



Strathesk Primary School and ELC



Improvement Plan - Year 2021-22



Part 2: Midlothian Education Improvement Planning - 2021-22

Establishment	Strathesk Primary School and ELC
Area	Penicuik
Session	2021/22
Planning Cycle	Year 1 of 3

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

Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Career- Ready Employability	Priority 5 Finance and Resources
<p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <ul style="list-style-type: none"> a) improvements in planning, tracking and assessment and curriculum design and progression (including STEAM) b) innovative pedagogical approaches and enhanced use of digital technology to support learning c) pedagogy, play and progression across Early Level <p>1.2 improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap</p> <p>1.3 identify and reduce the attainment gap between the most and least deprived children, including ASN and care-experienced children</p>	<p>2.1 Improve Equity and Inclusion, through the following areas:</p> <ul style="list-style-type: none"> • Nurture • Attendance and Engagement • Family Learning • ASN <p>Embedding the principles of UNCRC and The Promise</p> <p>2.2 Develop and improve health and wellbeing of staff and all children and young people, from Early Level to Senior Phase through:</p> <ul style="list-style-type: none"> • HWB curriculum development • local authority, school and community supports 	<p>3.1 Develop a quality improvement framework to support ELC and schools to achieve Good or better in inspection QIs through:</p> <ul style="list-style-type: none"> a) empowering leaders at all levels, leading to an empowered system b) improving quality of leadership at all levels, including leadership of learning c) delivering a minimum data set and supporting data literacy to improve self-evaluation d) developing a Parental Engagement Strategy 	<p>4.1 Improve senior phase progression pathways to increase positive destinations, including for young people with ASN and who are care experienced</p> <p>4.2 Prepare children and young people for the world of work:</p> <ul style="list-style-type: none"> a) carry out an audit of career education standards 3-18 and embed them within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations 	<p>5.1 Deliver Best Value through:</p> <ul style="list-style-type: none"> a) reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate b) robust workforce planning. c) DSM Review <p>5.2 implementing 'Equipped for Learning' Digital Strategy to support transformational change in digital learning</p>

Part 2: Midlothian Education Improvement Planning - 2021-22

Establishment	Strathesk Primary School and ELC
Area	Penicuik ASG
Session	2021/22
Planning Cycle	Year 1 of 3

2. Priority Summary and High Level Strategic Targets

Priority	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners
Digital	QI 2.3	<p>Every school will participate in the following:</p> <ul style="list-style-type: none"> Half day in service training in Aug, focusing on new systems and processes Half day in service training in Jan, focusing on professional learning in digital pedagogy <p>Three mandatory e-learning modules, 3x30mins, linked to innovative pedagogical approaches and enhanced use of digital technology to support learning</p>	<p>Digital learning team and digital leaders in each school</p> <p>See Key Actions</p>	<p>Equity of access for learners baseline, Aug 2021</p> <p>Equity of access for learners measure, May 2022, expected to be 100%</p> <p>Staff confidence baseline in use of digital platforms, August 2021</p> <p>Staff confidence measure, March 2022</p>
Nurture		<p>Every school will:</p> <ul style="list-style-type: none"> Appoint a Nurture Lead to support the development of whole school nurture Complete a self-evaluation audit to identify areas of strength and target development needs Be enabled x2 hours minimum protected time to support development of whole school nurture and, where required access to bespoke training to meet identified learning needs <p>The Education Service within the Directorate will</p> <ul style="list-style-type: none"> Circulate termly Nurture Newsletters to schools showcase good practice and share learning about how to apply whole school nurturing approaches Improve access to practice ideas through shared Professional Learning Resources #nurturemidlothian <p>Nurture Leads will</p> <ul style="list-style-type: none"> Have an opportunity to attend 8-10 (2 per term) online sessions 'Professional Learning for Nurturing Schools'. There will be approx. 8-10 sessions (approx. 2 each term). <p>A sample of pupils' views will be gathered to explore experience and impact of nurture.</p>	<p>Nurture Strategy Group and Nurture Leads in each school and early years setting</p> <p>June 2021</p> <p>June 2021</p> <p>October 2021</p> <p>April 2021 - May 2022</p> <p>September 2021 - May 2022</p> <p>May 2022</p>	<p>100% schools will have identified specific Nurture targets in their SQIP, June 2021.</p> <p>100% of schools will have demonstrated an increase in whole school nurture knowledge and understanding and in applying nurture in practice</p> <p>Baseline evidence from School Nurture Audit, June 2021. Follow-up evidence gathering from School Nurture Audit, May 2022 with sample of schools. Training Evaluation Surveys</p> <p>All Nurture Leads will show an increase in skill and confidence in developing a nurturing school Baseline evidence - focus group with Nurture Leads, June 2021 Follow-up evidence focus group, May 2022.</p> <p>Selection of schools including pupil voice in self-evaluation (bespoke by school or Education Scotland self-evaluation pupil voice tools) demonstrate improvement in pupil well-being</p>

