

ST ANDREW'S FOX COVERT RC PRIMARY

School Renewal Plan 20-21



■ PEF related priority

■ Learning Beyond the Classroom (LBtC) related priority

■ Cluster improvement priority

LEARNING, TEACHING AND ASSESSMENT (LED BY YELLOW HOUSE)



NIF AREA	HGIOS 4 Quality Indicator(s)
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children and young people <input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<p>1.5.2 Management of Resources and Environment for Learning 2.2.1 Curriculum: Rationale and Design 2.2.3 Curriculum: Learning Pathways 2.3.1-4 Learning, Teaching and Assessment</p>
<p>Overall Responsibility: Rebecca Favier (HT) supported by R Quinn (DO Literacy), A Kelly (DO Numeracy) and Andrew Bradshaw (Principal Officer Outdoor Learning)</p>	

<p>Outcomes (by September 2020)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> LBTc is a weekly (minimum) progressive and curriculum-led experience for all learners <input type="checkbox"/> all stakeholders contribute to the rationale, design and ongoing development of the curriculum; everyone understands what the school is trying to achieve through its curriculum rationale <input type="checkbox"/> all teaching staff use MS365 to plan, share and assess home (blended) learning <input type="checkbox"/> all teaching staff use MS365 to share weekly intended learning with pupils/ parents/ carers <input type="checkbox"/> all teaching staff interrogate regularly insight data from MS365 to track learner engagement in home learning <input type="checkbox"/> all teaching staff are using the school's planning and progression guidance accurately; the principles of curriculum design (20/21 version) are evident in all aspects of planning
<p>Outcomes (by October 2020)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> all learners engage with MS365 to access home (blended) learning tasks (where wifi/ devices are required these have been issued) <input type="checkbox"/> all learners and families have engaged with acceptable IT use policy <input type="checkbox"/> processes for reporting to parents are manageable (MS365) and very effective in informing improvements in learning and teaching <input type="checkbox"/> pupils are using new Meta Skills Progression to promote their learning; learning powers are embedded in all classrooms and in planning and assessment <input type="checkbox"/> all learners have engaged with the Achievement Map (developed session 19/20) and can talk about their achievements
<p>Outcomes (by June 2021)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 100% of staff report tracking and monitoring procedures (EDICT) are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and those who are care experienced <input type="checkbox"/> all teachers have well-developed skills of data analysis which are focused on improvement <input type="checkbox"/> our Learning and Teaching Policy (developed session 19/20) is embedded; the 'clipboard' is a key feature of classroom life <input type="checkbox"/> our Learning and Teaching Policy is expanded to include Assessment Policy and Procedure <input type="checkbox"/> the school's developments toward LBTc Gold Award (see criteria below) are completed: Award Achieved

EQUALITIES, EQUITY AND INCLUSION (LED BY BLUE HOUSE)

NIF AREA	HGIOS 4 Quality Indicator(s)
<input checked="" type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children and young people <input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school-leaver destinations for all young people	1.1.2 Analysis and evaluation of intelligence and data 1.3.2 Strategic planning for continuous improvement 1.4.2 Building and sustaining a professional staff team 1.5.2 Management of resources and environment for learning 2.1.2 Arrangements to ensure wellbeing 2.4.3 Removal of barriers to learning 2.7.2 Collaborative learning and improvement 3.1.3 Inclusion and equality
Overall Responsibility: Rebecca Favier (HT and Equalities Coordinator) supported by all staff	

