

# ROSEBURN PRIMARY SCHOOL

School Renewal Planning

Session 2020-21





## Roseburn Primary School Renewal Plan Phase Two: Health, Wellbeing & Resilience August 2020

Renewal Aspect 3	Health, Wellbeing & Resilience	Overall Responsibility	HT Natalie Borrowman		
Outcomes	<p><b>Short term</b>            Staff are provided with appropriate CLPL and planned opportunities to debrief regarding their own HWB            Staff 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            The curriculum is adapted, through learner voice to meet the needs of our learners in a post-covid context</p> <p><b>Medium term</b>            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            All learners feel more resilient</p>				
<p><b>NIF Priorities:</b>            Improvement in children and young people's health and wellbeing</p>			<p><b>QIs/Themes</b>            1.3 Leadership of Change            2.2 Curriculum            2.3 Learning, Teaching &amp; Assessment            2.4 Personalised Support            2.6 Transitions            3.1 Ensuring Wellbeing, Equality and Inclusion</p>		
<b>Tasks</b>	<b>By Whom</b>	<b>Resources</b>	<b>Time</b>	<b>RAG</b>	<b>Progress &amp; Impact</b>
Opportunity to discuss experience / impact of COVID/ school closure  Create STAFF TEAMS	HWB group  All staff lead by SLT	Session 1 'Moving on, coming together: focus on our wellbeing'	June/ August 2020  INSET Day 1 10 Aug 20	R	<ul style="list-style-type: none"> <li>All staff engaged with Moving on Coming Together part 1</li> <li>Staff engagement with CLPL for HWB.</li> </ul>

<p>Provide CLPL to support staff HWB, to support their own HWB.</p> <p>Agree WTA and plan Collegiate activity time</p> <p>Provide CLPL to enable staff to feel more confident in supporting their learners. Share the 4 key messages regarding recovery and HWB to ensure a consistent approach;</p> <ul style="list-style-type: none"> <li>• <b>Reconnect relationships</b></li> <li>• <b>Acknowledge experiences</b></li> <li>• <b>Create a nurturing environment</b></li> <li>• <b>Support our learners to build resilience</b></li> </ul>		<p>'It's All About Relationships' Barnardo's (16mins)</p> <p>Working time agreement guidance Collegiate calendar</p> <p>Session 2 'Moving on, coming together</p>	<p>September 20</p> <p>INSET Day 2 11 August 20</p>	<ul style="list-style-type: none"> <li>• Whole school WTA</li> <li>• WTA confirmed 18 September 20</li> <li>• Collegiate calendar updated and agreed to December 20</li> <li>• NCCT agreed as one session 2.30hrs–time and place as appropriate</li> <li>• CAT sessions agreed as time and place when able to facilitate this</li> <li>• Key messages shared with staff and parents:</li> </ul>
<p>Audit strengths and needs to identify action points for health and wellbeing</p> <p>Use reflection questions to RAG current position with staff, learners and the wider community</p> <p>Re-establish relationships with partners and share key messages</p>	<p>All staff, learners, parents, partners</p>	<p>Pre covid HWB resources / supports and organisations</p>	<p>22 September CAT 1: HWB(SRP) 3.30-5pm</p>	<ul style="list-style-type: none"> <li>• Moving on Coming Together part 2 teaching staff and completion / RAG reflective questions</li> <li>• Regular RSPM meetings, views of Class Reps sought and communication increased</li> <li>• Completion of self-evaluation in COVID part1/2</li> <li>• All staff read and identify key messages in EL HWB framework</li> <li>• Identification of next steps</li> <li>• All staff complete HWB audit</li> <li>• Contact and sharing of key messages with EAL, S&amp;LT, EP, ASL Team, School Nurse. Active Schools coordinator, cluster colleagues and Out of School Care (OSCARS)</li> <li>• Continue to liaise with Edinburgh College, Local Community Links, Community Police, Wildlife Rangers</li> </ul>