Priority	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners
3.1 Self-improving systems	QI 1.4 Building and sustaining a professional staff team	<p>All staff will have clearly defined remits which link with standards and job descriptions and engage with professional reading and education policy providing opportunity to develop professionally and empower leaders of learning. This will be promoted through Curriculum Champions and PR&D/MPM discussions and targets.</p> <p>As a community we will work in partnership to lead learning and teaching through empowerment and collaboration for improvement:</p> <ul style="list-style-type: none"> - Explore and develop Education Scotland guidance on An Empowered System - 35 hour working week planned to support professional development - Staff meetings will include time to evaluation for self-improvement through engagement with HGIOS 4 challenge questions - SLT will support staff with CLPL opportunities in relation to PR&D targets and Professional Update generally - Planning meetings and documents will include evaluation of learning and reflection of teaching - Shared Learning opportunities through level meetings, planning meetings, observations and engagement with National Improvement Framework particularly the importance of looking outward, inward and forward <p>As a community we will explore and develop Learner Participation guidance with a particular focus on the four arenas.</p>	<p>P Marr (HT) by end of Sept 2021 PR&D (6)</p> <p>P Marr (HT) Aug - Dec 21 Curriculum Dev (24)</p> <p>SLT initially - all staff by Jan '22 Staff Meetings (15)</p> <p>SLT ongoing PR&D (6)</p> <p>All staff - weekly meetings & discussions Curriculum Dev (24)</p> <p>SLT - initiated by Sept '21 & ongoing Curriculum Dev (24)</p>	<p>Defined roles and remits will enable staff to develop key areas which in turn will provide rich learning experiences for all children. This will be measured by learner survey at start and end of year.</p> <p>Sharing practice and engaging with research and professional reading/discussion will empower staff so that all learners engage in learning experiences and achieve at least 0.4 value added by June 22.</p> <p>Learner Participation will enable all children to take an active role in decision making at school level and consequently enable them to engage in self-evaluation for self-improvement on a learner and school level.</p>

