools activities with classes as part of the project.

Sharing Learning

Through the session there have been opportunities for parents/carers to be involved in school events. In Primary 1 they have been invited for curriculum information sessions. All classes have participated in Shared Learning where parents/carers were invited to join their child in learning experiences in Nursery and school. Parent/carers have also joined us for key events such as Nativity, Scots Night, and class Assemblies.

Sharing our Learning on a Worldwide Stage

On Tuesday 12th March 2019, Mrs Welsh and three pupils represented Woodburn Primary and Midlothian Council at the Visible Learning World Conference in Edinburgh. The children joined Mrs Welsh to present on the subject of 'Collaborative Efficacy' and they spoke confidently and proudly about our school's 'Learning Journey' on the international stage.



7. What is Our Capacity for Continuous Improvement?

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

Part 2: Midlothian Education Improvement Planning – 2019-20

Establishment	Woodburn Primary School
Area	Dalkeith Learning Community
Session	2019/20
Planning Cycle	

SIGNATURES			
Head of Establishment	<i>Joanna Findlay</i>	Date	<i>June 2019</i>
Schools Group Manager	<i>Nicola McDowell</i>	Date	<i>June 2019</i>

Contents – School Improvement Plan

1. Overview of High Level NIF Priorities
2. Priority Summary and High Level Strategic Targets – Nursery
3. Priority Summary and High Level Strategic Targets – School
4. Interrupting the Cycle of Poverty - Pupil Equity Fund Plan
5. ASG Plan

1. Overview of High Level NIF Priorities

MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2019/20)

Priority 1 Improvement in attainment, particularly literacy and numeracy	Priority 2 Closing the attainment gap between most and least disadvantaged children	Priority 3 Improvement in children and young people's health and wellbeing	Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people
<p>1a) To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level</p> <ul style="list-style-type: none"> Where CfE levels are in line with national averages then schools should aim to reach the national stretch aim of 90% of students achieving the relevant level in every measure. <p>1b) All Secondary schools will have set appropriate targets across key local and national measures to reach targets based on trends against their virtual comparator.</p> <ul style="list-style-type: none"> Level 3 Numeracy 98% Literacy 98% Level 4 Numeracy 90% Literacy 90% <p>1c) 100% of schools have a self- evaluation calendar that reflects moderation, tracking, assessment and shared classroom experiences that involve all practitioners and learners</p> <p>1d) That at least 80% of teaching staff are involved in regular and supported practitioner enquiry in all schools</p> <p>1e) Maximising the tariff scores for all learners in the Senior Phase</p>	<p>2a) Interrupt the cycle of poverty (PEF) CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7 and S3</p> <p>2b) Increase % of young people achieving National Qualifications at Levels 3 and 5 with a focus on level 3 and 4 based on comparison with the virtual comparator eg looked after, particularly those looked after at home.</p> <p>2c) Ensure that all youth work is delivered at low or no cost to support reduction in child poverty and increase accessibility.</p> <p>2d) Deliver the requirements of the child poverty act through the local action plan developed with community planning partners.</p>	<p>3a) Support schools and ELC settings to provide high quality EY services which:</p> <ul style="list-style-type: none"> Ensure children and families are offered appropriate, timely support Encompass the requirements of the National Quality Standard Continue to increase Early Years and Childcare to meet 2020 National targets with an unrelenting focus on high quality provision whilst ensuring that all settings delivering the early learning and childcare entitlement are compliant <p>3b) The majority of young people with ASN / LAC are offered appropriate assessment which is timely and appropriate.</p> <p>3c) Achieve attendance targets Primary to 95% overall Secondary 91.5% overall with a reduction in unexplained absences</p> <p>3d) Reduce exclusions: Primary- below 15 per 1000 Secondary- 40 per with LAC exclusions in exceptional circumstances only and following discussion with ASL Schools Group Manager</p> <p>3e) Support schools to implement a range of universal mental health initiatives as part of the Midlothian Big Lottery funding</p>	<p>4a) Continue to work towards a three year pattern of 95% Sustained Positive Destinations and reduce unknowns to under 100.</p> <p>4b) Continue to increase number of Modern Apprenticeships on SDS Contract, supported by LLE in particular increase Early Years and Childcare to meet 2020 National targets</p> <p>4c) Deliver adult literacy & numeracy and family learning services</p>

2. Priority Summary and High Level Strategic Targets –Nursery

Nursery Priority (aligned with School)	NIF Priority (paste from above)	HGIOELC QI	Building the Ambition	Quality Standards (new)	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners– please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED
<p>1A</p> <p>To raise attainment in Literacy</p> <p><i>To embed literacy throughout the nursery taking into account adult role, environment & experience.</i></p>	<p>Priority 1 Improvement in attainment, particularly literacy and numeracy</p> <p>Priority 2 Closing the attainment gap between most and least disadvantaged children (PEF Link)</p>	<p>1.3 Leadership of change</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching & assessment</p> <p>3.2 Securing children's progress</p>	<p>Adult role Environment Experience</p>	<p>4. Self evaluation for self improvement</p>	<p>Development of a Literacy Rich Environment</p> <ul style="list-style-type: none"> CIRCLE Nursery Literacy Rich Environment Tool Use of Literacy Floorbook Self Evaluation/ECERS Midlothian Council 'Quality Learning Environments' floorbook Developing the adult role of developing, sustaining & promoting a literacy rich environment <p>LIFT</p> <ul style="list-style-type: none"> Engaging in the Language if Fun Together approach Peer observations and collaborative approaches <p>Use of Data</p> <ul style="list-style-type: none"> Reflect on PIPS data from previous years – looking at start of P1 <p>Talking & Listening</p> <ul style="list-style-type: none"> Talk4Writing training (September In Service) Audit of environment/adult role/experiences audited through Literacy Floorbook Self Evaluation document /ECERS Adults modelling story telling Development of book corner/listening station linked to core reading books/ a rhyme a day (Pie Corbett) Focus on oral story retelling skills (Talk4Writing) Tracking coverage of Es & Os on Seesaw <p>Reading</p> <ul style="list-style-type: none"> Big Bedtime Read (initially targeted families) Lending Library (open to all) Audit of environment/adult role/experiences audited through Literacy Floorbook Self Evaluation document /ECERS Engagement with 'Getting Ready to Read' document from Care Inspectorate 	<p>Jen Faulds Janine Stewart Nursery Manager</p> <p>SCCDWs/CCDWs</p> <p>Angela Welsh Janine Stewart</p> <p>Jen Faulds Janine Stewart Nursery Team</p> <p>Jen Faulds Janine Stewart Nursery Manager SCCDWs/CCDWs</p> <p>Janine Stewart Nursery Manager SCCDWs/CCDWs</p> <p>Jen Faulds Nursery Manager</p>	<p>Through observations of Learning and Teaching/Tracking Progress:</p> <ul style="list-style-type: none"> To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level. Interrupt the cycle of poverty (PEF). CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7. Monitoring of planning and learners' experience meets agreed policy and practice (floorbooks following agreed guidance etc.) Monitoring of learning and teaching shows learners are engaged in appropriately challenging experiences. Monitoring of learning shows a richness of learning opportunities through play. <p>Self-evaluation Calendar:</p> <ul style="list-style-type: none"> Moderation, tracking, assessment and shared learners' experiences involve all practitioners and learners. Encompass the requirements of the National Quality Standard. High quality provision. <p>Parent/Carer Feedback</p> <ul style="list-style-type: none"> Parents/carers have an increased understanding of their child's learning and progress and the strategies and approaches used to support.

