

ST ANDREW'S FOX COVERT RC PRIMARY



School Renewal Plan 21-22

How does St Andrew's Fox Covert RC Primary enable the 2050 Vision for Edinburgh to ensure a fairer, healthier, greener future for everyone where learning for life happens at home, in school, in the wider community and in the workplace.



■ PEF related priority

■ Cluster improvement priority

PRIORITY 1 HEALTH, WELLBEING AND RESILIENCE



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) and Catherine Smith (BM) and supported by all staff</p>	

<p>Outcomes (by September 2021)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Edinburgh Learns 'Inclusion' and 'Health and Wellbeing' Frameworks are revisited by all staff <input type="checkbox"/> our new staff 'Wellbeing and Dignity at Work Policy' is evident in the life of the school <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 (SHANARRI Week) <input type="checkbox"/> our whole learning community has a shared understanding of wellbeing and the children's rights <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 post Covid; 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) <input type="checkbox"/> ensure FM initiated statutory compliance testing and maintenance, and workplace inspections, are up to date. <input type="checkbox"/> ensure an appropriate school wide focus on H&S related guidance and procedures (including cyber resilience)
<p>Outcomes (by December 2021)</p>	<ul style="list-style-type: none"> <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"/> 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 <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 checked="" type="checkbox"/> all learners feel listened to and supported (Pupil Wellbeing Questionnaire); participation and achievement are evident for all <input type="checkbox"/> all partners and services have been reconnected with school
<p>Outcomes (by June 2022)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> staff, pupils and parents understand the 6 principles of nurture <input type="checkbox"/> all pupils have recorded evidence of participation and achievement

PRIORITY 2 LEARNING, TEACHING AND ASSESSMENT



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</p> <p>2.2.1 Curriculum: Rationale and Design</p> <p>2.2.3 Curriculum: Learning Pathways</p> <p>2.3.1-4 Learning, Teaching and Assessment</p>
<p>Overall Responsibility: Rebecca Favier (HT) supported by M Brannan</p>	

<p>Outcomes (by September 2021)</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 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 (21/22 version) are evident in all aspects of planning
<p>Outcomes (by December 2021)</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 2022)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 100% of staff report tracking and monitoring procedures 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, expanded to include Assessment Policy and Procedure, is embedded and all staff make rigorous professional judgements about pupils' level of attainment & achievement <input type="checkbox"/> digital learning is a consideration in all areas of curriculum and assessment delivery; the impact of Empowered Learning 1:1 project (P6-S6) is maximised <input type="checkbox"/> all teaching staff are confident in the 4 aspects of the Edinburgh Learns Teaching Charter <input type="checkbox"/> more than 90% of learners achieve expected levels of attainment in Literacy and Numeracy

PRIORITY 3 EQUALITIES, EQUITY AND INCLUSION



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 2021)	<ul style="list-style-type: none"> <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, supported and monitored; these groups include <ul style="list-style-type: none"> <input checked="" type="checkbox"/> the % of pupils living in SIMD 1 and 2 and the 18 pupils in receipt of school meals <input checked="" type="checkbox"/> the care experienced cohort <input checked="" type="checkbox"/> the young carer cohort <input checked="" type="checkbox"/> the pupils who are experiencing 'hidden poverty' <input checked="" type="checkbox"/> the pupils who are assessed/ declared disabled <input checked="" type="checkbox"/> the male/ female cohorts <input checked="" type="checkbox"/> the pupils who identify as Non-Catholic/ Christian <input checked="" type="checkbox"/> the pupils who are refugees/ asylum seekers <input checked="" type="checkbox"/> the pupils who have attendance <85% <input checked="" type="checkbox"/> the pupils for whom language (EAL) may be a barrier to accessing learning/ school life <input type="checkbox"/> all interventions (including the use of PSAs) in place to raise attainment and achievement are implemented and data informed (SEE PEF 21/22 Planner) <input type="checkbox"/> the School's Poverty Proofing Policy is implemented effectively <input type="checkbox"/> Pupil Equalities Group continues to support and drive the work relating to inclusion
Outcomes (by October 2021)	<ul style="list-style-type: none"> <input type="checkbox"/> completion St Andrew's version of Pupil Wellbeing Survey (using MS Forms) demonstrates a positive upwards trend from 21/21 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 and updated the School's 2021 Anti-Bullying and Discrimination Procedure; 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"> <input type="checkbox"/> the CECIL Equalities and Diversity modules <input type="checkbox"/> the GTCS Professional Learning Modules (1 and 2) <input type="checkbox"/> the Equalities and anti-racism resources published by the EIS
Outcomes (by June 2021)	<ul style="list-style-type: none"> <input type="checkbox"/> Better Behaviour Better Learning Procedure is updated <input type="checkbox"/> 100% of teaching staff report tracking and monitoring procedures 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"> <input type="checkbox"/> build an inclusive, de-colonialised curriculum; to have risk assessments in place to ensure our curriculum and learning teaching is free from cultural appropriation <input type="checkbox"/> understand the difference/interface between prejudice, discrimination and oppression <input type="checkbox"/> have and informed understanding of systematic vs. systemic oppression <input type="checkbox"/> understand the term intersectionality <input type="checkbox"/> understand the difference/interface between race and ethnicity <input type="checkbox"/> be less likely to commit racial micro aggressions

PRIORITY 4 LAUDATO SI (LEARNING FOR SUSTAINABILITY)



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 	<p>1.2.2 Leadership of Learning: Impact of Career-Long Professional Learning</p> <p>2.2.1 Curriculum: Rationale and Design</p> <p>2.2.2 Curriculum: Development of The Curriculum</p> <p>2.2.4 Curriculum: Skills for Learning, Life and Work</p> <p>2.7.1 Partnerships: The Development and Promotion of Partnerships</p> <p>2.7.2 Partnerships: Collaborative Learning and Improvement</p> <p>3.1.1 Ensuring Wellbeing, Equality and Inclusion: Wellbeing</p> <p>3.3.4 Increasing Creativity and Employability: Increasing Employability Skills</p>
<p>Overall Responsibility: Rebecca Favier (HT) supported by all staff</p>	



Edinburgh Learns for Life Vision
A fairer, healthier, greener future for everyone, where learning for life happens at home, in school in the wider community and in the workplace.



<p>Outcomes (by December 2021)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> curriculum rationale is updated to 21/22 version and reflects our progressive LfS curriculum <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"/> Staff are able to take pupils outdoors and meet 1st Aid requirements <input type="checkbox"/> Plastic Free Schools Award is achieved <input type="checkbox"/> Gold LOtC Mark is achieved <input type="checkbox"/> Fair Trade Schools Award is achieved
<p>Outcomes (by June 2022)</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 (connecting classrooms) 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"/> Green Flag is awarded <input type="checkbox"/> John Muir Award is embedded <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 <input type="checkbox"/> Laudato Si School Status has been established; Learning for Sustainability is embedded across our curriculum