<p>Identify key priorities from audit/ survey; Plan a whole school, responsive approach and identify short and medium outcomes to create strong consistent messages across the school community regarding the need to:</p> <ul style="list-style-type: none"> <li>• Reconnect relationships</li> <li>• Acknowledge experiences</li> <li>• Create a nurturing environment</li> <li>• Support our learners to build resilience</li> </ul>	<p>All staff and partners Learners Parents HWB group</p>	<p>Audit responses Learner participation resource How good is OUR school?</p>	<p>13 Oct 20 CAT 2: HWB AUDIT (SRP)</p> <ul style="list-style-type: none"> <li>• 3.30-5pm</li> <li>• Monthly reflection on progress</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil self-evaluation</li> <li>• Class Leadership Teams formed: Pupil Council, Equalities, Rights Respecters and ECO, JRSO,</li> <li>• Staff engagement with Golden Rules of Participation</li> <li>• Revisit Nurture themes</li> <li>• Building Resilience: Be Resilient Unit 0 engaged with</li> <li>• Rights Respecting Schools Silver Award</li>   <li>• Create Playground Development Group with staff, children and parents</li> <li>• Identify action from playground report</li> <li>• Meet to identify/ create `new/ replacement of short term/ long term playground equipment</li> <li>• Meet Julie Kelly to identify initial removal strategy</li> <li>• Liaise with PTA re fundraising</li> <li>• Pupil Council to create wish list from classes</li> </ul>
<p>Plan staff development opportunities to support necessary learning in relation to key priorities</p> <ul style="list-style-type: none"> <li>• PT to complete Nurture training</li> <li>• PSAs x 2 to attend Nurture training</li> <li>• Additional PSA to engage in Seasons4Growth</li> </ul>	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Partners</li> </ul>	<ul style="list-style-type: none"> <li>• WTA</li> <li>• CLPL opportunities</li> </ul>	<p>Term 1 ongoing</p>	<ul style="list-style-type: none"> <li>• Difficulties with accessing online learning</li> <li>• Nurture Training 23 April -4 sessions</li> </ul>
<p>Identify additional personalised support approaches which may be required</p>	<p>Pupil support/SFL/SLT ASL services Educational Psychologist</p>	<ul style="list-style-type: none"> <li>• Nurture guidance</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Updated the ASL school and class overview</li> <li>• Identified priorities</li> <li>• Identified planned interventions</li> <li>• Planned SFL timetable through a COVID lens</li> </ul>

	Partner agencies			
<ul style="list-style-type: none"> <li>• Develop whole school HWB progression plan; to include RSHP, Food Technology, Substance Abuse, PE, RRS, Building Resilience</li> <li>• Co-create a Class Charter for Learning - new routines and boundaries can be discussed and agreed to provide reassurance to allow learners to process the importance of new regulations</li> <li>• Link Class and school charter to Rights chosen by the children</li> </ul>	HT HWB focus group	<a href="https://rshp.scot/">https://rshp.scot/</a> Building Resilience Programme Rights Respecting Schools	August/ Sept 20 ongoing	<ul style="list-style-type: none"> <li>• Whole school HWB curriculum progression plans created</li> <li>• Staff engagement in HWB plans</li> <li>• All Staff engagement in Be Resilient Unit 0 as weekly focus</li> <li>• Whole school weekly focus on planned RSHP</li> <li>• Class charters created</li> <li>• Whole school focus on Right of the Week, shared via powerpoint</li> <li>• Weekly whole school Virtual Assembly featuring RoTW, French Phrase, Building Resilience</li> <li>• All class to have 3x sessions of HWB and 4x sessions outdoor learning</li> <li>• RRSA overview for year and powerpoints created for all Rights</li> <li>• Follow up activities for each right developed for Early, First and Second</li> </ul>