Outcomes (by September 2020)	<input type="checkbox"/> all teaching staff have focused attention on monitoring and evaluating learning and teaching and children's achievements; ACEL/ Achievement and Pathway data has been interpreted and prepared and tracking meetings have been conducted <input type="checkbox"/> pupils in key equity groups are known to staff and their attainment and achievements are closely planned for and monitored; these groups include <ul style="list-style-type: none"> • the 25 pupils living in SIMD 1 and 2 and the 18 pupils in receipt of school meals • the care experienced cohort • the pupils who are experiencing 'hidden poverty' • the 8 pupils who are assessed/ declared disabled • the male/ female cohorts • the pupils who identify as Non-Catholic/ Christian • the 4 pupils who are refugees/ asylum seekers • the 18 pupils who have attendance <85% • the 43 pupils for whom language (EAL) may be a barrier to accessing learning/ school life <input type="checkbox"/> all interventions in place to raise attainment and achievement are implemented and data informed (SEE PEF 20/21 Planner) <input type="checkbox"/> The School's Poverty Proofing Policy is implemented effectively <input type="checkbox"/> Pupil Equalities (P6 and P7 pupils in the Blue House is established)
Outcomes (by October 2020)	<input type="checkbox"/> completion St Andrew's version of Pupil Wellbeing Survey (using MS Forms) demonstrates a positive upwards trend from 19/20 data <input type="checkbox"/> staff have engaged with CEC Dyslexia materials <input type="checkbox"/> all learners engage with MS365 to access home (blended) learning tasks (where wifi/ devices are required these have been issued) <input type="checkbox"/> all learners have engaged with the Achievement Map (developed session 19/20) and can talk about their achievements <input type="checkbox"/> all learners, staff and parents have revisited/ updated the School's 2020 Anti-Bullying Policy including anti-racist actions (adult and pupil versions); all incidents are recorded as per CEC policy <input type="checkbox"/> in order to develop their understanding all staff have accessed and completed <ul style="list-style-type: none"> • the CECiL Equalities and Diversity modules • the GTCS Professional Learning Modules (1 and 2) • the Equalities and anti-racism resources published by the EIS
Outcomes (by June 2021)	<input type="checkbox"/> 100% of staff report tracking and monitoring procedures (EDICT) are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and those who are care experienced; all teachers have well-developed skills of data analysis which are focused on improvement <input type="checkbox"/> our curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance <input type="checkbox"/> our learners are knowledgeable about equalities and inclusion; they feel able to challenge discrimination, xenophobia and intolerance when they come across it <input type="checkbox"/> staff have engaged with our team book study 'White Fragility: Why it's so Hard for White People to Talk about Racism' by Robin Diangelo <input type="checkbox"/> staff have engaged in a partnership project with CERES (Edinburgh University) to <ul style="list-style-type: none"> • build an inclusive, de-colonialised curriculum; to have risk assessments in place to ensure our curriculum and learning teaching is free from cultural appropriation • understand the difference/interface between prejudice, discrimination and oppression • have and informed understanding of systematic vs. systemic oppression • understand the term intersectionality • understand the difference/interface between race and ethnicity • be less likely to commit racial micro aggressions

PRIORITY 3 WELLBEING AND RESILLIENCE (Led by the Green House Priority)

NIF AREA	HGIOS 4 Quality Indicator(s)
<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children and young people <input checked="" type="checkbox"/> Improvement in children and young people’s health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<ul style="list-style-type: none"> 1.4.3 Leadership and Management of Staff: Staff wellbeing and pastoral support 2.1.2 Safeguarding and Child Protection: Arrangements to ensure wellbeing 2.2.1 Curriculum: Rationale and Design 3.1.1 Ensuring Wellbeing, Equality and Inclusion: Wellbeing 3.1.2 Ensuring Wellbeing, Equality and Inclusion: Fulfilment of statutory duties 3.1.3 Ensuring Wellbeing, Equality and Inclusion: Inclusion and equality
<p>Overall Responsibility: Rebecca Favier (HT) supported by M Brannan (PT), Andrew Bradshaw (Principal Officer Outdoor Learning) and supported by all staff</p>	