Nursery Priority (aligned with School)	NIF Priority (paste from above)	HGIOELC QI	Building the Ambition	Quality Standards (new)	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners – please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED
					<ul style="list-style-type: none"> CLPL focussing on the teaching of Early Level Reading Skills/ Higher Order Thinking Skills e.g. use of flower fans. Tracking coverage of Es & Os on Seesaw <p>Writing</p> <ul style="list-style-type: none"> Talk4Writing training (September In Service) Audit of environment/adult role/experiences audited through Literacy Floorbook Self Evaluation document /ECERS Adults modelling writing for a purpose e.g. annotating floorbooks, recipes, shopping lists, snack menu etc. Tracking coverage of Es & Os on Seesaw <p>Parental Engagement</p> <ul style="list-style-type: none"> Shared Learning Focus (LIFT, World Book Day etc.) 	<p>Nursery Manager SCCDWs/CCDWs</p> <p>SCCDWs/CCDWs</p> <p>Nursery Team</p>	
<p>1B</p> <p>To raise attainment in Numeracy</p> <p><i>To embed numeracy throughout the nursery taking into account adult role, environment & experience.</i></p>	<p>Priority 1 Improvement in attainment, particularly literacy and numeracy</p> <p>Priority 2 Closing the attainment gap between most and least disadvantaged children (PEF Link)</p>	<p>1.3 Leadership of change</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching & assessment</p> <p>3.2 Securing children's progress</p>	<p>Adult role Environment Experience</p>	<p>4. Self evaluation for self improvement</p>	<p>Numeracy and Maths: Raise awareness of 'I can' progression planners at each level.</p> <ul style="list-style-type: none"> Use progressions to support tracking, staff understanding of where they are and their next steps within Early Level. To be used to support observations. <p>Numeracy Rich Environment</p> <ul style="list-style-type: none"> Early Years Mathematics & Numeracy Rich Environment Tool (Indoors and Outdoors) Role of the adult. Midlothian Council 'Quality Learning Environments' floorbook <p>Use of Data</p> <p>Reflect on PIPS data from previous years – looking at start of P1</p> <p>Parental Engagement</p> <ul style="list-style-type: none"> Shared Learning Focus <p>Real Life Experiences</p> <ul style="list-style-type: none"> Shops to buy snack, ingredients for baking etc. <p>SEAL training (nursery specific)</p>	<p>Jen Faulds Janine Stewart</p> <p>SCCDWs/CCDWs</p> <p>Jen Faulds Janine Stewart Nursery Manager SCCDWs/CCDWs</p> <p>Jen Faulds Janine Stewart Nursery Team</p> <p>Janine Stewart to organise for CAT</p>	<p>Through observations of Learning and Teaching/Tracking Progress:</p> <ul style="list-style-type: none"> To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level. Interrupt the cycle of poverty (PEF). CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7. Monitoring of planning and learners' experience meets agreed policy and practice (floorbooks following agreed guidance etc.) Monitoring of learning and teaching shows learners are engaged in appropriately challenging experiences. Monitoring of learning shows a richness of learning opportunities through play. <p>Self-evaluation Calendar:</p> <ul style="list-style-type: none"> Moderation, tracking, assessment and shared learners' experiences involve all practitioners and learners. Encompass the requirements of the

Nursery Priority (aligned with School)	NIF Priority (paste from above)	HGIOELC QI	Building the Ambition	Quality Standards (new)	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners – please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED
						session	<p>National Quality Standard.</p> <ul style="list-style-type: none"> High quality provision. <p>Parent/Carer Feedback</p> <ul style="list-style-type: none"> Parents and carers have an increased understanding of their child's learning and progress and the strategies and approaches used to support.
<h1>2</h1> <p>Learning, Teaching and Assessment</p> <p><i>Create a shared understanding and consistent approach to planning and observations to support learning and teaching throughout the nursery.</i></p>	<p>Priority 1 Improvement in attainment, particularly literacy and numeracy</p>	<p>2.3 Learning teaching and assessment</p> <p>3.2 Securing children's progress</p>	<p>Adult role</p>	<p>2. Development of children's cognitive skills, health and wellbeing</p>	<p>Floorbooks</p> <ul style="list-style-type: none"> Self evaluation audit (see planning policy) to completed by nursery team each term. Further CLPL training to be provided. <p>Seasonal Planning</p> <ul style="list-style-type: none"> Embed use of seasonal planning and the tracking of CfE Early Level Experinecs & Outcomes. Complete Seasonal Floorbooks to reflect learning taking place within nursery. <p>Child Led Planning</p> <ul style="list-style-type: none"> Introduce/revise use of these within nursery. Display within nursery and/or in floorbooks. <p>Responsive Planning</p> <ul style="list-style-type: none"> Staff team to develop revised format as part of CLPL/CAT. <p>Seesaw</p> <ul style="list-style-type: none"> Launching the online learning profile tool Seesaw (to families in September). Policy to be created to ensure consistency across the nursery Shared Learning Focus. <p>Monitoring</p> <ul style="list-style-type: none"> Termly observation monitoring by SLT/Manager. Termly review of Improvement Priorities and progress being made. <p>Planning Meetings</p> <ul style="list-style-type: none"> To be supported by Manager/EYO. 	<p>Nursery Team</p> <p>Jen Faulds – Jenny Mcalister</p> <p>Nursery Team</p> <p>Nursery Team</p> <p>Jen Faulds – Jenny Mcalister</p> <p>Jen Faulds Nursery Team</p> <p>Jen Faulds Nursery Manager SCCDWs</p> <p>Janine Stewart Nursery Manager</p>	<p>Through observations of Learning and Teaching:</p> <ul style="list-style-type: none"> Ensure children and families are offered appropriate, timely support Encompass the requirements of the National Quality Standard. Continue to increase Early Years and Childcare to meet 2020 National targets with an unrelenting focus on high quality provision whilst ensuring that all settings delivering the early learning and childcare entitlement are compliant. Monitoring of planning and learners' experience meets agreed policy and practice (floorbooks following agreed guidance etc.) Monitoring of learning and teaching shows learners are engaged in appropriately challenging experiences. Monitoring of learning shows a richness of learning opportunities through play. <p>Self-evaluation Calendar:</p> <ul style="list-style-type: none"> Moderation, tracking, assessment and shared classroom experiences involve all practitioners and learners. <p>Parent/Carer Feedback</p> <ul style="list-style-type: none"> Parents and carers have an increased understanding of their child's learning and progress and the strategies and approaches used to support.

