

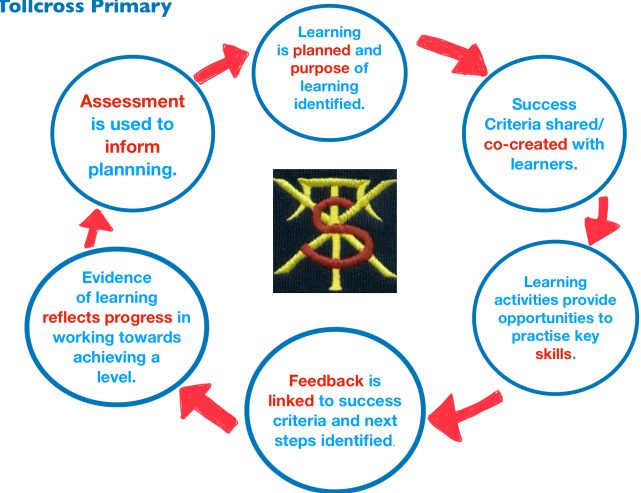


**TOLLCROSS PRIMARY SCHOOL**  
**RENEWAL PLANNING**  
**SESSION 2021 -2022**

**Teaching and Learning**  
**Equalities, Equity and Inclusion**  
**Health and Wellbeing**  
**Resilience**

# Teaching, Learning and Assessment

Learning and Teaching Cycle at Tollcross Primary



Renewal Aspect 1	<b>Teaching, Learning and Assessment</b>	Overall Responsibility	Lynn Brand
Outcomes	<p><b>Short-Term</b> The school has a clear 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.</p> <p><b>Medium-Term</b> The school has additional digital resources to meet the needs of our learners. All learners are developing digital learning skills. All staff are developing the skills and knowledge to plan and deliver high quality learning, teaching and assessment including digital learning. All learners make expected progress in their learning.</p>		
<b>NIF Priorities:-</b>	<p><b>QIs/Themes</b>  <b>QI 2.3 Learning and engagement</b>  <b>QI 2.3 Quality of teaching</b>  <b>QI 2.3 Effective use of assessment</b>  <b>QI 2.3 Planning, tracking and monitoring</b>  <b>QI 3.2 Attainment in literacy and numeracy</b>  <b>QI 3.2 Overall quality of learners' achievement</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>			

Tasks	By Whom	Resources	Time	Progress & Impact
<p style="text-align: center;"><b>Maths and Numeracy</b></p> <ul style="list-style-type: none"> <li>• Review and improve the Tollcross Counts planner to include problem solving linked to each skills area</li> <li>• Numeracy Training for all staff in using concrete, pictorial and abstract approaches</li> <li>• Introduction to choral counting, online resources and new strategies for teaching numeracy and maths</li> <li>• Establish Tollcross Counts lesson starters</li> <li>• Review and improve our Number of the Day approach</li> </ul>	<p style="text-align: center;">Fiona Chadwick, DHT</p>	<ul style="list-style-type: none"> <li>• Class teachers, Gemma Richardson and Sarah Callaghan to co-create staff training with CEC Maths and Numeracy co-ordinator Ross Gibson and DHT Fiona Chadwick</li> </ul>	<ul style="list-style-type: none"> <li>• 6 x 1hour sessions</li> <li>• 2 x 2.5 hour CLPL Sessions with Ross Gibson (Maths and Numeracy Co-ordinator)</li> </ul>	
<p style="text-align: center;"><b>Outdoor Learning</b></p> <ul style="list-style-type: none"> <li>• Review curriculum planners to take account of outdoor learning opportunities</li> <li>• To review storage of outdoor learning resources</li> <li>• To build staff capacity in delivering outdoor learning opportunities in our playground and local area</li> </ul>	<p style="text-align: center;">Hazel Dripps, PT Veronica Clapton, PE</p>	<ul style="list-style-type: none"> <li>• Developing partnerships in our local area to provide outdoor learning opportunities for our learners, canoeing on the canal</li> <li>• Looking at how we can use our playground space for outdoor learning</li> <li>• Working with Wildside Nature to develop staff capacity - outdoor learning</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor learning sessions for all classes in partnership with Wildside Nature</li> </ul>	

