

# 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

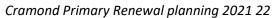
- Celebrating our Diversity
- Inclusive practice by all
- Equality in action
- Responsing to bullying & prejudice. Race Equality.



judgements

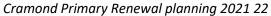


Renewal Theme 1	Teaching, Learning	& Assessment	Overall Responsi	bility HT DHT JC YN	
<ul> <li>All staff are continuing to develop</li> <li>All learners engage in a range of</li> <li>All learners are continuing to dev</li> <li>All learners make progress in the</li> <li>All staff are creative in using digit</li> </ul>	o relevant skills in the 4 as outdoor learning opportu elop the relevant digital s r learning, including thos al skills to make effective	unities skills to engage and enhance high se learners in need of personalised e and inspiring use of digital techn	aching Charter. Whole school quality learning, teaching and support & interventions. ologies enhancing leadership,	focus on DIFFERENTIATION & FEEDBACK	
NIF Priorities  Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people  Olivious Closing the attainment gap between the most and least disadvantaged children and young people  Olivious Closing the attainment gap between the most and least disadvantaged children and young people  Olivious Closing the attainment gap between the most and least of data Olivious Closing for continuous improvement Olivious Closing for continuous improvement Olivious Closing the attainment gap between the most and least of data Olivious Closing for continuous improvement Olivious Closing for con					
Tasks	Responsibility	Resources	Time	Progress & Impact	
<ul> <li>Digital Technology</li> <li>Digital skills self-evaluation</li> <li>Further develop school's digital strategy</li> <li>Empowered Learning project to transform learning at Cramond &amp; beyond</li> <li>Role of digital across all curricular areas, learners experience and staff toolkit for pedagogy and professional skills.</li> </ul>	Helen, PT2 & Yasmeen PT  All staff  Staff Digital YN learning working party – teach meets & Cluster  •	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 tea	4 x 2hours CAT  Staff personal CPD		
High Quality Learning & Teaching  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	Early lead HT H Donaldson First lead PT Jay Second lead YN Whole school inclusion & GIRFEC overview DHT Anna H	Edinburgh Learns Profession Learning Offer 2021-22 EL Assessment & Moderation Framework Edinburgh Learns Assessme Moderation Resources Edinburgh Learns Engaging Benchmarks Professional Le	2 x CAT (1 hour) Teach-meets to share EL learning with Attainment		



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<ul> <li>Staff to engage in 2 cluster moderation activities focusing on feedback (literacy/numeracy) using digital platforms (eg. OneNote)</li> <li>Lesson study approach – focus on feedback</li> </ul>	DHT AH lead PT JC lead	Edinburgh Learns Supporting     Teacher Judgement in the BGE     Professional Learning	Departmental moderation meetings x 3  Cluster CAT sessions x 2
<ul> <li>Numeracy</li> <li>Numeracy/mental agility – staff to engage in in-house and EL professional learning to enhance skills and confidence in SEAL &amp; mental agility. Staff continue CPA methods</li> <li>P5 Staff to engage in Numeracy &amp; Maths CLPL</li> <li>PSA training in SEAL supports and 6 Minute SEAL</li> </ul>	empowered grp lead Jay PT & P4 Helen HT Chris (P5) & Owen (P7) P1 Gillian K P2 Shona P3 Katherine P6 Tom	<ul> <li>Additional resources</li> <li>SEAL P1/2 Training (Sway)</li> <li>SEAL P3/4 Training (Sway)</li> <li>Supporting Learners with Additional Support Needs in Numeracy</li> </ul>	2 x CAT  In Service Day Time (Aug/ Oct/Jan)
<ul> <li>Reading, creative writing &amp; spelling – inhouse review of approaches to teaching reading to ensure pace, challenge and progression from P1-P7</li> <li>Listening &amp; Talking – develop Oracy skills to improve communication and discussion to enhance reading &amp; writing skills/depth.</li> <li>Modern Languages refresh &amp; refocus: L2 French, L3 German – consistency school</li> </ul>	DHT Anna Lead Yasmeen PT P7 Literacy working party incl. SfL P1 Rheona P2 Curly P3 Marie P4 Jen P5 David P6 Amy	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	2 x CAT  In Service Day Time (Aug/ Oct/Jan)
<ul> <li>Review, plan and deliver safe and effective outdoor learning opportunities, ensuring provision (including residential experiences) are regular, progressive and equitable</li> <li>Working party to draft position paper on outdoor learning, review with staff team (and learners) and revise</li> </ul>	All staff  Lead PT Jay P1 lain S P6 Amy PE Murray Amy lead – link to MF & Active schools	<ul> <li>Edinburgh Outdoor Learning         Team (Contacts)</li> <li>Link to Edinburgh Outdoor         Learning SORT resources</li> <li>Link to latest Edinburgh         Coronavirus Excursions Toolbox</li> <li>Link to Edinburgh Outdoor         Learning Phase 2 T&amp; L resources</li> </ul>	2 x CAT sessions  In Service day time (Aug & Jan)





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Renewal Theme 2	Health & Wellbeing	Overall Responsibility	DHT AH PSO TL YN