Nursery Priority (aligned with School)	NIF Priority (paste from above)	HGIOELC QI	Building the Ambition	Quality Standards (new)	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners – please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED
<p>3</p> <p>ASN/Health and Wellbeing</p> <p><i>Improvement in health and well being for children and staff.</i></p>	<p>Priority 3 Improvement in children and young people's health and wellbeing</p>	<p>3.1 Ensuring well being, equality & Inclusion</p>	<p>Adult role</p>	<p>1. Staffing leadership & management</p> <p>2. Development of children's cognitive skills, health and wellbeing</p> <p>6. Inclusion</p>	<p>Nurturing Environments Development</p> <ul style="list-style-type: none"> Continue to develop a nurturing environment within nursery (indoors and outdoors). Training in restorative practices. <p>Emotion Works</p> <ul style="list-style-type: none"> August In Service day – all staff attending training. Action plan to be created after training. <p>Meeting the ASN/HWB needs of learners</p> <ul style="list-style-type: none"> Monthly ASN/Wellbeing meetings ran by SLT. Wellbeing Folders continued to be updated monthly. Targeted intervention to support groups and individuals, e.g. Messy Play, PEEP, Talk Time. Termly MAMs, IEP reviews etc. Involvement of EYST. PICL: Home Visits being re-introduced as part of enrolment. <p>Development of staff HWB</p> <ul style="list-style-type: none"> Continue to offer all nursery team HIVE of Wellbeing Sessions. Staff training made available to all staff through the Midlothian Directory. Monthly staff meeting held by SLT Leadership courses for SCDW available. Collegiate conversations (monthly SCCDW meetings). Annual MPM meetings and Interim meeting. 1:1 SCDW and CCDW meetings (once a term). Book group – Tina Bruce -Early Childhood Education. Use of morning meetings: planned, agreed structure to these e.g. set days to share good practice, review key documents etc. 	<p>Nursery Team</p> <p>Nursery Team</p> <p>Nursery Manager</p> <p>Jen Faulds Manager SCCDWs</p> <p>Jen Faulds Nursery Manager Janine Stewart SCCDWs</p>	<p>Education Scotland 'Nurturing Schools Audit:</p> <ul style="list-style-type: none"> Use of evidence tool demonstrates an improvement in nurturing environments/spaces and approaches -> impact on learners. <p>Through monitoring Child's Planning Meetings, IEPs, MAPSS and Learners' experience :</p> <ul style="list-style-type: none"> The majority of young people with ASN / LAC are offered appropriate assessment which is timely and appropriate. <p>Links to Eco School (Litter, Waste Management & Energy and RSA Gold Award.</p>

Nursery Priority (aligned with School)	NIF Priority (paste from above)	HGIOELC QI	Building the Ambition	Quality Standards (new)	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners— please refer to NIF targets at start of this section for 2019- 20 AND use your own contextual targets IF REQUIRED
					<ul style="list-style-type: none"> • Development of team communication e.g. shared school/nursery dairy, continued weekly SCCDW/SLT meetings (open to all staff every second week). • January In Service Day will have a HWB focus for both pupils and staff. <p><i>Links to Eco School (Litter, Waste Management & Energy) and RRSA Gold Award.</i></p>		

3. Priority Summary and High Level Strategic Targets - School

School Priority	NIF 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 2019-20 AND use your own contextual targets IF REQUIRED
<p>1A</p> <p>To raise attainment in Literacy</p>	<p>Priority 1 Improvement in attainment, particularly literacy and numeracy</p> <p>Priority 2 Closing the attainment gap between most and least disadvantaged children (PEF Link)</p>	<p>1.1 Self-evaluation for Self-improvement</p> <p>2.3 Learning, Teaching and Assessment</p> <p>3.2 Raising Attainment and Achievement</p>	<p>Literacy and English: Phonics/Spelling/Grammar</p> <ul style="list-style-type: none"> Agree programmes to support the teaching of synthetic phonics in the early years. (RWI, Edinburgh Literacy, Phonic Readers). RWI Coaching for Reading Leaders. Based on evaluation Single Word Spelling Test (SWST), August 2019, agree spelling progression P1-7 and establish learning and teaching expectations. Agree programme for teaching Grammar key skills that compliment phonic and spelling progression. <p>Reading Skills</p> <ul style="list-style-type: none"> CLPL focussing on the teaching of Reading Skills/Comprehension/Higher Order Questioning. <p>Talk for Writing</p> <ul style="list-style-type: none"> Training August 2019 for the upper school. Consultancy through the year for all stages/teachers. Audit and identify resource priorities e.g. bank of stories, Pie Corbett books, and story maps. Staff sign up to T4W online community and utilise resources. <p>Implement Paired Reading</p> <ul style="list-style-type: none"> Train adult reading buddies. Put strategies/approaches/events in place to encourage reading at home/reading with adult role models/reading with male role models (raising attainment of disengaged boys). <p>Also refer to: PEF – Literacy and English Interventions.</p>	<p>Helen Gordon and Sarah Thomson Working Group (CAT Time and CLPL)</p> <p>Talk For Writing Consultancy and Professional Development (IS)</p> <p>Lynne Gilles and Sarah Thomson Coaching RWI</p> <p>RWI Development Days</p> <p>Luke Naismith and Cheryl Hannah RWI Training</p>	<p>Through observations of Learning and Teaching:</p> <ul style="list-style-type: none"> Monitoring of planning and learners' experience meets agreed policy and practice. Monitoring of learning and teaching shows learners are engaged in appropriately challenging experiences. <p>Through Assessment and Tracking:</p> <ul style="list-style-type: none"> To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level. Interrupt the cycle of poverty (PEF). CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7. Summative information e.g. GL, SNSA, assessments, holistic assessment demonstrate learners' progress and achievement.