<p>2.1 Included, engaged and involved</p>	<p>Q.I 1.5 Management of resources and environment for learning</p>	<p>As a community we will engage with Covid 19 Education Recovery guidance (National Improvement Hub)</p> <p>We will embrace Scotland's National Outdoor Play and Learning Position Statement alongside Policy Scotland - Outdoor Learning Briefing Paper June 2020 in order to develop our curriculum outdoors and indoors. The following documents will inform our practice:</p> <ul style="list-style-type: none"> • Curriculum for Excellence through Outdoor Learning (2010) • Out to Play (2020) • Space to Grow (2017) • Building Your Curriculum: Outside and In <p>We will provide rich learning opportunities for all children through planning for the learner and the environment:</p> <p><u>HGIOS 2.4 Universal</u></p> <ul style="list-style-type: none"> • Learning spaces, including classrooms, atriums and breakout areas, will be dyslexic and ASD friendly and take account of children's preferred learning styles • Visual Support Project will be developed to Bronze level in Year 1 of 3 • Pivotal and nurturing approaches will be evident in all areas (see separate plans) <p><u>HGIOS 2.4 Interventions</u></p> <ul style="list-style-type: none"> • Specific areas will be identified, planned and resourced, in conjunction with the authority, to ensure inclusion and wellbeing of children with SEBN and complex needs within our school community <p>STEAM will be planned for and resourced across all central areas and atriums (see separate plan).</p> <p>Displays throughout school will be child-centred and evidence a range of learning experiences across all areas of the curriculum.</p> <p>Learning and teaching will focus on curriculum levels with Nursery and P1 working closely to develop learning through play experiences and opportunities.</p>	<p>SLT ongoing</p> <p>P Marr and Chris Howie (PE Champion) - ongoing</p> <p>P Marr and DHTs as per level responsibility - ongoing</p> <p>P Marr (HT) and M McConnaghie (DHT)</p> <p>L Henderson (DHT) and M Mccardle (champion) P Marr (HT)</p> <p>P Marr (HT) and L Henderson (DHT) see Nursery SQIP</p>	<p>We will develop in a safe environment by adhering to the guidance and mitigations in place at any given time.</p> <p>Curriculum rationale will evidence learning outside and in for all children.</p> <p>Policies and procedures will be developed in line with named guidance.</p> <p>Children will engage in learning opportunities and rich experiences beyond the classroom which will impact positively on mental health and wellbeing. This will be determined through baseline, interim and final surveys informed by 'Building Your Curriculum: Outside and In Reflection Tool'.</p> <p>Children will feel safe and secure in their environment and consequently be ready to learn, setting themselves targets and engaging in self-evaluation for self-improvement. This will impact on overall health and wellbeing as evidenced through ongoing surveys and feedback from learner participation groups.</p> <p>Named children will engage in learning experiences and make at least 10% progress in Literacy and Numeracy as a result. Attendance of named children will increase by at least 10% and there will be a 50% reduction in exclusions in Year 1.</p> <p>Children will feel safe and secure in their environment and consequently be ready to learn, setting themselves targets and engaging in self-evaluation for self-improvement. This will impact on overall health and wellbeing as evidenced through ongoing surveys and feedback from learner participation groups.</p> <p>All P1 children will achieve Early level in Literacy and Numeracy unless individuals have an IEP. Children with IEPs will make at least 0.4 progress.</p>
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<p>1.1 Attainment and Achievement</p>	<p>Q.I 2.3 Learning, teaching and assessment</p>	<p>In line with the nurturing approach developed across the authority, we will develop as a pivotal school over the course of 3 years.</p> <p>All school policies and procedures, including Learning and Teaching, will be reviewed and updated following staff evaluation of our curriculum and in relation to our school context and curriculum rationale.</p> <p>Review of planning, tracking and assessment</p> <p>Development of Talk for Writing across whole school in partnership with local schools.</p> <p>Personalised Support (HGIOS 2.4) will be planned and implemented consistently from 3 - 12 years with materials and resources empowering staff in line with ASN review currently ongoing at authority level.</p> <p>Parental engagement will be promoted across the school with a particular focus on the Parental Engagement Strategy - Engaging Parents and Families Toolkit for Practitioners and Enhancing Parental Engagement through Digital Technology.</p>	<p>P Marr, M McConnaghie Initiated in Aug '21 and ongoing (see 3 year plan)</p> <p>SLT and Champions Termly</p> <p>Emily Reynolds (DHT) see separate Action Plan - initiated Autumn '21 - ongoing Assessment (22)</p> <p>Emily Reynolds (DHT) see separate Action Plan - initiated June'21 - ongoing Curriculum (24)</p> <p>P Marr and Mandy McConnaghie (DHT) see separate Action Plan - initiated June'21 - ongoing Planning (27)</p> <p>P Marr and Leigh Henderson (DHT) see separate Action Plan - initiated August 21 - ongoing Reporting (59)</p>	<p>All staff and children will be able to demonstrate an increase in whole school pivotal knowledge and understanding and in applying this in practice which will have a positive impact on wellbeing and mental health.</p> <p>Consistency across school practice, with a particular focus on Learning and Teaching will ensure equity for all so that all learners achieve at least 0.4 value added by June 22.</p> <p>Consistency across school practice, with a particular focus on Learning and Teaching will ensure equity for all so that all learners achieve at least 0.4 value added by June 22.</p> <p>Talk for Writing (year 1 of 3) will ensure attainment in Literacy across the school increases by at least 10% by June 2022.</p> <p>Staff will engage with authority guidance and ABLE materials in relation to planning for the learner and the environment.</p> <p>Policies and procedures at school level will enable staff to plan, implement and monitor universal and targeted support for all children in their care.</p> <p>Families will have an increased knowledge and understanding of learning and teaching and school life in general. This will be evidenced through a baseline and final survey.</p> <p>There will be an increase of at least 15% on attendance at school events from pre Covid.</p> <p>Parent Forum will take an active role in decision making at school level and consequently be able to engage in self-evaluation for self-improvement.</p>
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Strathesk ELC



Standards and Quality Report 2020 – 2021
Improvement Plan 2021-2022

Nursery priority 1: How good is our leadership and approach to improvement?

