

FERRYHILL PRIMARY SCHOOL

Renewal Plan 2021-2022

Edinburgh Learns for Life

Vision

A fairer, healthier, greener future for everyone, where learning for life happens at home, in school, in the wider community ,and in the workplace

Mission

To create a world class learning city where everyone's skills, knowledge, creativity and relationships with people and places are equally valued. To create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty.

The Edinburgh Learns for Life Strategy will support long-term planning to improve life chances for all. The pandemic has sharpened our focus on how, when and where we deliver education. This strategy will shape the vision for education for the whole city. Education will be seen as the development of skills, knowledge, competencies and attitudes from early years through to adult education. It will equip our citizens for employment, training, further/higher education and family learning. It is education which happens in school and in the community. It is learning for life. Collectively, we need to consider:-

- Contexts for learning- where we learn
- Pedagogy- how we teach and learn
- Equality, diversity and inclusion- how we understand and accommodate our cultures, backgrounds and beliefs
- Sustainability- creating positive, lasting change

Themes for Renewal Planning



Renewal Aspect	Equalities	Overall Responsibility	Head Teacher
Outcomes	<p data-bbox="389 284 517 309">Equalities:</p> <p data-bbox="389 363 533 389">Short Term:</p> <ul data-bbox="439 402 1809 512" style="list-style-type: none"> <li data-bbox="439 402 1809 432">• The Senior Leadership Team and all staff use Equalities data and other information effectively to inform planning <li data-bbox="439 443 1335 474">• There is increased awareness amongst all staff of Equality and Diversity <li data-bbox="439 485 1680 515">• There is increased awareness amongst all staff of an inclusive curriculum and decolonised curriculum <p data-bbox="389 563 562 588">Medium Term:</p> <ul data-bbox="439 601 1917 794" style="list-style-type: none"> <li data-bbox="439 601 1771 632">• Ongoing implementation of revised school procedure for preventing and responding to bullying and prejudice. <li data-bbox="439 643 1456 673">• Improved reporting, recording and monitoring of incidents of bullying and prejudice <li data-bbox="439 684 1357 715">• Pupils say that incidents of bullying and prejudice are dealt with effectively <li data-bbox="439 726 1095 756">• Pupils feel confident to report bullying and prejudice <li data-bbox="439 767 1917 798">• Staff have shared understanding of an inclusive curriculum and decolonised curriculum and what this looks like in practice <p data-bbox="389 849 528 874">Long Term:</p> <ul data-bbox="439 887 1440 954" style="list-style-type: none"> <li data-bbox="439 887 1440 917">• Reduction in number of reported and recorded incidents of bullying and prejudice <li data-bbox="439 928 916 959">• Improved pupil health and wellbeing. 		

NIF Priority:- <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in Children and Young People's Health and Wellbeing 			QIs/Themes QI 1.1 Analysis and evaluation of intelligence and data QI 1.3 Strategic planning for continuous improvement QI 1.5 Management of resources to support equity QI 2.3 Learning and engagement QI 2.3 Quality of teaching QI 2.5 Engaging families in learning QI 3.2 Attainment in literacy and numeracy QI 3.2 Overall quality of learners' achievement	
Tasks	By Whom	Resources	Time	Progress & Impact
Equalities				
1. Provide opportunities for staff to build on core training (CECiL Equality and Diversity modules) by using GTCS professional learning modules on their Equality and Diversity Hub and/or other training	<ul style="list-style-type: none"> HT lead 	<ul style="list-style-type: none"> CECiL Equality and Diversity Modules (Sharepoint) GTCS Equality and Diversity Hub: https://www.gtcs.org.uk/professional-update/equality-diversity-hub.aspx Equalities Tile: Professional Learning section https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/ProfessionalLearning https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/InclusiveCurriculum 	3 hrs WTA	<ul style="list-style-type: none">