## Roseburn Primary School Renewal Plan Phase Two: Equity & Inclusion August 2020

Renewal Aspect	Equity and Inclusion		Overall Responsibility	HT Natalie Borrowman
Outcomes	<p>Short Term:</p> <ul style="list-style-type: none"> <li>The Senior Leadership Team and all teaching staff 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.</li> <li>Ensure that the planning of effective interventions and approaches is based on data and evidence.</li> </ul> <p>Medium Term:</p> <ul style="list-style-type: none"> <li>Implementation and ongoing evaluation of interventions through managing resources to support equity of access for all to learning, attainment and achievement post-COVID 19, particularly for those affected by poverty.</li> </ul> <p>Long Term:</p> <ul style="list-style-type: none"> <li><b>PRIMARY:</b> 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>): <a href="#">Table for Primary</a></li> </ul>			
<p><b>NIF Priority:</b></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> </ul>			<p><b>QIs/Themes</b></p> <p>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</p>	
<b>Tasks</b>	<b>By Whom</b>	<b>Resources</b>	<b>Time</b>	<b>RAG</b> <b>Progress &amp; Impact</b>
Opportunities for staff engagement in effective use of data to identify poverty related attainment gap post-COVID-19	HT SLT Class Teacher	<ul style="list-style-type: none"> <li>Post-COVID-19 attainment and achievement data at class and whole school level</li> </ul>	INSET DAY 1 10 Aug 20 INSET DAY 2 11 Aug 20	<p><b>R</b></p> <p><b>A</b></p> <p><b>G</b></p> <ul style="list-style-type: none"> <li>Class engagement (during lockdown) overview</li> <li>Class teacher transition meetings</li> </ul>

<p>Measurable outcomes set -relating to improvements in attainment or achievement for learners in SIMD 1 Identification of 'closing of the gap' learners (SIMD 1 and those in 2-5)</p>	<p>ASL team in school</p>	<ul style="list-style-type: none"> <li>Tracking and monitoring filtering by SIMD to determine the gap ( EdICT/ school-based systems).</li> <li>Professional dialogue with staff using the baseline data to inform the measurable targets.</li> <li><u>PEF Guidance</u></li> <li>Pupil Equity Funding: Plan 2020-21 - School Template</li> <li>CEC Pupil Equity Funding: Plan 2020-21 - School Template</li> </ul>	<p>Ongoing teacher reflection planning and tracking</p> <p>9 October Department meeting: assessment</p> <p>Tracking &amp; Monitoring of Assessment 27 Oct 20</p> <p>17 Nov 20 CAT 5: EDICT Training (SRP) 3.30-5pm</p> <p>Tracking and Planning Meetings Term 1 and Term 2 (SLT)</p> <p>ASL /class teacher/SfL meetings</p>	<ul style="list-style-type: none"> <li>Assessments: SWST p2-p7, PTM maths p2-p7, AR reading p4-p7, PM Benchmarking (p3)</li> <li>P1 phonological awareness</li> <li>SEAL assessment p1-p4</li> <li>Schofield and SIMs p4-p7 assessments</li> <li>Weekly pre-tests with spelling progression</li> <li>Use of school ASL overview – re wellbeing concerns, SIMD, FSM, ASL support needs</li> <li>Assessing and Planning for Learner progress class overviews (Planning to meet GAPS)</li> <li>See Roseburn CEC PEF plan Pupil Equity Funding: Plan 2020-21</li> </ul>
<p>Update existing audit information regarding inequity of digital access-act appropriately to ensure equity re blended learning model.</p>	<p>Digital Team</p>	<ul style="list-style-type: none"> <li>Table on pg 10 and paragraph on pg 15 of (<a href="#">Excellence and Equity During the COVID-19 Pandemic – A Strategic Framework for Reopening Schools, Early Learning and Childcare Provision in Scotland</a>)</li> <li>School Data from Digital Access Audit</li> </ul>	<p>Regular ASL/SLT updates</p> <p>Class Tracker Term 1 and Term 2 updated</p> <p>Audit update</p>	<ul style="list-style-type: none"> <li>GC to update the whole school/class digital audit for new session.</li> <li>Identify iPads for individual in event of blended learning</li> <li>Ipads distributed to SIMD/ ASL learners</li> </ul>