Outcomes (by September 2020)	<ul style="list-style-type: none"> <input type="checkbox"/> Edinburgh Learns ‘Inclusion’ and ‘Health and Wellbeing’ Frameworks are embedded <input type="checkbox"/> all stakeholders promote a climate where children and young people feel safe and secure <input type="checkbox"/> all staff and partners model behaviour which promotes and supports the wellbeing of all <input type="checkbox"/> all staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague <input type="checkbox"/> staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life <input type="checkbox"/> staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about <input type="checkbox"/> outdoor spaces are used effectively to promote positive relationships and wellbeing; staff take account of research linking benefits of outdoor learning and green space with wellbeing <input type="checkbox"/> all stakeholders contribute to the rationale, design and ongoing development of the curriculum; everyone understands what the school is trying to achieve through its curriculum rationale <input type="checkbox"/> all pupils have revised and developed their understanding of the wellbeing indicators (SHANARRI Week)
Outcomes (by October 2020)	<ul style="list-style-type: none"> <input type="checkbox"/> all staff have engaged in bespoke, supportive wellbeing CPD offered by the Hive of Wellbeing; staff feel supported in their own wellbeing (Staff Wellbeing Questionnaire) <input type="checkbox"/> all learners feel listened to, reassured and supported (Pupil Wellbeing Questionnaire) <input type="checkbox"/> all partners and services have been reconnected with school
Outcomes (by June 2021)	<ul style="list-style-type: none"> <input type="checkbox"/> Staff, pupils and parents understand the 6 principles of nurture <input type="checkbox"/> our whole learning community has a shared understanding of wellbeing and the children’s rights <input type="checkbox"/> all staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion (including Edinburgh Pathways) <input type="checkbox"/> all staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people

PRIORITY 4 Our Common Home (Learning for Sustainability) Led by the Red House

NIF AREA	HGIOS 4 Quality Indicator(S)
<ul style="list-style-type: none"> <input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children and young people <input checked="" type="checkbox"/> Improvement in children and young people’s health and wellbeing <input checked="" type="checkbox"/> Improvement in employability skills and sustained, positive school-leaver destinations for all young people 	<ul style="list-style-type: none"> 1.2.2 Leadership of Learning: Impact of Career-Long Professional Learning 2.2.1 Curriculum: Rationale and Design 2.2.2 Curriculum: Development of The Curriculum 2.2.4 Curriculum: Skills for Learning, Life and Work 2.7.1 Partnerships: The Development and Promotion of Partnerships 2.7.2 Partnerships: Collaborative Learning and Improvement 3.1.1 Ensuring Wellbeing, Equality and Inclusion: Wellbeing 3.3.4 Increasing Creativity and Employability: Increasing Employability Skills
<p>Overall Responsibility: Rebecca Favier (HT) supported by all staff</p>	

<p>Outcomes (by December 2020)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> our shared understanding of ‘achievement’ is embedded; all pupils have recognised achievements and can talk about their achievements <input type="checkbox"/> Primary 6 and Primary 7 pupil achievement through the Pope Francis Faith Award is embedded <input type="checkbox"/> all pupils recognise their role in driving forward school improvement <input type="checkbox"/> all pupils understand how their achievements help them develop skills for life, learning and work <input type="checkbox"/> the Primary 7 My World of Work Transition topic is embedded
<p>Outcomes (by June 2021)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> the impact of children and young people’s achievements on our local community and global partner school are captured; learners’ achievements in and out of school are recorded and recognised <input type="checkbox"/> the new R.C. Sacramental routes and curriculum have been established meaningfully <input type="checkbox"/> curriculum has a strong focus on developing the skills our learners will need in the world of work; our Work Skills Week has had impact <input type="checkbox"/> curriculum has a strong focus on developing the skills our learners will need in the world of work; our meta skills progression has had impact <input type="checkbox"/> Laudato Si School Status has been established; Learning for Sustainability is embedded across our curriculum