School Priority	NIF 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 2019-20 AND use your own contextual targets IF REQUIRED
<p>1B</p> <p>To raise attainment in Numeracy</p>	<p>Priority 1 Improvement in attainment, particularly literacy and numeracy</p> <p>Priority 2 Closing the attainment gap between most and least disadvantaged children (PEF Link)</p>	<p>1.1 Self-evaluation for Self-improvement</p> <p>2.3 Learning, Teaching and Assessment</p> <p>3.2 Raising Attainment and Achievement</p>	<p>Numeracy and Maths: Implement 'I can' progression planners at each level.</p> <ul style="list-style-type: none"> Use progressions to support tracking, learners' understanding of where they are and their next steps. <p>Support Parents/Carers Understanding</p> <ul style="list-style-type: none"> Share Numeracy and Maths Policy with parents/carers. Shared Learning/See Saw to develop understanding of teaching and learning strategies/methods/approaches. <p>Problem Solving</p> <ul style="list-style-type: none"> Problem solving progression finalised and used to support practice and progression. Problem solving resources centralised on server for staff to access. <p>Monitoring and Evaluation</p> <ul style="list-style-type: none"> Monitor and evaluate the Numeracy and Maths Policy triangulating planning, learners' experience and assessment/progress. Provide opportunities for peer observation. Continued moderation (school, Learning Community, Authority, SEIC) <p>Also refer to: PEF – Numeracy and Maths Interventions</p>	<p>Gillian O'Hara (SEIC/QAMSO) and Lynne Gillies Working Group (CAT Time and CLPL)</p>	<p>Through observations of Learning and Teaching:</p> <ul style="list-style-type: none"> Monitoring of planning and learners' experience meets agreed policy and practice. Monitoring of learning and teaching shows learners are engaged in appropriately challenging experiences. Learners are able to talk about their learning and progress, identifying strengths and next steps. <p>Through Assessment and Tracking:</p> <ul style="list-style-type: none"> To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level. Interrupt the cycle of poverty (PEF). CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7. Summative information e.g. GL, SNSA, MUMP, SEAL assessments, holistic assessment demonstrate learners' progress and achievement. <p>Parent/Carer Feedback</p> <ul style="list-style-type: none"> Parents and carers have an increased understanding of their child's learning and progress and the strategies and approaches used to support.

School Priority	NIF 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 2019-20 AND use your own contextual targets IF REQUIRED
<h1>2</h1> <p>Learning and Teaching & Assessment</p>	<p>Priority 1 Improvement in attainment, particularly literacy and numeracy</p>	<p>1.1 Self-evaluation for Self-improvement</p> <p>2.3 Learning, Teaching and Assessment</p> <p>3.2 Raising Attainment and Achievement</p>	<p>Assessment and Feedback:</p> <ul style="list-style-type: none"> Focus on Feedback to improve learners' mindset, engagement and attainment. Develop assessment frameworks/practices that support staff understanding of progress and achievement of a level. To improve the engagement of all pupils, parents and staff, in pupils' learning and their progress, using individual online portfolios of evidence using Seesaw. Trio peer observations supported by Impact Coaches. Moderation, tracking, assessment and shared classroom experiences involve all practitioners and learners. <p>Also refer to :</p> <ul style="list-style-type: none"> Dalkeith Learning Community Improvement Plan – Quality Learning and Teaching Group and Learning Council PEF – SeeSaw and OTI. 	<p>Susan Welsh and Jen Faulds Working Group (CAT Time and CLPL)</p> <p>Vicky Ormiston supporting SeeSaw</p> <p>OTI Cohorts share learning from modules completed.</p>	<p>Analysis of assessment and attainment information:</p> <ul style="list-style-type: none"> Clear assessment frameworks/practices, including the use of holistic assessments, alongside opportunities for collegiate reflection, sharing of practice and moderation support staff understanding of progress and achievement of a level. To bring CfE levels in line with the national average in Literacy and Numeracy by the end of P1, P4, and P7 where they are not yet at that level. <p>Monitoring uptake and engagement with seesaw:</p> <ul style="list-style-type: none"> Parent/carer feedback. There is an increase in engagement of pupils, parents and staff in pupils' learning and progress.
<h1>3A</h1> <p>ASN/Health and Wellbeing</p>	<p>Priority 3 Improvement in children and young people's health and wellbeing</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>2.1 Safeguarding and Child protection</p> <p>2.4 Personalised Support</p> <p>3.1 Ensuring Wellbeing, Equality and Inclusion</p> <p>3.2 Raising Attainment and Achievement</p>	<p>Engage in Nurturing Schools Programme</p> <ul style="list-style-type: none"> Continue developing nurturing principles, identify key actions. <p>Nurturing Playgrounds Development</p> <ul style="list-style-type: none"> Creation of a Nurturing Playground Action Group inc. staff, parents and pupils Training in restorative practices. Introduction of 'Ready to Play' policy for the playground (similar to 'Ready to Learn') Playmaker training and support for P7s. Pupils/staff to visit 'best practice' playgrounds to gather ideas for long term planning and short term 'quick wins' to improve the playground. Develop Loose Parts Play. <p>Also refer to:</p> <ul style="list-style-type: none"> PEF – Therapeutic Interventions 	<p>Working Group (CAT Time and CLPL)</p> <p>Scott Borthwick Lynne Kelly Jenny Melvin</p>	<p>Education Scotland 'Nurturing Schools Audit:</p> <ul style="list-style-type: none"> Use of evidence tool demonstrates an improvement in nurturing environments/spaces and approaches -> impact on learners.