Planning the financial management of resources to support equity.	HT PTs	<ul style="list-style-type: none"> <li>• <a href="#">†</a></li> <li>• QI 1.5 CLPL for HTs and BMs (available from January 2021)</li> <li>• CEC Pupil Equity Funding: Plan 2020-21 - School Template</li> <li>• <a href="#">Challenge questions from HGIOS?4 QI 1.5</a></li> <li>• <a href="#">Improving School Empowerment through Self-Evaluation: A Framework for Local Authorities</a></li> </ul>	Weekly SLT Meetings	<ul style="list-style-type: none"> <li>• PEF Plan includes recruitment of additional PSA to support planned interventions</li> <li>• PEF plan includes purchase of 15 iPads, covers and charging towers</li> <li>• Additional maths workbooks, comprehension work books, phonics books for use in event of blended learning</li> <li>• Additional stationary packs created for each child</li> <li>• Provision of uniform support</li> <li>• Forest School funding for one learner</li> <li>• Additional reading books purchased and quarantine of returned books</li> </ul>
5. Identification of learners affected by poverty post-COVID-19 who may also experience disadvantage for other reasons eg Equity cohorts.	SLT All staff	<ul style="list-style-type: none"> <li>• <a href="#">Supporting Care Experienced Children and Young People through Covid 19 and its aftermath</a></li> <li>• <a href="#">Care Experienced Children and Young People 2020 – Self-evaluation toolkit for schools</a></li> <li>• <a href="https://education.gov.scot/improvement/learning-resources/supporting-">https://education.gov.scot/improvement/learning-resources/supporting-</a></li> </ul>	Termly	<ul style="list-style-type: none"> <li>• Shanarri wellbeing wheel self-evaluations see HWB and resilience SRP</li> <li>• Tracking and monitoring meetings</li> <li>• Parents Consultations/ Whatsapp/ physically distanced playground communication</li> <li>• CPMs on TEAMS/ provision /support for digital communication for parents</li> <li>• See Equalities SRP page</li> </ul>

		<a href="#">young-carers-in-education-during-covid-19/</a> <ul style="list-style-type: none"> <li><a href="#">Equalities Resources</a></li> </ul>		<ul style="list-style-type: none"> <li>Active and supportive RSPPs have engaged with sharing of wellbeing resources with parents,</li> <li>Termly Stage meetings</li> </ul>
<p>Establish or build upon existing family learning programmes- adapt to a COVID context</p> <p>Involve all stakeholders fully in self-evaluation to analyse impact of COVID 19.</p>	All staff	<a href="#">Engaging Parents and Families: A Toolkit for Practitioners (Family Learning)</a> 'How to' video clips created for parents. Post-COVID data gathered by the school to identify families	ongoing	<ul style="list-style-type: none"> <li>Continue to build on good school communication and relationship with parent community</li> <li>Develop 'How to videos' created/ and available on class teams</li> <li>Update website for class pages</li> <li>Help and information sheets created/available on website</li> <li>See HWB SRP (questionnaires, internal and external)</li> <li>Impact of opportunities for wider experiences</li> </ul>
Plan sensitively through COVID lens to remove all barriers to participation, engagement/ wider learning opportunities.	SLT	<a href="#">CEC 1 in 5 Top Tips for Schools</a> <a href="#">CEC Raising Awareness of Child Poverty document</a> Leadership for Equity CLPL (School Leaders, Class Teachers, PSAs/PSOs – available later in session 2020/21)	Ongoing throughout the year	<ul style="list-style-type: none"> <li>Fundraising is mindful of personal situations- participation and donation</li> <li>Rosebud Fund (PTA supported)</li> <li>OSCARS free place available to those supported by Rosebud fund</li> <li>Apply for wifi and iPads for SIMD learners</li> </ul>
Regular tracking dialogue meetings with all relevant staff on Quality Assurance calendar. Agree Quality Assurance Calendar Collegiate Calendar		WTA 20-21:	9 Oct 20 Department Meeting 1.15-2.15pm	<ul style="list-style-type: none"> <li>WTA completed</li> <li>Termly Tracking and Monitoring Meetings</li> </ul>