<p>2. Review curriculum rationale to ensure all subjects promote and support Equalities and Diversity.</p>	<p>HT lead</p>	<p>Curriculum Reform and Design Self Evaluation Tool</p>	<p>2 hrs WTA</p>	
<p>3. With the school community, collaboratively create a refreshed curriculum rationale, to ensure Equalities, Equity & Inclusion</p>	<p>HT lead</p>		<p>1hr WTA</p>	
<p>4. Provide opportunities for staff to develop their knowledge of an inclusive curriculum and decolonised curriculum what this looks like in practice.</p>	<p>HT lead</p>			
<p>5. Monitor school SEEMiS Bullying and Equalities module data to evaluate impact of revised school procedure and identify next steps.</p>	<p>SLT</p>	<p>https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/Anti-bullying EHRC Using data to inform and evaluate anti-bullying strategies</p>	<p>SLT Meeting Jan 2022</p>	
<p>6. Set measurable outcomes related to improvements in pupil health and wellbeing with a particular focus on pupils with protected characteristics.</p>	<p>Class teachers</p>	<p>Pupil Wellbeing Survey SHANNARI Wellbeing Wheel</p>	<p>September 2021</p>	

Renewal Aspect	Health, Wellbeing & Resilience	Overall Responsibility	Depute Head Teacher - FM
Outcomes	<p>Short term Staff are provided with appropriate CLPL and planned opportunities to debrief regarding their own HWB. Staff & learners feel supported in relation to their own health and wellbeing. Staff are provided with CLPL to build on current knowledge regarding the importance of relationships in aiding renewal. Systems are put in place to ensure children's rights and participation are the heart of school life. All staff understand the 6 nurture principles and have planned how these can be used to support learners.</p> <p>Medium term Relationships have been reconnected across the school community. All learners feel listened to, reassured and supported (acknowledging their experiences). The nurture principles underpin the learning environment. Learners social and emotional skills are developed through the curriculum.</p> <p>Long Term Children's rights and participation are at the heart of school life. All learners, and staff, demonstrate greater resilience.</p>		
NIF Priorities: <ul style="list-style-type: none"> Improvement in children and young people's health and wellbeing 		QIs/Themes 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching & Assessment 2.4 Personalised Support 2.6 Transitions 3.1 Ensuring Wellbeing, Equality and Inclusion	

Tasks	By Whom	Resources	Time	Progress & Impact
Develop plans to support staff HWB;	All staff lead by SLT	Working time agreement Collegiate calendar	August 2021	
Provide CLPL to enable staff to feel more confident in supporting their learners.	Educational Psychologist	Supporting Staff - Resources Session 1 'Moving on, coming together: focus on our wellbeing' - available on CECil	August IS Day	Carried forward to October In Service due to absence of trainer
Share the 4 key messages regarding renewal and HWB to ensure a consistent approach; <ul style="list-style-type: none"> • Reconnect relationships • Acknowledge experiences • Create a nurturing environment • Support our learners to build resilience 	Educational Psychologist	'It's All About Relationships' Barnardo's (16mins) https://www.youtube.com/watch?v=0RyD-ueKCOc&feature=youtu.be	August IS Day	
		Moving on, coming together: focus on our children, young people and families' wellbeing - available on CECil		