School Priority	NIF 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 2019-20 AND use your own contextual targets IF REQUIRED
<p>3B</p> <p>ASN/Health and Wellbeing</p>	<p>Priority 3 Improvement in children and young people's health and wellbeing</p>	<p>1.1 Self-evaluation for self-improvement</p> <p>2.4 Personalised Support</p> <p>3.1 Ensuring Wellbeing, Equality and Inclusion</p>	<p>Circle/Dyslexia:</p> <p>Circle</p> <ul style="list-style-type: none"> • Staff training and time to familiarise staff with new documentation - CIRCLE • Time to reflect and implement strategies to support the learners and develop/promote effective inclusive practice using the CIRCLE frame work. • Increase pupil voice in a learner centred approach. <p>Dyslexia</p> <ul style="list-style-type: none"> • Staff training to develop understanding of dyslexia, how to identify the first signs and support learners with strategies. • Staff training and time to familiarise staff with Midlothian's new literacy profiling. • Complete module 2 of Dyslexia Scotland/Open University. • 4 drop in sessions to support teaching staff as they engage with the new profiling. • 2 members of the SFL team to attend Dyslexia Scotland's Education Conference "Building Independence for Life" 	<ul style="list-style-type: none"> • Lynne Gillies and Sarah Thomson • IS Session x 3 <ul style="list-style-type: none"> ○ Intro to Circle (2 hours In-service day – September) ○ Dyslexia training (1/2 hour revisit of paperwork September)and another 2 hours on dyslexia preferable after October 2019 ○ Time for module 2 'Supporting Dyslexia, Inclusive practice and literacy'. 	<p>Through monitoring Child's Planning Meetings, IEPs, MAPSS and Learners' experience :</p> <ul style="list-style-type: none"> • The majority of young people with ASN / LAC are offered appropriate assessment which is timely and appropriate. • Most pupils with literacy profiles are supported by effective strategies for them and are able to discuss their strengths and challenges. • CIRCLE inclusive classroom scale (CICS) to document and evidence how we are developing the principals of inclusive practice. • Use the CIRCLE participation scale (CPS) to identify and measure areas affecting learners needs and strengths,
<p>4</p> <p>Employability /Curriculum</p>	<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p>	<p>2.2 Curriculum</p> <p>2.7 Partnerships</p>	<p>Eco Schools:</p> <ul style="list-style-type: none"> • Work towards achieving the school's 1st Eco School Green Flag through the commitment and involvement of all staff, parents and pupils, in learning for sustainable living. Focus Action Plan on 3 key areas: <ul style="list-style-type: none"> ○ Litter ○ Waste Management ○ Energy <p>Journey to RRSAs Gold:</p> <ul style="list-style-type: none"> • Embed UNCRC within the Curriculum 'Bundles'. • Utilise Education Scotland's Compassionate and Connected Classrooms to link RRSAs and Health and Wellbeing Curriculum. 	<p>Nadine Cosgrove, Finn Gallagher and Cheryl Hannah Working Group/Eco Committee (CAT Time and CLPL)</p> <p>Susan Welsh and Diane Pratt Working Group (CAT Time and CLPL)</p>	<p>Through monitoring and evaluation of planning / learning teaching within BGE and pupil feedback:</p> <ul style="list-style-type: none"> • Learners, staff and parents/carers show a deep understanding and commitment to achieving and continually developing and improving teaching and learning relating to: <ul style="list-style-type: none"> ○ Children's and Universal Rights and Actions; ○ Sustainable living ○ On-going self-evaluation against the RRSAs Gold standards demonstrate a raised awareness of Global Citizenship/Sustainability through IDL.

4. 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	How will the impact of the intervention be monitored?	Measure of Success
<p>Family Engagement /Pupil Participation and Attendance</p> <p>(Target families in school community).</p> <p>Links to NIF: Priority 2 Closing the attainment gap between most and least disadvantaged children Priority 3 Improvement in children and young people's health and wellbeing Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>Links to HGIOS4: 1.1 1.3 1.5 2.5 2.7</p>	<p>Family Engagement</p> <ul style="list-style-type: none"> Support family at home/parenting. Through holiday support. Provide support required to engage parent/carer in the life of the school. Workshops and parent/carer courses e.g. 'Prepare Your Child for School', 'Supporting Early Reading', 'Book Bug', 'Language is Fun Together', 'How to Talk so Children Will Listen'. Signposting to supports from other agencies where appropriate. Signposting to opportunities for further training/education. Link with Life Long Learning and Employability Team to deliver services/supports. Create opportunities for Family Learning e.g. Woodburn Toddlers, 	<p>Senior Leadership Team</p> <p>Early Years Homelink & Youth Worker</p> <p>LLE</p> <p>Raising Children With Confidence: Sarah Thomson Lynne Kelly Angela Welsh Dawn McKimmie</p>	<p>Early Years Homelink (25 hours/39 weeks): £19 100</p> <p>Youth Worker Post : (25 hours/41 weeks) £24 100</p> <p>Raising Children With Confidence Training (4 staff): £940</p>	<p>Stage 2 Wellbeing Meetings actions and progress.</p> <p>Multi-Agency Meetings actions and progress against outcomes.</p> <p>Analysis of data (summative assessment information).</p> <p>Gathering stakeholder feedback.</p>	<p><i>Deliver family learning services.</i></p> <p><i>Ensure children and families are offered appropriate, timely support.</i></p> <p>Overall improved family/pupil engagement</p> <p>Improved levels of Parent/Carer confidence and ability to support their child.</p> <p>Improved parent/carer wellbeing.</p>
	<p>Increase Attendance:</p> <ul style="list-style-type: none"> Track and monitor attendance providing individualised interventions and supports. Targeted walking bus. Breakfast Club 	<p>Senior Leadership Team</p> <p>Early Years Homelink & Youth Worker</p>	<p>Youth Worker and Early Years Homelink (above)</p> <p>Breakfast Club Supervisors: £2272.50 £2272.50 £757.50</p>	<p>Tracking attendance.</p> <p>Stage 2 Wellbeing Meetings actions and progress.</p>	<p><i>Achieve attendance targets Primary to 95% overall Secondary 91.5% overall with a reduction in unexplained absences.</i></p>