<p><b>Inclusion</b> Identify learners with specific learning difficulties with IEP/ CSPs; review/update targets.</p> <p>Monitor and identify learners for early interventions who may require/have previously required Sfl support at pathway 2 to facilitate early intervention and planning to address difficulties accessing learning.</p> <p>Termly review of progress towards IEP or CSP targets as part of multi-agency planning process.</p> <p>Closing the gap teacher (6/4 week block) PSAs and Sfl teacher.</p>	<p>Sfl staff ASL Service support as required</p>	<p><a href="#">Learning at home pathways to support AR&amp;R Guidance to Support Inclusion During Covid-19</a> <a href="https://education.gov.scot/parentzone/learning-at-home/covid19/supporting-children-with-additional-support-needs/">https://education.gov.scot/parentzone/learning-at-home/covid19/supporting-children-with-additional-support-needs/</a> <a href="https://www.callscotland.org.uk/home/">https://www.callscotland.org.uk/home/</a> <a href="https://www.gov.scot/publications/coronavirus-covid-19-support-for-continuity-in-learning/">https://www.gov.scot/publications/coronavirus-covid-19-support-for-continuity-in-learning/</a> Planning for Learning part 3: Individualised educational programmes (IEPs) <a href="https://education.gov.scot/parentzone/Documents/CfEbriefing1.3.pdf">https://education.gov.scot/parentzone/Documents/CfEbriefing1.3.pdf</a></p>	<p>Support and Strategies meetings</p> <p>CPMs Ongoing</p>	<ul style="list-style-type: none"> <li>• SLT meetings with EP, S&amp;LT, School Nurse, cluster meeting with ASL leader</li> <li>• Liaised with Forest Schools</li> <li>• Email dialogue with EAL</li> <li>• ASL Early Team support (p1)</li> <li>• Appropriate HS staff / EY staff, HV, and CAHMS liaison/transition</li> <li>• Support for children on part time timetables, flexi schooling and home learning- ongoing communication with parents and team around children</li> <li>• Updates to targets and action arising from CPMs and Strategies and Support meetings. Meetings on TEAMS</li> </ul>
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## Roseburn Primary School Renewal Plan Phase Two: Equalities August 2020

Renewal Aspect	Equalities	Overall Responsibility	HT Natalie Borrowman,		
Outcomes	<p>Short Term:</p> <ul style="list-style-type: none"> <li>The Senior Leadership Team and all staff use Equalities data and other information effectively to inform planning</li> <li>There is increased awareness amongst all staff of Equality and Diversity</li> <li>There is increased awareness amongst all staff of an Inclusive Curriculum</li> </ul> <p>Medium Term:</p> <ul style="list-style-type: none"> <li>Review and implementation of revised school procedure for preventing and responding to bullying and prejudice.</li> <li>Improved reporting, recording and monitoring of incidents of bullying and prejudice</li> <li>Pupils say that incidents of bullying and prejudice are dealt with effectively</li> <li>Pupils feel confident to report bullying and prejudice</li> <li>Staff have shared understanding of an Inclusive Curriculum and what this looks like in practice</li> </ul> <p>Long Term:</p> <ul style="list-style-type: none"> <li>Reduction in number of reported and recorded incidents of bullying and prejudice</li> <li>Improved pupil health and wellbeing.</li> </ul>				
<p><b>NIF Priority:</b></p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people</li> </ul>		<p>QIs/Themes</p> <ul style="list-style-type: none"> <li>QI 1.1 Analysis and evaluation of intelligence and data</li> <li>QI 1.2 Impact of career-long professional learning</li> <li>QI 1.3 Developing a shared vision, values and aims relevant to the school and its community</li> <li>QI 1.4 Building and sustaining a professional staff team</li> <li>QI 2.2 Development of Curriculum</li> <li>QI 3.1 Wellbeing</li> <li>QI 3.1 Inclusion and Equality</li> </ul>			
<b>Tasks</b>	<b>By Whom</b>	<b>Resources</b>	<b>Time</b>	<b>R A G</b>	<b>Progress &amp; Impact</b>
Identify Equalities Co-ordinator	HT	Class and whole-school pupil Equalities data: race/ethnicity,			<ul style="list-style-type: none"> <li>HT is identified and trained as Equalities coordinator</li> </ul>