<p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>• Focus on teaching, learning and assessment</li> <li>• Opportunity to reflect on current approaches at Tollcross Primary; share knowledge, ideas and experiences</li> </ul>	<p>Lynn Brand, HT</p>	<ul style="list-style-type: none"> <li>• Professional Group, building on feedback from session 2020 -2021</li> </ul>	<ul style="list-style-type: none"> <li>• 6 x 1hour book group sessions</li> </ul>	
<p><b>Quality of Teaching</b></p> <ul style="list-style-type: none"> <li>• Lesson Study approach to plan, deliver and review a lesson and adapt/improve based on teacher and learner feedback P1, P1/2, P2 P3, P3/4, P4 P5, P5/6, P6</li> </ul>	<ul style="list-style-type: none"> <li>• All class teachers working in trios at Early, First and Second Level</li> <li>• Learners part of lesson discussion to include pupil voice in the teaching, learning and assessment process</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Lesson Study, Professional learning of our time</b> - Peter Dudley</li> </ul>	<ul style="list-style-type: none"> <li>• 1 CAT session for staff training and planning</li> <li>• Staff cover to enable teachers to meet, review and plan</li> </ul>	
<p><b>Collaborative Planning</b></p> <ul style="list-style-type: none"> <li>• Collaborative planning in trios P1, P1/2, P2 P3, P3/4, P4 P5, P5/6, P6</li> </ul>	<ul style="list-style-type: none"> <li>• All class teachers working in trios across Early, First and Second Levels to plan lessons and learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Tollcross Teaching and Learning Cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Time allocated for collaborative planning from Working Time Agreement, 1 hour per week</li> </ul>	
<p><b>Assessment of Writing</b></p> <ul style="list-style-type: none"> <li>• Review our school writing strategy</li> <li>• Assessment of writing - Early, First and Second Levels</li> <li>• Identifying effective feedback and how feedback supports learners in identifying next steps in learning</li> </ul>	<p>Short Life Working Group</p>	<p>Short Life Working Group planning and working collaboratively with wider staff team to develop our approaches to teaching and assessing writing across our school.</p>	<ul style="list-style-type: none"> <li>• 6 x CAT sessions</li> </ul>	

# Equalities, Equity and Inclusion

Renewal Aspect 2	<b>Equalities, Equity and Inclusion</b>		Overall Responsibility	Lynn Brand
Outcomes	<p>Short Term:</p> <ul style="list-style-type: none"> <li>The Senior Leadership Team and all teaching staff use data and other information effectively to inform planning</li> <li>There is an increased awareness amongst all staff of Equality and Diversity</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>Review and implementation of revised school procedure for preventing and responding to bullying and prejudice</li> <li>Improved reporting, recording and monitoring incidents of bullying and prejudice</li> <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>Reduction in the poverty related attainment gap in literacy and numeracy.</li> </ul>			
<p><b>NIF Priorities:-</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><b>QI 1.1 Analysis and evaluation of intelligence and data</b></p> <p><b>QI 1.3 Strategic planning for continuous improvement</b></p> <p><b>QI 1.5 Management of resources to support equity</b></p> <p><b>QI 2.3 Learning and engagement</b></p> <p><b>QI 2.3 Quality of teaching</b></p> <p><b>QI 3.2 Attainment in literacy and numeracy</b></p> <p><b>QI 3.2 Overall quality of learners' achievement</b></p>	
<b>Tasks</b>	<b>By Whom</b>	<b>Resources</b>	<b>Time</b>	<b>Progress &amp; Impact</b>
Provide opportunities for staff to use data to identifying and target support to improve attainment for all. Use data to identify the poverty related attainment gap.	Lynn Brand, HT	Termly Tracking and Attainment meetings with teaching staff to identify target learners and provide support and interventions to improve attainment.	Termly Meetings	

<p><b>Pupil Participation</b></p> <ul style="list-style-type: none"> <li>• Improve pupil participation groups across our school</li> <li>• Identify how we include pupil voice in learning teaching and assessment</li> <li>• Planning for participation</li> </ul>	<p>Short Life Working Group</p>	<ul style="list-style-type: none"> <li>• Short Life Working Group focussing on pupil participation across our school</li> </ul>	<ul style="list-style-type: none"> <li>• 6 x CAT sessions</li> </ul>	
<p><b>Pupil Equity Funding</b></p> <ul style="list-style-type: none"> <li>• Pupil Support Assistants in both P1 classes to support early intervention strategies to increase participation and attainment at Early Level</li> </ul>	<p>Lynn Brand, HT Hazel Dripps, PT</p>	<p>Use of Leuven Scale to measure engagement in learning. SEAL Interventions. Early Literacy interventions. 1:1 coaching and small group support.</p>	<p>Session August 2021 to June 2022</p>	
<p><b>Equalities</b></p> <ul style="list-style-type: none"> <li>• Using data gathered by the Equalities Group to identify next steps in our school learning journey</li> <li>• To look at our curriculum offer through an equalities lens</li> <li>• To work with the EAL teacher to identify resources and approaches to support all our learners</li> </ul>	<p>Lynn Brand, HT</p>	<p>Review the resources we use in our school to reflect the diversity of our school community. Review of reading resources in our P1 story corners. EAL teacher team teaching and raising awareness of the needs of all our learners in our school. Review of our school year planners with a focus on diversity and equalities.</p>	<p>Weekly meetings with Equalities Group</p>	

