

Cramond Primary School

Improvement Plan 2021-2022



Teaching, learning & assessment

- Digital Pedagogy
- Edinburgh Learns charter
- Leadership at all levels
- Oracy & Mod. Languages

Wellbeing & Resilience

- Class councils central
- Staff Wellbeing
- Nurture based & Trauma informed practice
- Resilience & Relationships
- Restorative & Rights Respecting approach

Equalities, Equity & Inclusion

- Celebrating our Diversity
- Inclusive practice by all
- Equality in action
- Responding to bullying & prejudice. Race Equality.

Cramond Primary Renewal planning 2021 22

| Renewal Theme 1 | | Teaching, Learning & Assessment | | Overall Responsibility | HT DHT JC YN |
|--|---|---|---|--|--------------|
| Outcomes | <ul style="list-style-type: none"> 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. Whole school focus on DIFFERENTIATION & FEEDBACK All learners engage in a range of outdoor learning opportunities All learners are continuing to develop the relevant digital skills to engage and enhance high quality learning, teaching and assessment All learners make progress in their learning, including those learners in need of personalised support & interventions. All staff are creative in using digital skills to make effective and inspiring use of digital technologies enhancing leadership, learning, teaching and assessment All staff engage in moderation activities to further develop confidence in professional judgements across the curriculum but particularly literacy & numeracy. | | | | |
| NIF Priorities | | QIs/Themes | | | |
| <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 | | <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 2.2 Rationale and design QI 2.2 Learning pathways QI 2.3 Learning and engagement QI 2.3 Quality of teaching | | <ul style="list-style-type: none"> 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 | Responsibility | Resources | Time | Progress & Impact | |
| <p>Digital Technology</p> <ul style="list-style-type: none"> Digital skills self-evaluation Further develop school's digital strategy Empowered Learning project to transform learning at Cramond & beyond Role of digital across all curricular areas, learners experience and staff toolkit for pedagogy and professional skills. | <p>Helen, PT2 & Yasmeen PT</p> <p>All staff</p> <p>Staff Digital YN learning working party – teach meets & Cluster</p> | <ul style="list-style-type: none"> Link to Digital Schools Self-Evaluation HT create form Link to Framework for Digital Learning Link to Digital Professional Learning (self-directed and webinars) Empowered Learning project Cluster digital school on teams | <p>4 x 2hours CAT</p> <p>Staff personal CPD</p> | | |
| <p>High Quality Learning & Teaching</p> <ul style="list-style-type: none"> Access/deliver appropriate professional learning for all staff to ensure they have the skills to deliver high quality learning, teaching and assessment as defined in the EL Teaching Charter Staff to engage in school level moderation activities to support teachers' professional judgements | <p>Early lead HT H Donaldson</p> <p>First lead PT Jay</p> <p>Second lead YN</p> <p>Whole school inclusion & GIRFEC overview</p> <p>DHT Anna H</p> | <ul style="list-style-type: none"> Edinburgh Learns Professional Learning Offer 2021-22 EL Assessment & Moderation Framework Edinburgh Learns Assessment & Moderation Resources Edinburgh Learns Engaging with Benchmarks Professional Learning | <p>2 x CAT (1 hour) Teach-meets to share EL learning</p> <p>Attainment meetings x 3</p> | | |