NIF and Midlothian Priority

1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

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

Green = Main QIs

Progress and Impact:

- Staff have taken responsibility for individual display boards which have been created in response to children's interests. It was felt by all staff through discussion, that the design of areas of the nursery should be collegiate.
- The separation of the two rooms has led to an increase in engagement in discussion by most staff during planning sessions. It was felt that this was due to the small groups.
- The children and staff have thoroughly enjoyed the woodland visits, with a notable improvement in confidence within children in The Explorer's Room. The Rainbow Room staff have acted on this feedback and have increased their visits as a result. Again, the children's confidence and resilience has improved with evidence of them taking on safe risks.
- All staff felt that the separation of the two rooms has led to a calmer and more productive learning environment with new spaces being created with some calm play areas.
- Floor books are being used to display the children's learning within nursery and in the woods. The children engage well with these. Due to Covid parents are not able to access floorbooks at this time. Nursery were putting out a display board with information from the days learning but it became unmanageable. New ways to communicate learning are being trialed via "seesaw"
- Vision, Values and Aims are still being discussed within the nursery team and parent/child group. Values are shared during assemblies and recognised throughout the day. The children are beginning to recognise what these values look like in the way they behave.
- Due to COVID restrictions parents have been unable to come into the nursery but have had the opportunity to give feedback via Survey Monkey and Social Media platforms. This feedback has been used to inform communication during nursery closures eg. Use of video communication. Parent at the PPG meeting has commented on how approachable staff are and how well the nursery is doing.
- Networking events for all staff have not been taking place due to Covid restrictions but seniors take part in monthly collaborative conversations with other seniors in the authority.

Next steps:

- Development of staff at all levels. Identified members of staff with take lead roles in particular areas of the nursery experience. A representative from each room will meet and plan (adapting and responding to the needs and requests of children). The identified areas will be Peep, outdoor learning, Talk for Writing experiences and maths/ numeracy.
- Continue to work within two separate rooms (until covid mitigations allow for additional mixing) but with increased discussion and planning with both rooms (Seniors, identified staff).
- When Covid mitigations are relaxed, begin to mix the children outdoors. All staff involved in the planning of this to ensure the calm, purposeful atmosphere continues. Changes will be planned for a regularly reviewed during staff discussions.
- Identified improvements to be shared with parents on Seesaw. Floorbooks to continue as children engage so well with these
- Continued use of Survey Monkey

Nursery priority 2: Improving our planning and observations to inform future learning and to measure the progress made.

NIF and Midlothian Priority

1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

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

Green = Main QIs

Progress and Impact:

- A new format of observation sheet has been implemented into the children's learning journals and all staff believe it is working well.
- Staff have begun the process of training for planning and observations. We will continue to do so next session
- A new planning sheet and method is now being used by all staff and is working well to help all staff be involved and have a say in the planning process. A new member has come into the nursery and has commented about how easy and understandable the new planning format is
- Seesaw has been trialed this session with a selected number of parents. They have responded very well to this, praising how user friendly the app is.

Next steps:

- Next session the nursery is hoping to implement "Seesaw" as a new online format for learning journals.
- Planning and observations training to continue next session with P1 teachers.
- To seek training opportunities on interactions and undertake peer observations.