#### Outcomes

- 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

• Improvement in children and young people's health and wellbeing

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

#### Qls/Themes

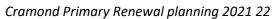
- 1.3 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning, Teaching & Assessment
- 2.4 Personalised Support
- 2.6 Transitions
- 3.1 Ensuring Wellbeing, Equality and Inclusion

Tasks	Responsibility	Resources	Time	Progress & Impact
Staff Health & Wellbeing  Continue to develop plans to support staff HWB and	All staff		Ongoing in response to	-
<ul> <li>identify time and space for staff to debrief regarding their own HWB - revisit as appropriate</li> <li>Staff Health &amp; Safety committee to meet regularly – issues raised and action taken</li> </ul>	Yasmeen Staff Chris P EIS Alastair PSO Tyne	Supporting Staff - Resources	need Working group	
Nurturing approaches Revisit the 4 key messages regarding renewal and HWB to ensure a consistent approach (focus on the 6 nurture principles)  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> <li>Supporting Learners -         Resources</li> <li>Supporting Anxiety         resources</li> <li>Additional HWB Resources</li> <li>A5 HWB booklet</li> <li>HWB Framework</li> <li>Classroom checklist &amp; CIRCLE</li> </ul>	In Service Day time (Aug)  2 x CAT  Parent Workshops	
<ul> <li>Restorative Practice Continue to develop PSA training</li> <li>Audit – identify staff learning needs</li> <li>Plan/deliver refresh training (all staff)</li> </ul>	All staff DHT AH PSO TL	PSA training resource & scenario training (ASL Services)	In Service Day time (Aug/Jan)	



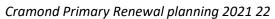
### Cramond Primary Renewal planning 2021 22

Resilience, relationships	s and rights respecting		Growing confidence materials	Aug & Oct	
Use of resilience programmers	g – whole school.			inset	
Flip assemblies – lear	ners leading & their voice	DHT lead	Paul Dix – both books		
<ul> <li>Friendship focus and</li> </ul>	emotional resilience embed	PSO lead		Review May	
into review of positiv	e behaviour – anti bullying,		Tackling racism & prejudice	Inset	
equality policy & pro	cedures – I Belong, I am	Amy Barr	materials from leadership of race		
included, I matter.	1	lead HWB	equality training.		
Nurture through nation	ure		equality training.		
<ul> <li>Trauma informed pra</li> </ul>	actice l	Lesley Davies			
<ul> <li>Rights respecting go</li> </ul>	ld level approach	lain Shewan			
<ul> <li>Consistency of staff a</li> </ul>	approach – increase				
expectations of and	positive reinforcement of				
expected behaviours					





Renewal Them	ne 3	Equalities		Overall	HT YN
				Responsibility	
Outcomes	<ul> <li>aspiration for all our children</li> <li>There is increased awareness amongs</li> <li>Ongoing implementation of revised s</li> <li>Improved reporting, recording and m</li> <li>Pupils say that incidents of bullying at</li> <li>Pupils feel confident to report bullyin</li> </ul>	t all staff of Equality and Diversit chool procedure for preventing a onitoring of incidents of bullying nd prejudice are dealt with effect g and prejudice n inclusive curriculum and decolo	and responding to bullying and prejudice. g and prejudice tively onised curriculum and what this looks like in practice		iity's
<ul> <li>Iiteracy an</li> <li>Closing the most and young per</li> <li>Improvem</li> </ul>	nent in attainment, particularly in nd numeracy ne attainment gap between the least disadvantaged children and ople nent in Children and Young Health and Wellbeing	<ul> <li>1.3 Strategic planning for continuous improvement</li> <li>1.5 Management of resources to support equity</li> </ul>			
	Tasks	Responsibility	Resources	Time	Progress & Impact
training (CECil	rtunities for staff to build on core L Equality and Diversity modules) S professional learning modules lity and Diversity Hub and/or	SLT All staff HT lead Yasmeen PT	<ul> <li>CECil Equality and Diversity Modules (Sharepoint)</li> <li>GTCS Equality and Diversity Hub:         <ul> <li>https://www.gtcs.org.uk/professional-update/equality-diversity-hub.aspx</li> </ul> </li> <li>Equalities Tile: Professional Learning section         <ul> <li>https://cityofedinburgheducation.sharepoint.</li> <li>com/sites/EdinburghLearns/Equalities/ ProfessionalLearning</li> </ul> </li> </ul>	WTA – 3 hours In Service Day time (PSAs)	
meeting n Link to ass Pupil voice Use of OU	ncils established – reps on rota monthly Monday with HT & DHT. semblies and working parties e in all working parties JR HIGOS & Learner Engagement VA – input from all stakeholders	All staff & School community  HT & DHT  PT level leads.		In Service Day time (Jan/May)	