Renewal Aspect	Equity and Inclusion (Equalities on separate page)	Overall Responsibility	Head Teacher
Outcomes	<p>Equity:</p> <p>Short Term:</p> <ul style="list-style-type: none"> The Senior Leadership Team and all teaching staff are clear about their role in supporting the national drive for equity and the closing of the poverty-related attainment gap. They use data and other evidence effectively in order to identify the poverty-related attainment gap post-COVID 19 across the school and for individual cohorts and areas of the curriculum, including instances where the lack of digital access has been an additional barrier for learners in recent months. Ensure that the planning of effective approaches is based on data and evidence. <p>Medium Term:</p> <ul style="list-style-type: none"> Implementation and ongoing evaluation of approaches to support equity of access for those affected by poverty to learning, attainment and achievement. <p>Long Term:</p> <ul style="list-style-type: none"> PRIMARY: Reduction in the poverty related attainment gap in literacy and numeracy as follows <i>(the tables below are merely examples and entirely optional – schools will create their own measurable long term outcomes/aims, based on the gaps identified in short term outcome):</i> Table for Primary <p>Inclusion:</p> <p>Short-Term</p> <ul style="list-style-type: none"> The Senior Leadership Team and relevant staff have reviewed their arrangements for Nurture and Wellbeing support to identify strengths and areas for improvement, using existing data focused on the principles of inclusion . The school has established key actions to ensure that all pupils are supported and included so they can participate in a suitable learning environment, with a particular focus on Care Experienced and learners with Additional Support Needs. <p>Medium-Term</p> <ul style="list-style-type: none"> Implementation of actions identified through review, to be monitored through using the principles of inclusion – Present, Participating, Achieving, Supported, Rights. <p>Long-Term</p> <ul style="list-style-type: none"> Improvement in pupil wellbeing, attendance, attainment and achievement, and reduction in exclusions. School sets own measurable long-term aims based on the data gathered through review. 		

NIF Priority :- <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing 			QIs/Themes <ul style="list-style-type: none"> QI 1.1 Analysis and evaluation of intelligence and data QI 1.3 Strategic planning for continuous improvement QI 1.5 Management of resources to support equity QI 2.3 Learning and engagement QI 2.3 Quality of teaching QI 2.5 Engaging families in learning QI 3.2 Attainment in literacy and numeracy QI 3.2 Overall quality of learners' achievement 	
Tasks	By Whom	Resources	Time	Progress & Impact
Equity				
All staff are clear about their role in contributing to a nurturing school culture which accepts the responsibility of all in removing all poverty-related barriers to learning and achievement.	Educational Psychologist	<ul style="list-style-type: none"> CEC Raising Awareness of Child Poverty document Achieving Excellence and Equity 2021 National Improvement Framework and Improvement Plan 	IS Day 1	Carried forward to October In Service Day due to absence of trainer

<p>Carry out a review of the poverty context and the poverty-related attainment gaps in our own setting.</p>	<ul style="list-style-type: none"> HT lead 	<ul style="list-style-type: none"> CEC Raising Awareness of Child Poverty document Achieving Excellence and Equity 2021 National Improvement Framework and Improvement Plan Current attainment and achievement data at class and whole school level, based on a range of evidence collected in a sensitive way. 	<p>1 hr WTA</p>	<ul style="list-style-type: none">
<p>Through effective self-evaluation make appropriate use of baseline data to inform a revised PEF plan with clearly stated outcomes and measures, with appropriate plans for monitoring progress. These plans are clearly reflected in schools' spending priorities.</p>	<ul style="list-style-type: none"> HT lead 	<ul style="list-style-type: none"> Tracking and monitoring systems with functions for filtering by SIMD to determine the gap (such as EdICT or school-based systems). National Improvement Hub – Stirling Outcomes and Measures Toolkit PEF National Guidance 2021-22 (to be published May 2021) PEF City of Edinburgh Guidance 2021-22 (available May 2021 after publication of National Guidance) CEC Pupil Equity Funding Plan Template (available mid-May 2021) Equity Self-evaluation Resource (Education Scotland – updated September 2020) Interventions for Equity Diagram Professional dialogue with staff using the baseline data to inform the measurable targets. 	<p>By end of September 2021</p>	<ul style="list-style-type: none">
<p>Develop decision making processes which meaningfully include parents (and learners) in PEF planning, as part of the financial management of resources to support equity.</p>	<ul style="list-style-type: none"> HT lead 	<ul style="list-style-type: none"> QI 1.5 CEC Self-evaluation Report QI 1.5 CLPL for HTs and BMs (available from August 2021) CEC Pupil Equity Funding Plan Template (available mid-May 2021) Challenge questions from HGIOS?4 QI 1.5 Improving School Empowerment through Self-Evaluation: A Framework for Local Authorities 	<p>By end of September 2021</p>	<ul style="list-style-type: none">
<p>Continue to update existing audit information regarding inequity of digital access and take appropriate action to support those experiencing poverty-related barriers.</p>	<ul style="list-style-type: none"> DHT FK 	<ul style="list-style-type: none"> School Data from Digital Access Audits 	<p>On going</p>	<ul style="list-style-type: none">