<p>Establish baseline data to inform Leadership and Management</p> <p>Provide opportunities for staff engagement in effective use of data to deepen knowledge of school community.</p>	<p>SLT Class Teacher</p> <p>EdICT</p>	<p>religion/belief, disability, gender (sex) Records of incidents of bullying and prejudice (SEEMiS custom report from Bullying and Equalities Module)</p> <p>Pupil wellbeing survey data 2019 and 2021 (Growing Confidence – primary; Pupil Wellbeing Survey).</p> <p>Professional dialogue with staff using the baseline data.</p>	<p>26 Oct 20 INSET 3 Equalities Training</p> <p>27 Oct 20 CAT 3: Assessment - Tracking and Monitoring (SRP) 3.30-5pm</p> <p>17 Nov 20 CAT 5: EDICT Training (SRP) 3.30-5pm</p>	<ul style="list-style-type: none"> <li>• Updated ASL class overviews</li> <li>• Reviewed procedures for recording/ identifying following up 'racist incidents'</li> <li>• Records of incidents of bullying and prejudice updated and reviewed</li> <li>• Whole staff engagement with Equalities Training Session 1</li> <li>• Planning and Tracking meetings</li> <li>• Stage Meetings</li> <li>• CLPL Professional Learning on EdICT</li> </ul>
<p>Establish Pupil Equalities class Leaders.</p>	<p>HT/Equalities Group</p>	<p>Guide to support establishing Pupil Equalities Group</p>	<p>Sept 20</p>	<ul style="list-style-type: none"> <li>• Pupil Equalities Group elected and established</li> <li>• Parent volunteer / Equalities lead/ teacher</li> </ul>
<p>Consult with pupil Equalities Group and RS Parent Partnership to review school Equalities and Anti-bullying procedure, in line with CEC for 'Preventing and Responding to Bullying and Prejudice', including tackling racist incidents.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Strengthened C&amp;F Procedure for Preventing and Responding to Bullying and Prejudice (available end Oct. 2020)</p>	<p>INSET Day 3 26 October</p> <p>1 Dec 20</p>	<ul style="list-style-type: none"> <li>• Equalities Policies, and Procedures reviewed and update with staff/ parents/ and Equalities group</li> <li>• Anti-bullying Policies and Procedures reviewed and update</li> </ul>

<p>Provide opportunities for staff engagement with revised school Equalities and Anti-bullying policy, including tackling racist incidents, to support effective implementation.</p>		<p>Supplementary guidance on tackling racist incidents (available end Oct. 2020)</p> <ul style="list-style-type: none"> <li>Exemplar school procedure (available end Oct. 2020)</li> </ul> <p><a href="#">Equalities - Anti-bullying</a>  Training for school Equalities Co-ordinator on procedure and dealing with racist incidents (Nov/Dec. 2020)  <a href="https://www.equalityhumanrights.com/en/advice-and-guidance/how-can-we-stop-prejudice-based-bullying-schools">https://www.equalityhumanrights.com/en/advice-and-guidance/how-can-we-stop-prejudice-based-bullying-schools</a></p>	<p>CAT 6: Anti Bullying (SRP)</p>		<p>with staff/ parents/ and pupil Council group</p> <ul style="list-style-type: none"> <li>Pupil friendly equalities policy booklet created/ to share with pupils and staff</li> <li>Equalities feedback from pupils shared with QIEO</li> <li>Pupil friendly anti bullying policy booklet created/ to share with pupils and staff</li> <li>RSH curriculum / RRSA in class and at whole school assemblies</li> <li>Anti Bullying Assemblies/ anti bullying week</li> <li>Parent focus group</li> <li>HT completed Equalities Training</li> <li>HT completed Respect Me Training</li> </ul>
<p>All staff complete required Equality and Diversity training  Promoted staff complete additional Equality and Diversity training</p>	<p>All staff  SLT</p>	<p>CECiL Equality and Diversity modules  Professional Learning</p>	<p>INSET DAY 3  26 October  20</p>		<ul style="list-style-type: none"> <li>All staff engagement in equalities training</li> <li>Engagement with CECiL Equality and Diversity modules</li> <li>Diversity in the library; audit, additional books, pupil voice</li> </ul>
<p>Audit teaching of black history and culture across the curriculum</p>		<p>Inclusive Curriculum Resource database</p>			<ul style="list-style-type: none"> <li>Action from audit</li> <li>Black History Assembly</li> </ul>