2. Priority Summary and High Level Strategic Targets

Priority	Links to HGIOELC?	Key Actions	Lead Person Timescale	Expected measurable outcomes for learners-
Priority 1 Leading People	1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement/ Securing children's progress	1..Staff to take on a leadership role within: Outdoor learning Maths/Numeracy Literacy (Talk for Writing focus) Peep Work closely with another colleague to plan (taking account of responsive nature of nursery) and resource 2.Termyly meetings with line manager to review 3.Seek feedback from colleagues, children and parents	L Henderson (DHT) D Kinnaird (SEYPS) D Black (SEYPS)	Outdoor learning activities are engaging and staff confidence increased. SEYPS begin initial training for Talk for Writing (Aug 2021) 100% of EYPS trained by OCT 2021 Increased interest and engagement within storytelling/ literacy based activities Increased motivation of staff
Priority 2 -Improved knowledge of the curriculum to support next steps in learning	2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement/ Securing children's progress	1.All staff to continue to engage in planning and observation training (Early Years Team and reference to Realising the Ambition) 2. Regular meetings with EYPS, P1 teachers and DHT to discuss progression and support through Early Level. 3.All EYPS to refer to the progression pathways in Literacy, Numeracy and Health and Wellbeing to set targets for each child. 4. Regular meetings with SEYPS and DHT to discuss targets and play experiences to support development of the child.	All early years staff	Improved knowledge of child centred pedagogy. Next steps are appropriate and progressive. Increased child engagement. Potential barriers to learning identified early and supports put in place.
Priority 3 – Strong Parental Partnerships How do we communicate, plan, monitor and evaluate our work with parents?	2.6 Transitions 2.7 Partnerships 3.2 Raising attainment and achievement/ Securing children's progress	1.Introduction of Seesaw to share learning/ news with parents. (Folders to be used if parents opt out) 2.Peep groups to restart to offer parents advice or ideas to support learning at home 3.Surveys to be sent out to parents to seek views on improvements	All staff	Parents are aware of their child's progress and next steps in learning. 70-80% of parents responding to experiences/ asking for further information. A sizeable uptake of parents joining Peep groups and feeling more reassured and confident as a result (measure through Survey Monkey)

3. Interrupting the Cycle of Poverty – The Pupil Equity Fund Planning

Total Funding Received: 21/22 of £104,715 + c/f from 2020/21 of £4,092 = £108,807

Total Spend: £93,944 (Aug – Apr)



Gap Identified	Intervention Planned	Led by whom and by when	Cost	How will the impact of the intervention be monitored?	Measure of Success	Confirm Council Policies followed
Robust monitoring of interventions to address the poverty related attainment gap	Release each DHT from 0.2FTE NCCT commitment by employing NCCT teacher (<i>J Griffin</i>) so that DHTs can act as PEF co-ordinator in their named stages	L Henderson Early Level A McConnaghie First Level E Reynolds Second Level WEF Aug 21 ongoing until Apr (June) '22	0.65FTE £24,480 (Aug – Apr) Addt £6,120 (Apr – Jun)	Monitoring and interventions discussed and minutes recorded monthly at SLT meeting.	<ul style="list-style-type: none"> - Measure impact of interventions across school throughout the year and amend plans accordingly - Targeted children will show an increase in Literacy and Numeracy attainment by at least 20% across the year 	Recruitment and redeployment discussed and agreed with Shona Mackie and HR
Named children suffering from ACEs or trauma can find it difficult to access class setting with a readiness to learn	Provide named children with coping and self-regulation strategies including: - Zones of Regulation - Emotion Works - engagement with life skills group activities - Play Therapy block (as determined by baseline assessment)	All staff trained in using Zones of Regulation across whole school – by Sept 2021	NIL	Discussions with children in relation to effectiveness of Zones of Regulation and staff observations	<ul style="list-style-type: none"> - Children identified as those finding it difficult to access class setting with a readiness to learn will increase sustained engagement by at least 30% - Value added assessment carried out at start and end of intervention programmes - Professional judgement and dialogue between staff, child and family will identify success and help measure impact - Children identified as those finding it difficult to access class setting with a readiness to learn will increase attainment in Literacy and Numeracy by at least 20% as a result of sustained engagement 	Recruitment of LAs in line with Council Policies
		2 x LAs delivering pro-active approaches to upskill children plus Action 5 below	27.5 hours each to address this gap and below at £24,200 (Aug – Apr) Addt £14,520 (Apr – Jun)	Tracking of engagement termly by class teachers and SLT		Recruitment of Play Therapist in line with Council Procurement policy
		Play Therapy monitored by DHTs in named stages	1 day Play Therapy (Aug – Apr) at £10,000	Baseline assessment for targeted children, initial discussion between Play Therapist and SLT, interim review at 8 weeks and final review at 15 weeks between SLT, Play Therapist, class teacher, child and family		
		All staff trained in using Emotion Works across whole school plus resource packs	NIL	Discussions with children in relation to effectiveness of Emotion Works and staff observations		