Inclusive curriculum Provide opportunities for staff to develop their knowledge of an inclusive curriculum and decolonised curriculum what this looks like in practice.  Early Level lead HT Helen Donaldson First Level lead PT Jay Cook Second Level lead PT Yasmeen Naeem	Teaching staff  Equalities group to lead  Amy Barr lead Equity  Lesley Davies lain Shewan	See guidance for QI 2.2 Curriculum on SharePoint https://cityofedinburgheducation.sharepoint. com/sitesEdinburghLearns/Equalities/ InclusiveCurriculum  https://cityofedinburgheducation.sharepoint.com/sites /EdinburghLearns/Equalities/ ProfessionalLearning Equalities Newsletter (bi-monthly), Equalities Staff Reference Group	Working party time  1 CAT session	
Whole school inclusion & GIRFEC overview DHT Anna H  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  Consult with Pupil Equalities Group and Parent Council to review current antibullying policy and update in line with strengthened and revised authority procedure for 'Preventing and Responding	All staff  Equalities coordinator (Amy B), staff equalities group and pupil equalities group to lead  DHT overall lead	https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/Anti-bullying EHRC Using data to inform and evaluate anti-bullying strategies	By Dec 2021  Working party time  CPD x 1 hour (WTA)  In Service day time	
to Bullying and Prejudice', including tackling racist incidents  create a pupil friendly version, share with classes  Equalities Issues  Provide opportunities to raise awareness of equalities issues with the wider school community (pupils and parents)  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	Equalities coordinator (AB), staff, equalities groups (staff, pupil, parents)	Protected Characteristics Resources	(Oct)  Working party time	



Renewal The	me 4	4	Equity & Inclusion	Overall Responsibility	DHT Anna Hughes SfL PSO		
Outcomes	•	All staff are clear about their r	aff 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 relat					

- 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**

- 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

#### Qls/Themes

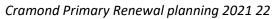
- 1.1 Analysis and evaluation of intelligence and data
- 1.3 Strategic planning for continuous improvement
- 1.5 Management of resources to support equity
- 2.3 Learning and engagement
- 2.3 Quality of teaching
- 2.5 Engaging families in learning
- 3.2 Attainment in literacy and numeracy
- 3.2 Overall quality of learners' achievement

Tasks	Responsibility	Resources	Time	Progress & Impact
Equity		Leadership for Equity CLPL offer (pg 9 of this		
Staff are clear about their role in	SLT	<u>document</u> )	WTA	
supporting the national drive for equity	All staff	• CEC 1 in 5 Top Tips for Schools		
and the closing of the poverty-related		<u>CEC Raising Awareness of Child Poverty document</u>		
attainment gap	DHT	Achieving Excellence and Equity 2021 National		
	PSO	Improvement Framework and Improvement Plan		
Implement PEF plan	JC 1st level			
	YN 2 <sup>nd</sup> level			
Equity – 1 in 5		CEC 1 in 5 Top Tips for Schools		
Ensure that sensitive action taken at all	DHT/Staff	<u>CEC Raising Awareness of Child Poverty document</u>	Working party	
levels to remove unintended barriers	Equity working	Leadership for Equity CLPL Offer  t	time	
(including financial) to participation,	group to lead	https://cpag.org.uk/scotland/CoSD/evaluation		
engagement and access to wider learning	AB	National Improvement Hub – Stirling Outcomes	In Service Day	
opportunities, in light of the increase in the	All staff	and Measures Toolkit	Time (Jan)	
number of families affected by poverty				
post-COVID 19.				



#### Cramond Primary Renewal planning 2021 22

<ul> <li>Staff Equity (1 in 5) group continue to review COSD, plan pupil consultation—create action plan</li> <li>Establish Staff/parent COSD group</li> <li>Establish pupil COSD group</li> <li>Inclusion</li> <li>Review arrangements for Nurture and Wellbeing using Principles of Inclusion</li> <li>Establish improvement actions required to support Wellbeing and Nurture</li> <li>Set out measurable targets for improvement based on attendance, attainment, achievement, exclusions and rights.</li> <li>Plan most effective use of covid recovery funding to target additional SfL teaching provision along with play therapy partnership with Sharon McGhee team.</li> </ul>	DHT PSO Yasmeen Aileen SfL & Catriona CR * Amy Alastair Marie Ali C Helen H Gayle Anna T	<ul> <li>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/     </li> <li>Included, Engaged and Involved Part 1</li> <li>https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/</li> <li>Edinburgh Learns Inclusion Hub         https://cityofedinburgheducation.sharepoint.com/sites/365CentralResources/inclusionhub/SitePages/Home.aspx     </li> <li>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&amp;file=Renewal%20Plan%20Page%20-%20Health%2C%20Wellbeing%20and%20Resilience1.docx&amp;action=default&amp;mobileredirect=true</li> </ul>	In Service Day time (Aug) SLT/SfL teacher & PSO meetings	
<ul> <li>UNCRC</li> <li>Ensure the UNCRC is fully taken into account</li> <li>Plan and identify next steps, including professional learning.</li> <li>Refresh focus responsible citizen – link to global citizenship, eco work etc</li> </ul>	All staff  AB lead RRS LD IS citizenship working party	<ul> <li>Children's Rights and Wellbeing Impact Assessment.</li> <li>Link to refreshed curriculum</li> <li>Flipped assemblies – current affairs</li> <li>Activism – link to responsible citizens focus</li> </ul>	Working party time Oct Inset 2 x CAT	



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

