



TOLLCROSS PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN

SESSION 2022 - 2023

Teaching, Learning and Assessment

Equalities, Equity and Inclusion

Health, Wellbeing and Resilience

	Teaching, Learning and Assessment	Overall Responsibility	Lynn Brand
Outcomes	<p><u>Short-Term</u></p> <ul style="list-style-type: none"> • All staff are continuing to develop digital skills to support the appropriate and effective use of digital technologies in learning, teaching and assessment • All staff are continuing to develop relevant skills in the 4 aspects of the Edinburgh Learns Teachers’ Charter • Assessments are undertaken to provide data to ensure progress for all learners, including national assessments • All learners engage in a range of outdoor learning opportunities • Launch revised PRD process <p><u>Medium-Term</u></p> <ul style="list-style-type: none"> • All learners are continuing to develop the relevant digital skills to engage in high quality learning, teaching and assessment • All learners make progress in their learning, including those learners in need of personalised support & interventions • All staff are competent in using digital skills to support the appropriate and effective use of digital technologies in learning, teaching and assessment • All staff make rigorous professional judgements about pupils’ level of attainment & achievement • All staff engage in moderation activities to further develop confidence in professional judgements • All teaching staff engage in the revised PRD process <p><u>Long-Term</u></p> <ul style="list-style-type: none"> • The school has a clear curriculum rationale and offers pathways which demonstrate a collective commitment to equality, equity, sustainability and children’s rights • The school has ensured that digital learning is part of curriculum and assessment delivery, maximising impact of Empowered Learning 1:1 • All Digital Learning Coordinators participate in CLPL to build sustainability and skills capacity • At least 80% of teaching staff should be confident in the 4 aspects of the Edinburgh Learns Teachers’ Charter • At least 85% of learners achieve expected levels of attainment in Literacy and Numeracy 		

NIF Priorities:-

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people

QIs/Themes
 QI 1.1 Analysis and evaluation of intelligence and data
 QI 1.3 Strategic planning for continuous improvement
 QI 2.2 Rationale and design
 QI 2.2 Learning pathways
 QI 2.3 Learning and engagement
 QI 2.3 Quality of teaching
 QI 2.3 Effective use of assessment
 QI 2.3 Planning, tracking and monitoring
 QI 2.4 Universal support
 QI 2.4 Targeted support
 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	Progress & Impact
<p>Sustainability</p> <ul style="list-style-type: none"> • Review curriculum Year Planers to take account of outdoor learning opportunities, equalities and pupil voice • To build staff capacity in delivering outdoor learning opportunities in our playground and local area • To identify and purchase outdoor learning resources at First and Second Levels 	<p>All Staff Partner Agencies</p>	<p>Set up a Short Life Working Group to identify next steps in creating more opportunities for outdoor learning for children at First and Second Levels. To review, adapt and improve our curriculum Year Planners.</p>	<p>June 2022 to January 2023</p>	

Global Citizenship Citizenship

Plan inspiring interdisciplinary progressive experiences at each stage of the curriculum to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies.

Use of responsive planning at First and Second Levels to plan for interdisciplinary learning across our school.

All Stakeholders

Short Life Working Group

- **August 2022
- June 2023**

	<h2 style="color: blue;">Health, Wellbeing and Resilience</h2>	Overall Responsibility	Lynn Brand Jade Anderson
Outcomes	<p>Short term All staff have access to support and resources for their own wellbeing and that of their learners. HWB planning and next steps are based on robust self-evaluation. Collaboration and participation are central to shaping HWB priorities.</p> <p>Medium term Relationships have been reconnected across the school community Appropriate supports and resources are identified and used to meet specific needs of the school community.</p> <p>A whole school approach to supporting mental wellbeing is identified and progress is being made in rolling it out across the school community.</p> <p>Approaches to increasing physical activity are in place in our school.</p> <p>HWB initiatives/plans are consistently tracked and monitored to ensure impact</p> <p>Long Term Staff feel skilled and confident to meet learners HWB needs across the 4 contexts for learning</p> <p>The HWB curriculum is reviewed and adapted to meet changing learner needs.</p> <p>All learners, and staff, demonstrate greater resilience.</p>		
<p>NIF Priorities:- Improvement in children and young people’s health and wellbeing</p>	<p>QIs/Themes</p> <ul style="list-style-type: none"> 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	By Whom	Resources	Time	Progress & Impact
<p>Staff Wellbeing and Support</p> <p>Share wellbeing support with staff and provide time for collegiate discussion on how we continue to support staff wellbeing in our school, Secret Friend.</p> <p>Provide Information for staff on the support available for children and their families.</p>	<p>All Staff lead by SLT HWB Co-ordinator</p> <p>PSO School Counsellors</p>	<p><u>Health and Wellbeing - The General Teaching Council for Scotland (gtes.org.uk)</u></p> <p><u>Staff Wellbeing Top Tips</u></p>	<p>Inservice Day CAT session</p> <p>Inservice Day</p>	
<p>Whole School Health and Wellbeing</p> <p>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>Build upon existing partnerships with:</p> <ul style="list-style-type: none"> . Parents and carers . Partner agencies . The wider community 	<p>SLT PSO</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 with a focus on children with attendance below 85%.</p>	<p>Monthly attendance meetings.</p> <p>1:1 Daily and weekly support for individual children.</p> <p>Mindfulness groups throughout the session.</p>	