Cramond Primary Renewal planning 2021 22

| | | | | |
|--|--|--|---|--|
| <ul style="list-style-type: none"> Staff to engage in 2 cluster moderation activities focusing on feedback (literacy/numeracy) using digital platforms (eg. OneNote) Lesson study approach – focus on feedback | <p>DHT AH lead PT JC lead</p> | <ul style="list-style-type: none"> Edinburgh Learns Supporting Teacher Judgement in the BGE Professional Learning | <p>Departmental moderation meetings x 3</p> <p>Cluster CAT sessions x 2</p> | |
| <p>Numeracy</p> <ul style="list-style-type: none"> Numeracy/mental agility – staff to engage in in-house and EL professional learning to enhance skills and confidence in SEAL & mental agility. Staff continue CPA methods P5 Staff to engage in Numeracy & Maths CLPL PSA training in SEAL supports and 6 Minute SEAL | <p>empowered grp lead Jay PT & P4 Helen HT Chris (P5) & Owen (P7) P1 Gillian K P2 Shona P3 Katherine P6 Tom</p> | <p>Additional resources</p> <ul style="list-style-type: none"> SEAL P1/2 Training (Sway) SEAL P3/4 Training (Sway) Supporting Learners with Additional Support Needs in Numeracy | <p>2 x CAT</p> <p>In Service Day Time (Aug/Oct/Jan)</p> | |
| <p>Literacy</p> <ul style="list-style-type: none"> Reading, creative writing & spelling – in-house review of approaches to teaching reading to ensure pace, challenge and progression from P1-P7 Listening & Talking – develop Oracy skills to improve communication and discussion to enhance reading & writing skills/depth. Modern Languages refresh & refocus: L2 French, L3 German – consistency school | <p>DHT Anna Lead Yasmeen PT P7 Literacy working party incl. Sfl P1 Rheona P2 Curly P3 Marie P4 Jen P5 David P6 Amy</p> | <p>Early Level lead HT Helen Donaldson First Level lead PT Jay Cook Second Level lead PT Yasmeen Naeem Whole school inclusion & GIRFEC overview DHT Anna H Mod Languages Lead: Shona T(P2) Gillian K(P1) Jen F (P4) Second level tbc</p> | <p>2 x CAT</p> <p>In Service Day Time (Aug/Oct/Jan)</p> | |
| <p>Outdoor Learning</p> <ul style="list-style-type: none"> Review, plan and deliver safe and effective outdoor learning opportunities, ensuring provision (including residential experiences) are regular, progressive and equitable Working party to draft position paper on outdoor learning, review with staff team (and learners) and revise | <p>All staff Lead PT Jay P1 Iain S P6 Amy PE Murray Amy lead – link to MF & Active schools</p> | <ul style="list-style-type: none"> Edinburgh Outdoor Learning Team (Contacts) Link to Edinburgh Outdoor Learning SORT resources Link to latest Edinburgh Coronavirus Excursions Toolbox Link to Edinburgh Outdoor Learning Phase 2 T&L resources | <p>2 x CAT sessions</p> <p>In Service day time (Aug & Jan)</p> | |

Cramond Primary Renewal planning 2021 22

| Renewal Theme 2 | | Health & Wellbeing | Overall Responsibility | DHT AH PSO TL YN |
|--|--|---|--|-------------------|
| Outcomes | <ul style="list-style-type: none"> 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 All staff understand the 6 nurture principles and have planned how these can be used to support learners The nurture principles underpin the learning environment. All staff are confident in holding restorative conversations with learners The RSHP programme is implanted across the school | | | |
| NIF Priorities | | QIs/Themes | | |
| <ul style="list-style-type: none"> Improvement in children and young people's health and wellbeing <p>Early Level lead HT Helen Donaldson</p> <p>First Level lead PT Jay Cook</p> <p>Second Level lead PT Yasmeen Naeem</p> <ul style="list-style-type: none"> Whole school inclusion & GIRFEC overview DHT Anna H | | <ul style="list-style-type: none"> 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 | Responsibility | Resources | Time | Progress & Impact |
| Staff Health & Wellbeing <ul style="list-style-type: none"> Continue to develop plans to support staff HWB and identify time and space for staff to debrief regarding their own HWB - revisit as appropriate Staff Health & Safety committee to meet regularly – issues raised and action taken | All staff Yasmeen Staff Chris P EIS Alastair PSO Tyne | <u>Supporting Staff - Resources</u> | Ongoing in response to need Working group time | |
| Nurturing approaches Revisit the 4 key messages regarding renewal and HWB to ensure a consistent approach (focus on the 6 nurture principles) <ul style="list-style-type: none"> Reconnect Relationships Acknowledge Experiences Create a Nurturing Environment Support Learners to Build Resilience Trauma informed school focus | All staff Yasmeen PSO lead Amy Alastair Marie Ali C Helen H Gayle Anna T | <ul style="list-style-type: none"> <u>Supporting Learners - Resources</u> <u>Supporting Anxiety resources</u> <u>Additional HWB Resources</u> <u>A5 HWB booklet</u> <u>HWB Framework</u> Classroom checklist & CIRCLE | In Service Day time (Aug) 2 x CAT Parent Workshops | |
| Restorative Practice Continue to develop PSA training <ul style="list-style-type: none"> Audit – identify staff learning needs Plan/deliver refresh training (all staff) | All staff DHT AH PSO TL | PSA training resource & scenario training (ASL Services) | In Service Day time (Aug/Jan) | |