Gap Identified	Intervention Planned	Led by whom and by when	Cost	How will the impact of the intervention be monitored?	Measure of Success
	<p>Increasing Participation/Wider Achievement</p> <ul style="list-style-type: none"> Use baseline information to increase participation through accessing community extra-curricular activities and planning in school activities e.g. youth club. Use funding pot to ensure children access opportunities such as camp/excursions. 	<p>Dawn McKimmie – Youth Worker</p> <p>Midlothian LLE</p>	<p>Participation fund for school camp, excursions etc. £1 000</p>	<p>Monitoring participation at each year group (SIMD) against baseline.</p>	<p><i>Ensure that all youth work is delivered at a low or no cost to support reduction in child poverty and increase accessibility.</i></p> <p>There is an increase in participation at SIMD 1 and 2.</p>
<p>Attainment: Literacy and Numeracy</p> <p>Links to NIF: Priority 1 Improvement in attainment, particularly literacy and numeracy Priority 2 Closing the attainment gap between most and least disadvantaged children</p> <p>Links to HGIOS4: 1.1 1.5 2.3 2.4</p>	<p>Targeted Interventions</p> <ul style="list-style-type: none"> Targeted support 1-1 / small group in Literacy and Numeracy (RWI and Fresh Start, One to one tutoring, SEAL, Numicon 'Big Ideas') Targeted support linking to literacy profiles, IEPs and reviews (Toe by Toe/Word Wasp, additional ICT support). Develop inclusive practices through CIRCLE. 	<p>Senior Leadership Team Support for Learning Teacher Learning Assistant (Targeted)</p>	<p>Hours LA Support: 53 hrs 15mins £30 900</p> <p>RWInc Training X2: £520</p> <p>CIRCLE Books: £200</p>	<p>Monitoring by SLT and Sfl Teacher of pupils' experience.</p> <p>Ongoing pupil assessment (summative and formative).</p>	<ul style="list-style-type: none"> <i>Interrupt the cycle of poverty (PEF)</i> <i>CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7.</i> Increase of pupil confidence. Monitoring of impact through IEPs, termly sfl/class teacher liaisons and attainment meetings to increase the number of pupils with ASN/LAC to ensure timely and appropriate interventions.
	<p>Additional PT allocation to lead with Literacy, Numeracy, Sfl</p> <ul style="list-style-type: none"> Remit to support key improvement priorities linked to Literacy and Numeracy. 	<p>Gillian O'Hara Lynne Gilles Vicky Ormiston Helen Gordon Scott Borthwick</p>	<p>Additional Salary: £17 500</p> <p>PT Release: £21 100 (2 days)</p>	<p>Monitoring by SLT and Sfl Teacher of pupils' experience.</p> <p>Ongoing pupil assessment (summative and formative).</p>	<ul style="list-style-type: none"> <i>Interrupt the cycle of poverty (PEF)</i> <i>CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7.</i> Pupil progress evidenced through tracking.
	<p>Reading/Writing Phonics Early Readers</p> <ul style="list-style-type: none"> Purchase phonics story books to compliment Edinburgh Literacy/RWI.. <p>Pie Corbett 'Talk for Writing' Training</p> <ul style="list-style-type: none"> Staff trained in approaches to support children's oral/narrative vocabulary, and language. Storytelling into writing. Resources to support purchased. 	<p>Senior Leadership Team Support for Learning Teacher Literacy and English Co-ordinators</p>	<p>Phonics Readers: £850</p> <p>Training approx (X2 days) £2 328</p>	<p>Monitoring by SLT of pupils' experience</p> <p>Ongoing pupil assessment (summative and formative)</p> <p>Moderation</p>	<ul style="list-style-type: none"> <i>Interrupt the cycle of poverty (PEF)</i> <i>CfE attainment for those living in SIMD 1-2 should be at the national average in terms of achieving the expected CfE level in Literacy and Numeracy by the end of P1, P4, P7.</i> Pupil progress evidenced through tracking. Increase in children's confidence to narrate stories and to write. Progress in writing (on-going formative assessment information). Increase in summative attainment data.

Gap Identified	Intervention Planned	Led by whom and by when	Cost	How will the impact of the intervention be monitored?	Measure of Success
	<p>Learning and Teaching and Assessment (OTI)</p> <ul style="list-style-type: none"> X1 cohorts (additional 5 teaching staff) participate in OTI. Use collaboration between OTI cohorts to lead and develop understanding of Challenge, Feedback and Engagement. 	<p>SLT</p> <p>Cohort</p>	<p>£10 250 (cohort of 5)</p>	<p>Videeing/coaching evidence.</p> <p>Survey teachers to identify if they consider if they:</p> <ul style="list-style-type: none"> Implemented better teaching and learning. Used an innovative range of different approaches to improve practice. Viewed learning differently and re-organised their lessons. Are more focused on engaging students more able to effectively give learners feedback. 	<ul style="list-style-type: none"> Evidence from baseline to end of participation in OTI demonstrates positive impact on teacher confidence, skills and on pupils' learning experience.
<p>Readiness to Learn (Social, Emotional Development)</p> <p>Priority 3 Improvement in children and young people's health and wellbeing</p> <p>Links to HGIOS 4: 1.1 1.5 2.4</p>	<p>Therapeutic Interventions</p> <ul style="list-style-type: none"> Provide support to children who have experienced upsetting events such as parental separation or bereavement. Promote age-appropriate cognitive, social and emotional development in children. Support children to start to make sense of difficult life experiences and address problematic attachment behaviours. Work closely with parents and carers so that they are empowered to support their children effectively. <p>Play Therapy</p> <ul style="list-style-type: none"> Play therapy work covers: Drop-in, Individual or Filial therapy, Emotional check-ins and consultations. <p>Nurturing approaches:</p> <ul style="list-style-type: none"> Lego Nurture ABC, Playbox, Seasons for Growth, Nurture room Group <p>Emotion Works:</p> <ul style="list-style-type: none"> Whole School training. Put in place Emotion Works at each stage. 	<p>Senior Leadership Team</p> <p>Teaching Staff</p> <p>Nurture Group Staff</p> <p>Learning Assistants</p> <p>Family Support Worker and Early Years Homelink</p> <p>Support for Learning Teachers</p>	<p>Play Therapy Service Level Agreement: £12 456</p> <p>Training: £250.00</p> <p>Subscription: £150.00</p> <p>Resources: £1500.00</p>	<p>Play Therapist feedback, Multi-Agency Meetings / Sfl Reviews.</p> <p>Regular observations and assessment information, Play Therapy Base will systematically collate robust records.</p> <p>Each parent/carers consultations (recorded).</p> <p>Parent/carers - Goodman's Strengths and Difficulties Questionnaires.</p> <p>PT - Children's perceptions of change measured through a drawing evaluation (House Tree Person method).</p> <p>Nurturing approaches – Boxall. Staff, parent/carers observations. Planning evaluations.</p>	<ul style="list-style-type: none"> Ensure children and families are offered appropriate, timely support. The majority of young people with ASN / LAC are offered appropriate assessment which is timely and appropriate. Improved children's health and wellbeing and ability to learn.
			<p>Total: (Should be full allocation of PEF) £163 200</p>		