<p>Increase daily physical activity of pupils e.g. further engagement and uptake with Active Schools, daily mile, working in partnership with community sports clubs, use of our local area to promote an active lifestyle.</p> <p>Family Zumba sessions.</p> <p>To look at funding/sponsoring clubs with support of businesses in our local community.</p> <p>Continue with Young Sports Leader programme for all P7 children next session.</p> <p>P7 Girl's basketball club during school to support team building and encourage an enjoyment in physical activity and sport.</p>	<p>All staff</p> <p>Partners</p> <p>PE Teacher</p> <p>Parent Council</p> <p>Active Schools</p>	<p>Additional PE equipment.</p> <p>Outdoor play equipment.</p> <p>Daily Mile route mapped in our school playground.</p> <p>Local area - kayaking on the canal.</p> <p>Local sports groups - Capoeira.</p> <p>PE teacher to run a basketball club for P7 girls.</p> <p>Sophie McNiven (CT) to complete Zumba leader training.</p>	<ul style="list-style-type: none"> • August 2022 - June 2023 	
<p>Health and Wellbeing Curriculum</p> <p>Ensure that all staff are confident in teaching the RSHP resource.</p> <p>Adapt Health and Wellbeing planners to include RSHP resources.</p> <p>Pupil lead Health and Wellbeing assemblies.</p>	<p>All Staff</p> <p>Health and Wellbeing Co-ordinator</p>	<p>Pupil leadership of Health and Wellbeing Assemblies.</p> <p>https://rshp.scot</p> <p>Health and Wellbeing planners</p>	<p>Inservice Day</p> <p>CAT sessions</p> <p>Short Life Working Group</p>	

	<h1 style="text-align: center;">Equity and Inclusion</h1>	Overall Responsibility	Lynn Brand
Outcomes	<p>Equity Short Term</p> <ul style="list-style-type: none"> • The Senior Leadership Team and all teaching staff are clear about their role in supporting the national drive for equity and the closing of the poverty-related attainment gap. Use data and other evidence effectively in order to identify the poverty-related attainment gap across the school and for individual cohorts and areas of the curriculum. • Ensure that the planning of effective approaches is based on data and evidence. <p>Medium Term</p> <ul style="list-style-type: none"> • Implementation and ongoing evaluation of approaches to support equity of access for those affected by poverty to learning, attainment and achievement. <p>Long Term</p> <ul style="list-style-type: none"> • Reduction in the poverty-related attainment gap in literacy and numeracy <p>Inclusion Short-Term</p> <ul style="list-style-type: none"> • The Senior Leadership Team and relevant staff have reviewed their arrangements for Nurture and Wellbeing support to identify strengths and areas for improvement, using existing data focused on the principles of inclusion including how effectively Children’s Rights are embedded across the school • 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. <p>Medium-Term</p> <ul style="list-style-type: none"> • Implementation of actions identified through review, to be monitored through using the principles of inclusion – Present, Participating, Achieving, Supported, Rights. <p>Long-Term</p> <ul style="list-style-type: none"> • Improvement in pupil wellbeing, attendance, attainment and achievement, and reduction in exclusions. 		