Cramond Primary Renewal planning 2021 22

| | | | | |
|--|--|--|--|--|
| <p>Resilience, relationships and rights respecting</p> <ul style="list-style-type: none"> • Use of resilience prog – whole school. • Flip assemblies – learners leading & their voice • Friendship focus and emotional resilience embed into review of positive behaviour – anti bullying, equality policy & procedures – I Belong, I am included, I matter. • Nurture through nature • Trauma informed practice • Rights respecting gold level approach • Consistency of staff approach – increase expectations of and positive reinforcement of expected behaviours. | <p>DHT lead PSO lead</p> <p>Amy Barr lead HWB</p> <p>Lesley Davies Iain Shewan</p> | <p>Growing confidence materials</p> <p>Paul Dix – both books</p> <p>Tackling racism & prejudice materials from leadership of race equality training.</p> | <p>Aug & Oct inset</p> <p>Review May Inset</p> | |
|--|--|--|--|--|

Cramond Primary Renewal planning 2021 22

| Renewal Theme 3 | | Equalities | Overall Responsibility | HT | YN |
|---|--|--|---|-------------------|----|
| Outcomes | <ul style="list-style-type: none"> The school has a clear Vision, set of Values and Aims which demonstrate a collective commitment to equality, equity and Children’s Rights (UNCRC) and reflect the school community’s aspiration for all our children There is increased awareness amongst all staff of Equality and Diversity Ongoing implementation of revised school procedure for preventing and responding to bullying and prejudice. Improved reporting, recording and monitoring of incidents of bullying and prejudice Pupils say that incidents of bullying and prejudice are dealt with effectively Pupils feel confident to report bullying and prejudice Staff have shared understanding of an inclusive curriculum and decolonised curriculum and what this looks like in practice Reduction in number of reported and recorded incidents of bullying and prejudice | | | | |
| NIF Priorities | <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"> 1.1 Analysis and evaluation of intelligence and data 1.3 Strategic planning for continuous improvement 1.5 Management of resources to support equity 2.3 Learning and engagement 2.3 Quality of teaching 2.5 Engaging families in learning 3.2 Attainment in literacy and numeracy 3.2 Overall quality of learners’ achievement | | | |
| Tasks | Responsibility | Resources | Time | Progress & Impact | |
| Staff equalities training 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 | SLT All staff HT lead Yasmeen PT | <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 | WTA – 3 hours In Service Day time (PSAs) | | |
| Vision, Values & Aims <ul style="list-style-type: none"> Class councils established – reps on rota meeting monthly Monday with HT & DHT. Link to assemblies and working parties Pupil voice in all working parties Use of OUR HIGOS & Learner Engagement refresh VVA – input from all stakeholders | All staff & School community HT & DHT PT level leads. | | In Service Day time (Jan/May) | | |

Cramond Primary Renewal planning 2021 22

| | | | | |
|---|--|--|---|--|
| <p>Inclusive curriculum Provide opportunities for staff to develop their knowledge of an inclusive curriculum and decolonised curriculum what this looks like in practice.</p> <p>Early Level lead HT Helen Donaldson First Level lead PT Jay Cook Second Level lead PT Yasmeen Naeem Whole school inclusion & GIRFEC overview DHT Anna H</p> | <p>Teaching staff</p> <p>Equalities group to lead Amy Barr lead Equity</p> <p>Lesley Davies Iain Shewan</p> | <p>See guidance for QI 2.2 Curriculum on SharePoint https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/ InclusiveCurriculum</p> <p>https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/ ProfessionalLearning</p> <p>Equalities Newsletter (bi-monthly), Equalities Staff Reference Group</p> | <p>Working party time</p> <p>1 CAT session</p> | |
| <p>Responding to bullying & prejudice Review and implement revised school procedure for preventing and responding to bullying and prejudice to ensure improved reporting and recording of incidents</p> <ul style="list-style-type: none"> Consult with Pupil Equalities Group and Parent Council to review current anti-bullying policy and update in line with strengthened and revised authority procedure for 'Preventing and Responding to Bullying and Prejudice', including tackling racist incidents create a pupil friendly version, share with classes | <p>All staff</p> <p>Equalities coordinator (Amy B), staff equalities group and pupil equalities group to lead DHT overall lead</p> | <p>https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/Anti-bullying EHRC Using data to inform and evaluate anti-bullying strategies</p> | <p>By Dec 2021</p> <p>Working party time</p> <p>CPD x 1 hour (WTA)</p> <p>In Service day time (Oct)</p> | |
| <p>Equalities Issues Provide opportunities to raise awareness of equalities issues with the wider school community (pupils and parents)</p> <ul style="list-style-type: none"> Establish parent/staff equalities group Pupil Equalities group to plan and deliver assemblies on specific protected characteristics (race, religion and gender) + continued focus on anti-bullying Continue to promote ASN focus days/weeks linked to Assembly Calendar | <p>Equalities coordinator (AB), staff, equalities groups (staff, pupil, parents)</p> | <p><u>Protected Characteristics Resources</u></p> | <p>Working party time</p> | |