Pupil Equity Funding – Identification of the Gap

Attainment

Although there is evidence of continued improvement, analysis of CfE Levels (June 2019), related to SIMD identifies that the % of learners achieving the expected level of attainment is

Literacy Gap

Listening and Talking

	SIMD 1-2	SIMD 3-4	SIMD 5 -10
Primary 1	100	90	90
Primary 4	90	80	90
Primary 7	80	81	90

Reading

	SIMD 1-2	SIMD 3-4	SIMD 5 -10
Primary 1	60	80	80
Primary 4	90	60	70
Primary 7	60	67	65

Writing

	SIMD 1-2	SIMD 3-4	SIMD 5 -10
Primary 1	40	69	78
Primary 4	90	54	56
Primary 7	60	70	65

Numeracy Gap

	SIMD 1-2	SIMD 2-3	SIMD 4 -10
Primary 1	71	79	81
Primary 4	91	61	50
Primary 7	29	44	60

Participation

The table below identifies children who do not participate in an extra-curricular activity.

	SIMD 1	SIMD 2	SIMD 3	SIMD 4	SIMD 8	SIMD 9	TOTAL
Primary 1	6		4	7		5	22
Primary 2		1	2	5		4	12
Primary 3	1		1	9	1	3	15
Primary 4	1		2	4		1	8
Primary 5	3		4	4		3	14
Primary 6			2			2	4
TOTAL	11	1	15	29	1	18	

For 2019-2020 there will be a focus on Primary 2-6 SIMD 1-4.

Attendance

Year/Stage	SIMD 1-2		SIMD 3-10	
	Avg. Attendance %	Number of Records	Avg. Attendance %	Number of Records
P1	92.72%	6	92.34%	60
P2	92.91%	11	94.17%	65
P3	83.40%	5	93.21%	68
P4	93.31%	11	94.63%	52
P5	93.12%	9	93.27%	49
P6	80.48%	6	94.31%	52
P7	94.82%	5	94.62%	45
All	91.00%	53	93.74%	391

Attendance for children in SIMD 1-2 is lower than SIMD 3-10. However, closer analysis indicates that there is a need to direct different approaches/strategies to support families where there are children where attendance is:

- Less than 70% and particularly where there are statutory measures in place.
- Between 80 and 90%.

Readiness to Learn (Wellbeing/Children requiring Nurture)

Data from 2018-2019 identifies there is a need to continue to support children/families who are:

- Within SIMD 1-4.
- Impacted by more than 1 Adverse Childhood Experience (ACE).
- Involved with Children's Services.
- Supported by other agencies such as CAMHS.

Breakdown of those attending Nurture Groups 2018/19 according to SIMD

Year Group	SIMD1	SIMD3	SIMD4	SIMD5	SIMD9	SIMD10
P1	2	1	2			
P2			1			
P3	1		4		2	
P4	1	1	7		1	
P5	1	1	2		1	
P6	5	2	2	1		
P7	1	3	2	2		
Total Attending Groups	8	8	18	3	4	

Referrals to Midlothian Enhanced Nurture Team 2018/19 – (inc. Aces Identified)

Year Group	Referrals	Potential Aces
P1	1	3
P2		
P3		
P4	1	5
P5		
P6	1	5
P7	2	2,3
Total Attending Groups	5	

Involvement From Other Agencies With Those Receiving Nurture Input 2018/19

Year Group	Social Work (Previous & Ongoing)	LAAC (inc. Kinship Care)	CAMHS Referral
P1	4		2
P2	1		
P3	5		1
P4	5	3	5
P5	3		3
P6	6	2	4
P7	4	1	3
Total Attending Groups	28	6	18

5. ASG Plan

Priority Summary and High Level Strategic Targets

ASG Priority	NIF Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners– <i>please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED</i>
1 Learning and Teaching	Priority 1 Improvement in attainment, particularly literacy and numeracy.	1.1 1.2 2.3 2.6 2.7	<p>Share Practice:</p> <ul style="list-style-type: none"> 3 x staff Walkthroughs focus on QL&T: <ul style="list-style-type: none"> a) Challenge and Engagement (Oct) b) Feedback (Jan) c) Questioning (March) Shared in CATs/In-Service/Staff Meetings/Assemblies & Citizenship Gatherings. Pupils participate in Walkthroughs, modelled by DHS pupils within the Learning Council. To be continued within pupils' own schools. <p>Language of Learning</p> <ul style="list-style-type: none"> Learning Council to continue and develop and embed shared Language of Learning within the Dalkeith Learning Community #Determined Creative Leaders Focus on gathering evidence and feedback. Implement and pilot our Quality Learning and Teaching Learners' Dispositions Progression to enable learners to have a shared language from Nursery to P7 and onto S1-6. 	<ul style="list-style-type: none"> Allocated members of the QL&T Group to participate, observe and feedback during professional dialogue. S.Gordon to model and lead – session 1&2. An adult support from QL&T group to be in attendance at home school and S.Welsh/J.Gardiner/Z.Orr to lead the sessions. Posters explained and displayed (Aug 2019). Reflective discussions (June 2020). Evaluation June 2020. 	<p>Through observations of Learning and Teaching and Reflective Discussions</p> <ul style="list-style-type: none"> Monitoring of planning and learners' experience meets agreed policy and practice. Monitoring of learning and teaching shows learners are engaged in appropriately challenging experience. Learners are able to talk about their learning and progress identifying strengths and next steps. "I can" progressions support dialogue with learners. All children transitioning to Dalkeith High School have a shared knowledge and ability to apply the '4Rs'.
2 Moderation	Priority 1 Improvement in attainment, particularly literacy and numeracy	1.1 2.3 3.2	<p>Moderate within the model:</p> <ul style="list-style-type: none"> School Dalkeith Learning Community Authority SEIC <p>Order of School Moderation:</p> <ul style="list-style-type: none"> Reading by 27 September 2019, Numeracy by 29 November 2019, Listening and Talking by 21 February 2020 Writing by 1 May 2020 <p>Co-ordinator Meetings:</p> <ul style="list-style-type: none"> w/b 30 Oct, 2 Dec 2019, 24 Feb 2020 and 1 May 2020. 	<ul style="list-style-type: none"> School Co-ordinators Literacy and Numeracy. 	<p>Impact on learners:</p> <ul style="list-style-type: none"> Improved skills evidenced by attainment. Learners have effective feedback on their strengths and areas for improvement. <p>Impact on teachers:</p> <ul style="list-style-type: none"> Increased teacher confidence in planning, teaching and assessment. (Differentiation, pace and challenge.