Inclusion				
<p>Review arrangements for Nurture and Wellbeing using Principles of Inclusion.</p> <p>Set out measurable targets for improvement based on attendance, attainment, achievement, exclusions and rights.</p>	SLT	<ul style="list-style-type: none"> CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary and Secondary) https://education.gov.scot/improvement/learning-resources/circle-resource-to-support-inclusive-learning-and-collaborative-working/ Included, Engaged and Involved Part 1 https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/ Edinburgh Learns Inclusion Hub https://cityofedinburgheducation.sharepoint.com/sites/365CentralResources/inclusionhub/SitePages/Home.aspx Edinburgh Learns: Health, Wellbeing and Resilience Plan https://cityofedinburgheducation.sharepoint.com/:w:/r/sites/EdinburghLearns/EdinburghLearnsAtHome/_layouts/15/Doc.aspx?sourcedoc=%7BAE08D67F-37D6-4561-AE53-8EC593C05047%7D&file=Renewal%20Plan%20Page%20-%20Health%2C%20Wellbeing%20and%20Resilience1.docx&action=default&mobileredirect=true 	<p>By September 2021</p> <p>By end September 2021</p>	<ul style="list-style-type: none">
<p>Support for Learning targeted support to address the attainment gap for pupils most at risk of lost learning during lockdown – this should be with a focus on Numeracy and Literacy</p>	<ul style="list-style-type: none"> DHT FM lead 	<ul style="list-style-type: none"> Supporting Learners with Additional Support Needs in Numeracy Literacy courses https://www.edinburgh.gov.uk/cpd Literacy and Dyslexia Guidelines Planning for Learning part 3: Individualised educational programmes (IEPs) 	<p>September 2021</p>	
<p>Launch revised Behaviour Policy with staff</p> <p>Launch revised Behaviour Policy with children and parents</p> <p>Review and monitor impact of policy</p>	<ul style="list-style-type: none"> DHTs lead 	<ul style="list-style-type: none"> In Service Day 1 – launch Assemblies for children Information for parents 	<p>In Service Day 1</p> <p>September 2021</p>	<p>Policy launched with staff</p>

Care-Experienced CYP				
We know our care experienced community. In line with our responsibilities as corporate parents. Children and young people receive everything they need to thrive and are loved, safe and respected.	•	Care Experienced Renewal Plan Discussion Tool (pdf) Care Experienced Renewal Plan Discussion Tool (word) Supporting Care Experienced Children and Young People through Covid 19 and its aftermath The Promise Plan and findings from the Independent Care Review https://thepromise.scot/	• In Service Day 3 – October 2021	•
UNCRC				
Take the UNCRC into account in all our actions through the use of the Children's Rights & Wellbeing Impact Assessment.	PT	Children's Rights and Wellbeing Impact Assessment.	•	•

Renewal Aspect	Learning, teaching and assessment	Overall Responsibility	Head Teacher
Outcomes	Short-Term <ul style="list-style-type: none"> • Audit and review current curriculum with the involvement of all stakeholders All staff are continuing to develop digital skills to support the appropriate and effective use of digital technologies in learning, teaching and assessment • All staff are continuing to develop relevant skills in the 4 aspects of the Edinburgh Learns Teaching Charter • All learners are able to engage in remote/blended learning as required • Assessments are undertaken to provide data to ensure progress for all learners, including the identification of gaps in learning. 		