| | | | | | |
|--|--|--|--|---|----------------------------|
| Renewal Theme 4 | | Equity & Inclusion | | Overall Responsibility | DHT Anna Hughes SFL PSO |
| Outcomes | <ul style="list-style-type: none"> All staff are clear about their role in supporting the national drive for equity and the closing of the poverty-related attainment gap Reduction in the poverty related attainment gap in literacy and numeracy Arrangements for Nurture and Wellbeing have been reviewed to identify strengths and next steps 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 The UNCRC is understood by all and Children's Rights are at the heart of school life | | | | |
| NIF Priorities | | | QIs/Themes | | |
| <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 | | | <ul style="list-style-type: none"> 1.1 Analysis and evaluation of intelligence and data 1.3 Strategic planning for continuous improvement 1.5 Management of resources to support equity 2.3 Learning and engagement 2.3 Quality of teaching 2.5 Engaging families in learning 3.2 Attainment in literacy and numeracy 3.2 Overall quality of learners' achievement | | |
| Tasks | | Responsibility | Resources | Time | Progress & Impact |
| Equity <ul style="list-style-type: none"> Staff are clear about their role in supporting the national drive for equity and the closing of the poverty-related attainment gap Implement PEF plan | | SLT All staff DHT PSO JC 1 st level YN 2 nd level | <ul style="list-style-type: none"> <i>Leadership for Equity CLPL offer (pg 9 of this document)</i> <i>CEC 1 in 5 Top Tips for Schools</i> <i>CEC Raising Awareness of Child Poverty document</i> <i>Achieving Excellence and Equity 2021 National Improvement Framework and Improvement Plan</i> | WTA | |
| Equity – 1 in 5 Ensure that sensitive action taken at all levels to remove unintended barriers (including financial) to participation, engagement and access to wider learning opportunities, in light of the increase in the number of families affected by poverty post-COVID 19. | | DHT/Staff Equity working group to lead AB All staff | <ul style="list-style-type: none"> CEC 1 in 5 Top Tips for Schools CEC Raising Awareness of Child Poverty document Leadership for Equity CLPL Offer https://cpag.org.uk/scotland/CoSD/evaluation National Improvement Hub – Stirling Outcomes and Measures Toolkit | Working party time In Service Day Time (Jan) | |

Cramond Primary Renewal planning 2021 22

| | | | | |
|--|---|--|--|--|
| <ul style="list-style-type: none"> Staff Equity (1 in 5) group continue to review COSD, plan pupil consultation– create action plan Establish Staff/parent COSD group Establish pupil COSD group | | | | |
| <p>Inclusion</p> <ul style="list-style-type: none"> Review arrangements for Nurture and Wellbeing using Principles of Inclusion Establish improvement actions required to support Wellbeing and Nurture Set out measurable targets for improvement based on attendance, attainment, achievement, exclusions and rights. <p>Plan most effective use of covid recovery funding to target additional SfL teaching provision along with play therapy partnership with Sharon McGhee team.</p> | <p>DHT PSO Yasmeen Aileen SfL & Catriona CR * Amy Alastair Marie Ali C Helen H Gayle Anna T</p> | <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>In Service Day time (Aug)</p> <p>SLT/SfL teacher & PSO meetings</p> | |
| <p>UNCRC</p> <p>Ensure the UNCRC is fully taken into account</p> <ul style="list-style-type: none"> Plan and identify next steps, including professional learning. Refresh focus responsible citizen – link to global citizenship, eco work etc | <p>All staff</p> <p>AB lead RRS LD IS citizenship</p> <p>working party</p> | <p><u>Children's Rights and Wellbeing Impact Assessment.</u></p> <ul style="list-style-type: none"> Link to refreshed curriculum Flipped assemblies – current affairs Activism – link to responsible citizens focus | <p>Working party time</p> <p>Oct Inset</p> <p>2 x CAT</p> | |



Cramond Primary Renewal planning 2021 22

Nursery Renewal Planning 2021 22

Early Level lead HT Helen Donaldson

First Level lead PT Jay Cook

Second Level lead PT2 tbc

Whole school inclusion & GIRFEC overview DHT Anna H