## Roseburn Primary School Renewal Plan Phase Two: Learning, Teaching & Assessment August 2020

Renewal Aspect 4	Learning, Teaching & Assessment	Overall Responsibility	HT Natalie Borrowman Digital Learning Strategy Team Elaine Reid, Graeme Carson, Tim Parkinson
Outcomes	<p><b><u>Short-Term</u></b> The school has a clear BGE curriculum rationale for adaptation and renewal, including a focus on digital and outdoor learning. All staff are developing the relevant digital skills to deliver learning, teaching and assessment via an online platform. All learners engage with a blended learning model.</p> <p><b><u>Medium-Term</u></b> The school has additional digital resource to meet their needs for blended learning. All learners are developing the skills to access learning via digital when learning at home. All staff are developing the skills and knowledge to plan and deliver high quality learning, teaching and assessment for a blend of face-to-face and remote learning. All learners make expected progress in their learning</p>		
<b>NIF Priorities:-</b> <ul style="list-style-type: none"><li>• Improvement in attainment, particularly in literacy and numeracy</li><li>• Closing the attainment gap between the most and least disadvantaged children and young people</li></ul>		<b>QIs/Themes</b> <ul style="list-style-type: none"><li>QI 1.1 Analysis and evaluation of intelligence and data</li><li>QI 1.3 Strategic planning for continuous improvement</li><li>QI 2.2 Rationale and design</li><li>QI 2.2 Learning pathways</li><li>QI 2.3 Learning and engagement</li><li>QI 2.3 Quality of teaching</li><li>QI 2.3 Effective use of assessment</li><li>QI 2.3 Planning, tracking and monitoring</li><li>QI 2.4 Universal support</li><li>QI 2.4 Targeted support</li></ul>	

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	R A G	Progress & Impact
<p>Carry out Digital Access Audit to assess strengths and needs in relation to learning and teaching.</p> <p>All classes on Microsoft Teams (April 20) to add p1 August 20</p> <p>Upload home learning grids to school website and communicate to parents.</p> <p>Establish Outdoor Learning capacity, as an aspect of a Blended Learning Model</p>	<p>Stakeholders complete relevant audit</p> <p>SLT/H&amp;S Group/Class teacher</p> <p>Graeme Carson/ Class teachers</p>	<ul style="list-style-type: none"> <li>Digital Access Audit</li> <li>Digital Tools Audit</li> <li>Link to Digital Learning and Teaching Self-Evaluation</li> <li>Link to Outdoor Learning Risk Assessments and other Phase 1 Outdoor Learning Resources</li> </ul>	<p>April 2020</p> <p>September 2020</p>		<ul style="list-style-type: none"> <li>Initial Digital Access Survey carried out April 2020</li> <li>Digital Tools Audit carried out June 2020</li> <li>Digital RACI Group ER, GC, TP</li> <li>Begin to move our school server contents to Microsoft Teams so all files can be accessed remotely.</li> <li>Update Digital Strategy, and Digital progression plans</li> <li>Additional iPads boxes to develop engagement with TEAMS and Microsoft 365</li> <li>Outdoor Learning Boxes resources and created</li> <li>Resource activity cards</li> </ul>
<p>Plan outdoor learning opportunities</p> <p>Access/deliver appropriate professional learning and resources to support this.</p>	<p>Class Teacher/ PSA</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>Edinburgh Outdoor Learning Team (Contacts)</li> <li>Link to Edinburgh Outdoor Learning Phase 2 resources</li> </ul>	<p>September and ongoing</p>		<ul style="list-style-type: none"> <li>Outdoor learning boxes and overviews created</li> <li>PSA remit /role established</li> <li>Identify CLPL professional learning</li> <li>Engagement in outdoor learning with Active school's coordinator</li> <li>Share and engage with plans for outdoor learning boxes</li> </ul>