Gap Identified	Intervention Planned	Led by whom and by when	Cost	How will impact of the intervention be monitored?	Measure of Success	Confirm Council Policies followed
<p>Children on track in Literacy and Numeracy across the school -</p> <p>1) receiving FSM and within SIMD 1 - 4 =</p> <p>2) not receiving FSM and within SIMD 5 - 10 =</p>	<p>Provide named children with targeted support in Literacy and Numeracy in order to address the poverty related attainment gap</p>	<p>Mandy McConnaghie DHT responsible for 2.4 Personalised Support</p> <p>DHTs in role of PEF co-ordinator in named stages of school</p> <p>Intervention/SfL teacher (<i>J Griffin</i>) delivering targeted support in Literacy and Numeracy</p>	<p>0.35FTE £16,320 (Aug - Apr)</p> <p>Addt £4,080 (Apr - Jun)</p>	<p>Ongoing tracking by LAs, teachers and SLT</p>	<p>Named children will increase attainment in Literacy and Numeracy by at least 20% as a result of targeted intervention</p>	<p>Recruitment of LAs in line with Council Policies</p>
<p>Wellbeing concerns in relation to children's experiences beyond school which influence their attendance, readiness to learn, engagement and attainment</p>	<p>HSP will support named children and their families within Early and First Level eg.</p> <ul style="list-style-type: none"> - Emotion Works - Drop In sessions - Parental learning and engagement initiatives - Life skill group activities - Local community developments 	<p>Pauline Marr (HT) Ali Turbitt (HSP)</p> <p>Ongoing until March (June) 2022</p>	<p>4 days Mon - Thurs £18,944 HSP (Aug - Apr) Addt £4,736 (Apr - Jun)</p>	<p>Wellbeing meetings fortnightly - minutes and actions recorded</p> <p>Ongoing tracking by HSP</p> <p>Feedback from families</p>	<ul style="list-style-type: none"> - Named children will increase attendance and punctuality by at least 30% - Value added assessment carried out at start and end of intervention programmes - Professional judgement and dialogue between staff, child and family - Named children will increase attainment in Literacy and Numeracy by at least 20% due to increased attendance and sustained engagement 	<p>In line with Council Policies</p>
<p>Inclusion and Wellbeing - Named children unable to sustain full time mainstream education due to complex needs</p>	<p>Provide named children with individual support packages to include:</p> <ul style="list-style-type: none"> - bespoke timetable - group activities - life skills to support positive destinations - responsive planning led by child's interests - digital learning 	<p>Pauline Marr (HT) Mandy McConnaghie DHT responsible for 2.4 Personalised Support</p> <p>DHTs in role of PEF co-ordinator in named stages of school</p> <p>2 x LAs delivering individual support packages to named children plus Action 2 above</p>	<p>Costs included in Action 2 above</p>	<p>Wellbeing meetings fortnightly - minutes and actions recorded</p> <p>Ongoing tracking by CDW</p> <p>Tracking of engagement termly by class teachers and SLT</p>	<ul style="list-style-type: none"> - Zero exclusions across school - 100% of children will sustain full-time mainstream education unless on shared placement 	<p>Recruitment and redeployment as per Council Policies</p>

4. ASG Plan

Establishment	Penicuik ASG	Priorities for Improvement in Current Year (2021-2022)
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Priority	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners
1.1a	3.2	<p>All practitioners will engage in a Moderation Cycle across the ASG in Literacy and Numeracy.</p> <p>Literacy and Numeracy Leads from each school will be supported by their HT to plan for Moderation sessions. Planning session will take place on 9th September with HTs and Curricular Leads.</p> <p>Writing moderation will take place in levels. Early - 5th October First - 7th October Second/Third - 6th October</p> <p>Numeracy moderation will take place across levels during WB 22nd March.</p>	<p>Literacy and Numeracy Leads from each school</p> <p>Numeracy Cornbank: Andrew Drysdale Cuiken: Strathesk: Mandy McConnaghie Sacred Heart: Penicuik High School:</p> <p>Literacy Cornbank: Lesley Deas Cuiken: Strathesk: Emily Reynolds Sacred Heart: Penicuik High School:</p>	<p>All teachers within Penicuik ASG will develop a better understanding in literacy and numeracy.</p> <p>The moderation process will assist teachers in arriving at valid and reliable decisions on learners' progress towards, and achievement of, a level.</p> <p>The aim is for there to be a consistent approach in assessments and shared expectation of children's progress across the ASG. This will further support transitions between Primary and Secondary.</p>