# Health, Wellbeing and Resilience.

Renewal Aspect 3	<b>Health, Wellbeing and Resilience</b>			Overall Responsibility	Lynn Brand Jade Anderson
Outcomes	<p><b>Short term</b>            Staff feel supported in relation to their own health and wellbeing            Systems are put in place to ensure children’s rights and participation are the heart of school life            The curriculum is adapted, through learner voice to meet the needs of our learners.</p> <p><b>Medium term</b>            Relationships have been reconnected across the school community            All learners feel listened to, reassured and supported            Nurture underpin the learning environment            All learners feel more resilient</p>				
<b>NIF Priorities:- Improvement in children and young people’s health and wellbeing</b>				<b>QIs/Themes</b> <b>QIs/Themes</b>  <b>1.3 Leadership of Change</b> <b>2.2 Curriculum</b> <b>2.3 Learning, Teaching &amp; Assessment</b> <b>2.4 Personalised Support</b> <b>2.6 Transitions</b> <b>3.1 Ensuring Wellbeing, Equality and Inclusion</b>	
<b>Tasks</b>	<b>By Whom</b>	<b>Resources</b>	<b>Time</b>	<b>Progress &amp; Impact</b>	

<p><b>Building Resilience</b></p> <ul style="list-style-type: none"> <li>Building Resilience across our campus - nursery to P7</li> </ul>	<ul style="list-style-type: none"> <li>Health and Wellbeing Group</li> <li>Jade Anderson, Health and Wellbeing Co-ordinator</li> </ul>	<p><b>Resilience Programme introduced in September 2019. Planned for next 3 years - nursery to P7.</b></p> <ul style="list-style-type: none"> <li>4 Assembly slots</li> <li>Time for sharing in classes</li> <li>CEC Building Resilience resource</li> </ul>	<p>2019 - 2023</p>	
<p><b>Personalised Support</b></p> <p>Appointment of Pupil Support Officer to support pupil wellbeing across our school community by providing additional targeted support.</p> <p>Identify additional personalised support approaches which may be required.</p> <p>Monitoring and supporting increased attendance at school.</p> <p>Pupil Mindfulness Groups.</p>	<p>Bev Frew, Pupil Support Officer</p> <p>Lynn Brand, Head Teacher</p>	<p>Appointment of a Pupil Support Officer officer to support home/ school links.</p> <p>Identify and implement targeted interventions to support learner wellbeing.</p> <p>Support for families to increase attendance at school - children with attendance below 85%.</p>	<p><b>Monthly attendance meetings.</b></p> <p><b>1:1 Daily and weekly support for individual children.</b></p> <p><b>Mindfulness groups throughout the session.</b></p>	
<p><b>Relationships, Sexual Health and Parenthood</b></p> <p>CEC Relationships, Sexual Health and Parenthood programme to be implemented across our school .</p>	<p>Jade Anderson, Health and Wellbeing Co-ordinator</p>	<p>A Short Life Working Group reviewed the Relationships, Sexual Health and Parenthood programme and shared recommendations for implementation .</p> <p>Parent and carer Information session.</p> <p>Staff training session - August 2021.</p>	<p><b>6x CAT sessions</b></p> <p><b>Whole staff training session 16/08/21</b></p>	



<p style="text-align: center;"><b>4 key messages</b></p> <p>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>Plan staff development opportunities to support necessary learning in relation to key priorities.</p>	<p>All staff Partners</p>	<p>Health and Wellbeing Group to focus on staff and pupil wellbeing.</p> <p>Working Time Agreement</p> <p>CLPL Opportunities</p>	<p>Session 2021 - 2022</p>	
<p style="text-align: center;"><b>Health and Safety</b></p> <p>Review Health and Safety Risk Assessment in-line with National and Local Guidance.</p> <p>Health and Safety Group to include staff across our campus.</p>	<p>Health and Safety Group</p> <p>Michael Morrison, Business Manager</p> <p>Lynn Brand, Head Teacher</p>	<p>National and Local Authority Guidance. Staff, Parent and Pupil feedback on operational procedures in our school.</p> <p>Solution focussed approach.</p>	<p>On going in response to Covid Guidance.</p>	





