Curriculum rationale Communicate the school phased curriculum, teaching, learning and assessment rationale to school community.	HT All stakeholders	<ul style="list-style-type: none"> <li>Curriculum Rationale Guidance</li> <li>Link to Level 5 Illustration QI 2.2 Theme 1 HGIOS4?</li> <li>Link to Edinburgh Phase 2 Outdoor Learning Vision and Rationale</li> </ul>	3 Nov 20 CAT 4: Digital Learning Strategy (SRP) 3.30-5pm		<ul style="list-style-type: none"> <li>Update Curriculum Rationale through COVID Lens, with all staff and share school community</li> <li>Twice weekly HT weekly news updates</li> <li>Weekly HT 'Catch Up' video</li> <li></li> </ul>
Apply the school's curriculum rationale to plan Teaching and Learning approaches for a blended learning model, faced-to-face (in-school), digital and outdoor learning.  Create Blended Learning Strategy	HT All staff	<ul style="list-style-type: none"> <li>Blended Learning Teaching and Learning Guidance</li> <li>Sample Blended Learning Strategy</li> <li>Sector specific blended learning case study videos</li> </ul>	CAT session T,L &A		<ul style="list-style-type: none"> <li>Unbundling of the curriculum</li> <li>Progressive plans completed for HWB, Literacy (writing) and Numeracy and Maths</li> <li>Using plans to create activities for home learning (use of retrieval practice) and class learning</li> <li>Blended Learning Strategy ongoing/ created</li> <li>Training / Upskilling staff, children in use of TEAMS</li> </ul>
Ensure all learners can access learning and teaching remotely (technology, skills to access learning etc.) – use Digital Access audit information to identify priority actions.	Home Learning Lead/Digital Learning) NB	<ul style="list-style-type: none"> <li>Home Learning Lead / Digital Learning Lead / Digital Learning Coordinator</li> <li>Office 365 and other relevant digital tools</li> </ul>	26 Oct 20 INSET 3 Digital Skills Workshops/ skills progression overview		<ul style="list-style-type: none"> <li>Digital Access audit information has been updated to identify priority actions</li> <li>In class opportunities for learners to upskill/ access learning and teaching on digital platform</li> </ul>
Access/deliver appropriate professional learning for staff– use audit information to identify priority actions.	All staff  Digital Learning Lead/ Digital Learning Coordinator	<ul style="list-style-type: none"> <li>EdinburghLearns@Home Digital Professional Learning</li> </ul>	26 Oct 20 INSET 3 Digital Skills Workshops 1pm-3pm		<ul style="list-style-type: none"> <li>Opportunities for staff to engage in digital workshops to ensure they have the digital skills</li> <li>Staff to opt in to appropriate professional digital learning</li> </ul>

<p>Access/deliver appropriate professional learning for all staff to ensure they have the skills to deliver high quality remote learning, teaching and assessment within a Blended Learning Model.</p>	<p>All staff Home Learning Lead /Digital Learning Coordinator</p>	<ul style="list-style-type: none"> <li>Edinburgh Learns Professional Learning (self-directed and/or led by EL T&amp;L Team)</li> </ul>	<p>3 Nov 20 CAT 4: Digital Learning Strategy (SRP) • 3.30-5pm</p>	<ul style="list-style-type: none"> <li>Staff audit identified individual professional learning for all staff</li> <li>Digital skills workshops</li> <li>Staff engagement in digital learning to ensure they have the digital skills to deliver high quality remote learning, teaching and assessment</li> <li>Digital team creating 'How to video' / narrated powerpoints for staff/ parents</li> <li>Self-directed professional learning</li> </ul>
<p>Update distributed Leadership policy to take account of PRDs and identify area of leadership. Allocate areas of leadership for probationers</p>	<p>All staff</p>	<ul style="list-style-type: none"> <li>Distributed Leadership Policy</li> </ul>	<ul style="list-style-type: none"> <li>September 20</li> </ul>	<ul style="list-style-type: none"> <li>Updated September 2020</li> </ul>