Appendix 2: LoTC Gold Criteria

1. The organisation has a stated commitment to providing and developing learning outside the classroom experiences for all pupils	2. The organisation plans learning effectively	3. The organisation makes good use of all available resources in designing and delivering LoTC	4. The organisation effectively monitors and evaluates the impact of LoTC	5. The organisation manages risk and the perception of risk effectively	6. The organisation is actively engaged in promoting the benefits of LoTC
A 'whole organisation' approach to LoTC is outlined in the organisation's mission statement and in any promotional materials.	LoTC is fully integrated into the organisation improvement / development plan and all curriculum and learning plans.	Full, innovative and imaginative use is made of any grounds.	In addition to evaluating academic progress, the organisation has procedures in place to monitor less tangible outcomes, e.g. behaviour, level of engagement, confidence.	A robust LoTC policy is in place covering activities both on and off site.	A regular update of LoTC activities and the motives behind them is sent to parents, governors and community partners.
A named person/team is responsible for overseeing LoTC delivery and development.	LoTC is fully integrated in all parts of the curriculum.	The surrounding area and community facilities are regularly used to facilitate LoTC.	Records are kept of improvements in all areas and these are communicated to parents and governors, both as statistics and case studies.	Standard risk benefit assessments are in place for all types of activity.	Achievements are celebrated throughout the organisation population.
A creative approach to curriculum interpretation is instilled in all teaching staff through induction and ongoing CPD. All new teaching staff (not just NQTs) are given a full LoTC induction with LoTC mentoring available in their first year.	LoTC is designed with specific learning outcomes in mind.	The organisation has strong links with the local community, including parents, families and other organisations and exploits these links to facilitate LoTC.	Each pupil's LoTC development is planned and monitored, records are used in evaluating the success of LoTC activities.	There is a blanket parental consent in place for low-risk off site activities as part of the normal school day.	Staff members participate in LoTC networks to support other organisations in improving their LoTC provision.
Staff are supported to engage with LoTC and regular training and/or mentoring is provided.	A range of different age and ability appropriate activities and experiences are provided.	The organisation has strong links with local businesses and other organisations, and those further afield, in order to widen the LoTC opportunities available.		There is an appointed Educational Visits Coordinator or other nominated teacher to ensure effective risk management on out of school LoTC experiences.	The organisation contributes to wider LoTC CPD & education, e.g. by providing case studies to the LoTC website, LoTC newsletter or other relevant media, joining LoTC as a member school, etc.
Parental engagement is actively sought; parents are kept up to date with LoTC development and activities.	Full use is made of all LoTC activities and experiences through effective preparation and follow up work	The organisation ensures that all pupils have suitable clothing available so that weather is not a barrier to LoTC.		Effective use of preliminary visits is made to support creating good risk management plans	
Inclusive frequent, continuous and progressive LoTC is available to all pupils.	There is a gradual and continual progression in the level of challenge involved, tailored to each pupil and planned across subject areas	The organisation ensures that all staff have access to ongoing CPD opportunities to develop their skills.		Staff undergo regular training and collaborate effectively in writing risk management plans.	
LoTC Policies aim to ensure that no pupil is excluded from any LoTC activity.	Where external providers are used the organisation ensures that the educational quality and risk management level is appropriate; for example by checking for accreditation such as the LoTC Quality Badge.			Staff understand the principle of risk benefit assessment and policies, plans and generic risk assessments reflect this	
LoTC is fully integrated into all subject policies.	Good practice in LoTC is informed by external advice and support.				
LoTC guidance documents are available to teachers all activities and subjects.					
LoTC is highlighted at every opportunity as an important part of delivering the curriculum					

How are we going to make our school even better?

School Improvement Plan for Pupils 2020/2021

Yellow House Priority

We are developing skills and attitudes that support us to take responsibility for aspects of our own learning

Our learning is supporting us to increase our digital skills; we have access to a range of modern digital technology which we use in our learning

Blue House Priority

No-one in our school feels discriminated against because of their age, gender, ethnicity, religious belief or disability.

Our school is welcoming and everyone feels that they belong here. All pupils have opportunities to make friends and feel part of a group.

Green House Priority

Our learning about health and wellbeing takes account of where we live and what problems and challenges we face within our community. The learning is relevant for children and young people at each different stage.

Our learning is helping us to develop skills to meet challenges and manage change. We are learning how to cope when we have a difficult time and understand that with the right support it may be possible to move on and be happier in the future.

Red House Priority

We understand the importance of sustainability. We actively support this through recycling a wide range of materials. We do our best to reduce waste and encourage active travel to school.

We are aware of the types of skills needed for different jobs in the future. We know why these are important and we get opportunities to apply these skills in different ways.

How will you have your say and improve St Andrew's?