ASG Priority	NIF Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners– <i>please refer to NIF targets at start of this section for 2019-20 AND use your own contextual targets IF REQUIRED</i>
<p>3</p> <p>Wider Achievement</p>	<p>Priority 3 Improvement in children and young people's health and wellbeing</p>	<p>2.2 2.7 3.3</p>	<p>Dalkeith Learning Community Wider Achievement Awards Programme: Working Group with one representative from each School create programme. Report by April 2020.</p>	<ul style="list-style-type: none"> School reps. Lead Saltersgate. 	<p>Monitoring of Wider Achievement:</p> <ul style="list-style-type: none"> Creation of Dalkeith Learning Community Awards Scheme evidences children's wider achievements.
<p>4</p> <p>Science</p>	<p>Priority 1 Improvement in attainment, particularly literacy and numeracy</p>	<p>1.1 1.2 2.2 2.3 2.6 3.3</p>	<p>Science Mentor Action Plan (See below for detail)</p>	<ul style="list-style-type: none"> Dalkeith Learning Community Science Mentors 	<p>Through observation of learning and teaching / monitoring activities and Feedback from staff:</p> <ul style="list-style-type: none"> Improved outcomes (knowledge and skills) for learners in Science. Teachers are confident in planning pupil experiences in Science and in assessing learners' progress and achievement.

4

SSERC – DLC Plan 2019/20

<u>August 2019</u>	Mentors to meet to discuss:	<ul style="list-style-type: none"> • Audit resources in own school (photograph and make available to cluster) • Agree SSERC meets and dates (see options below) • Edina Trust funding • Arrange speaker for first CAT x3 (review staffing numbers) • Review 'Riverside Progression Planners' and agree use (these include pupil friendly planners) • Consider using Wheel which could be handed out before 1st CAT - to be drafted • Contact DHS science department to arrange place for resources to be stored 	
<u>13th September 2019</u>	Edina Trust Application	Each school to complete first application for Edina Trust funds	
<u>4th October 2019</u> 13.30-15.30 Woodburn PS	ASG CAT 1	For our ASG CAT, we hope to ask Brian to deliver a workshop. However, we have been advised that we will probably need 3 external providers if we want to do workshops at the CAT, as typically they do not accommodate more than 30 people (review staffing numbers that will be attending)	
<u>21st/22nd February 2020</u>	SSERC residential part 2	Including cluster sharing their work	
<u>20th March 2020</u> 13.30-15.30 Woodburn PS	ASG CAT 2	Mentors from each of the cluster schools to lead a Science workshop – staff from schools will be given the opportunity to choose 2 workshops (from 4) to take part in.	
<u>27th March 2020</u>	Edina Trust Application	Final report to be completed	
<u>29th May 2020</u>	End of year report	All mentors to support end of year report/summary	
<u>Throughout Year</u>	SSERC Meets	Within own schools Choose 2 from the following and book spaces: <ul style="list-style-type: none"> • Pneumatics and hydraulics (07.11.19) • Further fun with forensics (19.11.19) • Teddy in the park (27.02.19) 	
<u>Next Session 2020/21</u>		<ul style="list-style-type: none"> • Science week introduced in October 2020 	

	MNCT	2019 – 2020
Parents' Meetings	14	28 (To include 'Meet the Staff')
<i>Note – meetings with parents/carers are expected to take place during the allocated time. If essential to see at a different time this can come from flexibility.</i>		
Meetings with External Agencies	5	2
<i>Note – Acknowledgement of increased demands for promoted staff. This also includes meetings of staff on a cross-authority basis e.g. meetings relating to a particular stage or subject discipline.</i>		
Staff Meetings	20	20 (16 staff meetings and 4 allocated for others arising)
<i>Note – Flexible meetings of any groups of staff including whole school meetings, department meetings, stage meetings, working groups, committees and trade union meetings with management. Time in this category should also allow for work on school improvement planning.</i>		
Curriculum Development	15	15
<i>Note – Curriculum development appropriate at school level. Make manageable within working week. Time does not include IS days.</i>		
Forward Planning	27	25
<i>Note – This time is allocated to allow time for professional dialogue and for forward planning either on individual or joint basis. Time for writing of plans but also meetings of staff involved. Further time may be provided on IS days. There should be commitment to minimising time spent on writing plans to allow for focus on high quality learning and teaching.</i>		
Planned Classroom Visits	3	3
<i>Note - This time is to cover pre-visit and discussion and feedback, if not used then time goes into flexibility.</i>		
Trade Union	0	Time within May In-service to discuss
<i>Note – up to 2 hours may be held during in—service days or taken from flexibility.</i>		
Preparation for Reports, Records	59	59
<i>Note – Time allocated for diagnostic and formative assessment and the preparation of more formal reports e.g. to parents, IEPs, CSPs, when children change stage/school.</i>		
Formal Assessment	22	22 To include: CAT X3
<i>Note – This is included as recognition of time spent on summative or more formal assessments. Time will be spent here understanding new assessment criteria and for internal moderation.</i>		
Liaison Time	8	8 (will include discussion between job shares, with specialists, with SfL teacher and recognition of liaison across stages)
<i>Note – Time for teachers working with the same class over a period of time.</i>		
Professional Review and Development	6	6
<i>Note – Time should be made available within the 35 hour working week.</i>		
Flexibility	11	2
<i>Note - Used to meet needs of schools and individual teachers. It can be used to support students, for collegiate activities at authority level and for time spent at MNCT briefings. Collegiate decisions as to how time spent. Useful to keep some 'in reserve'.</i>		
Total	190	190