Medium-Term

- All learners are continuing to develop the relevant digital skills to engage in high quality learning, teaching and assessment
- All learners make expected progress in their learning, including those learners in need of personalised support & interventions.
- All staff are competent in using digital skills to support the appropriate and effective use of digital technologies in learning, teaching and assessment
- All staff make rigorous professional judgements about pupils' level of attainment & achievement
- All staff engage in moderation activities to further develop confidence in professional judgements

Long-Term

- The school has a clear curriculum rationale which ensures cultural awareness and sensitivity, develops critical literacy and demonstrates a collective commitment to equality, equity and children's rights
- The school has ensured that digital learning is a central consideration in all areas of curriculum and assessment delivery, maximising impact of Empowered Learning 1:1 project (P6-S6)

NIF Priorities:-

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people

QIs/Themes

QI 1.1 Analysis and evaluation of intelligence and data

QI 1.3 Strategic planning for continuous improvement

QI 2.2 Rationale and design

QI 2.2 Learning pathways

QI 2.3 Learning and engagement

QI 2.3 Quality of teaching

QI 2.3 Effective use of assessment

QI 2.3 Planning, tracking and monitoring

QI 2.4 Universal support

QI 2.4 Targeted support

QI 2.5 Engaging families in learning

QI 3.2 Attainment in literacy and numeracy

QI 3.2 Overall quality of learners' achievement

Tasks	By Whom	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> Undertake assessments to identify next steps in learning for all learners. Identify and plan personalised support and interventions as required (P4/S6/SIMD quintile 1 cohorts cited in example outcomes) Track impact of interventions for identified cohorts (see example outcomes) 	<ul style="list-style-type: none"> Class teachers <p>SLT discuss with class teachers</p> <p>SLT with class teachers</p>	<ul style="list-style-type: none"> Link to Assessing Learners' Progress Guidance 	<p>Term 4 2020</p> <p>Sept 2021</p> <p>Sept, Nov, 2021 March, May 2022</p>	<ul style="list-style-type: none"> Assessment complete
<ul style="list-style-type: none"> Carry out Digital Schools self-evaluation to identify priority actions for school digital strategy 	<ul style="list-style-type: none"> DHT FK lead 	<ul style="list-style-type: none"> Link to Digital Schools Self-Evaluation Link to Framework for Digital Learning 	<ul style="list-style-type: none"> January 2022 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Access/deliver skills audit and appropriate digital professional learning for staff to ensure all can use relevant digital platforms and tools to in preparation for Empowered Learning project rollout 	<ul style="list-style-type: none"> DHT FK lead 	<ul style="list-style-type: none"> Link to Digital Professional Learning (self-directed and webinars) Empowered Learning project WTA time (4 hours) 	<ul style="list-style-type: none"> January 2022 WTA 2 hrs Personal CPD time depending on staff needs arising from audit 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> • Staff to engage in school level moderation activities to support teachers' professional judgements • Staff to engage in 2 cluster moderation activities focusing on writing • Staff to engage in EL Assessment & Moderation CLPL • Staff to engage in EL Engagement with the Benchmarks CLPL 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • EL Assessment & Moderation Framework • Edinburgh Learns Assessment & Moderation Resources (Practitioner Moderation Template and Example, Facilitator Moderation Guidance, Template and Example) • Edinburgh Learns Engaging with Benchmarks Professional Learning • Edinburgh Learns Supporting Teacher Judgement in the BGE Professional Learning 	<ul style="list-style-type: none"> • CAT Sessions Sept, Nov 2021, March, May 21-22 • Cluster CAT Sessions Oct, Jan • LA CLPL Sept/Oct • LA provision 	
<ul style="list-style-type: none"> • Refresh and relaunch Word Boost initiative • Carry out staff survey to establish training needs • Arrange training to support launch 	<ul style="list-style-type: none"> • PT lead 	<ul style="list-style-type: none"> • NHS Speech and Language Therapy Lead Officer • Word Boost resources • Word Boost training 	<ul style="list-style-type: none"> • September 2021 • Opt in training – Personal CPD time 	
<p>Re-establish working groups below to take forward improvements for:</p> <ul style="list-style-type: none"> • Eco with a focus on achieving next Green Flag • Literacy with a focus on reading • ICT with a focus on digital strategy • Equalities with a focus anti racist and equalities for children and parents • Numeracy with a focus on ??? 	<p>Identify lead coordinators</p>		<p>WTA – time to be confirmed</p>	