<p>NIF Priorities:-</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • 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
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<p>QIs/Themes</p> <ul style="list-style-type: none"> 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

Tasks	By Whom	Resources	Time	Progress & Impact
Equity				
<p>Develop staff understanding of the impact of poverty on the outcomes of children, young people and families, including those from priority groups who may also experience disadvantage.</p>	All staff	<p>1:5 training https://cpag.org.uk/scotland/child-poverty/facts <ul style="list-style-type: none"> https://www.gov.scot/publications/tackling-child-poverty-priority-families-overview/ </p>	Inservice Day	
<p>Develop systems to support effective self-evaluation at all levels, where data and evidence is used to:</p> <ul style="list-style-type: none"> identify poverty-related gaps set measurable outcomes targeted supports monitor progress 	Lynn Brand	In-school tracking and monitoring systems.	August 2022 - June 2023	
<p>Provide opportunities for staff to use data to identify and target support to enable all learners to make progress in their learning.</p>	All Staff	Termly Tracking and Attainment meetings with teaching staff to identify target learners and provide support and interventions to improve attainment.	August 2022 - June 2023	
<p>Establish or build upon existing partnerships with:</p> <ul style="list-style-type: none"> Parents and carers Other professionals The wider community <p>to remove poverty-related barriers and ensure early intervention and holistic support.</p>	Lynn Brand Parent Council	Head teacher to work with Parent Council chair to approach local businesses to seek sponsorship of after school clubs to provide free access for all learners.	August 2022 - June 2023	

Inclusion				
<p>Set out measurable targets for improvement based on attendance, attainment, achievement, exclusions and rights</p>	<p>Head Teacher Pupil Support Officer Education Welfare Officer</p>	<p>Monthly Attendance Monitoring Included, Engaged and Involved Part 1 https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/</p>	<p>August 2022 - June 2023</p>	
Care Experienced CYP				
<p>Children and young people receive everything they need to thrive and are loved, safe and respected.</p> <p>As a school we recognise the needs of our care experienced pupils and track attendance and attainment so that support can be given early.</p>	<p>Lynn Brand All Staff Pupil Support Officer</p>	<p>Care Experienced Renewal Plan Discussion Tool.</p> <p>The Promise Scotland https://thepromise.scot/</p>	<p>August 2022 - June 2023</p>	
UNCRC				
<p>To use the Rights Respecting Schools framework to plan and embed Children's Rights in our ethos, values, policy and planning.</p>	<p>Head Teacher All Staff</p>	<p>Short Life Working Group to evaluate our progress towards becoming a Rights Respecting school and to plan next steps. Pupil Involvement in the working group.</p>	<p>August 2022 to June 2023</p> <p>Inservice Day session with CEC lead.</p>	

	<h2 style="color: #0070C0;">Equalities</h2>	Overall Responsibility	Lynn Brand Imaan Zuber Equalities Group
Outcomes	<h3 style="color: #0070C0;">Equalities</h3> <p>Short Term</p> <ul style="list-style-type: none"> • There is increased awareness amongst all staff of Equality and Diversity • All staff are confident in responding effectively to bullying and prejudice, following school policy • Staff have a shared understanding of an inclusive, diverse and decolonised curriculum and what this looks like in practice <p>Medium Term</p> <ul style="list-style-type: none"> • Ongoing, robust implementation of revised school procedure for preventing and responding to bullying and prejudice. • Improved reporting, recording and monitoring of incidents of bullying and prejudice • Pupils, parents and carers feel confident to report bullying and prejudice <p>Long Term</p> <ul style="list-style-type: none"> • Reduction in number of reported and recorded incidents of bullying and prejudice • Improved pupil health and wellbeing • All children and young people experience a curriculum that: positively reflects their identities, languages, cultures and histories; is delivered with cultural awareness and sensitivity, using high quality resources; develops critical literacy 		
<p>NIF Priorities:-</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <ul style="list-style-type: none"> • Improvement in Children and Young People’s Health and Wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people 		<p>QIs/Themes</p> <p>QIs/Themes</p> <p>QI 1.1 Analysis and evaluation of intelligence and data</p> <p>QI 1.2 Professional engagement and collegiate working</p> <p>QI 1.3 Strategic planning for continuous improvement</p> <p>QI 2.2 Development of the curriculum</p> <p>QI 2.7 The development and promotion of partnerships QI 3.1</p> <p>Wellbeing;</p> <p>Fulfilment of statutory duties;</p> <p>Inclusion and Equality</p> <p>QI 3.2 Overall quality of learners’ achievement</p>	

Tasks	By Whom	Resources	Time	Progress & Impact
Equalities				
<p>Provide opportunities for staff to develop their knowledge of an inclusive diverse and decolonised curriculum.</p> <p>Equalities group to promote cultural celebrations in our school community by producing a Celebration Calendar with activities for each level - Early, First and Second.</p> <p>To promote cultural celebrations throughout the school year and to provide additional facilities for children who are fasting and praying during the school day.</p> <p>Equalities Assemblies</p>	<p>All Staff Head Teacher Equalities Group</p>	<p>Review of our school curriculum Year Planners through an equalities lens.</p> <p>Edinburgh Learns Equalities Resources.</p>	<p>August 2022 to June 2023</p>	
<p>Embed school procedure for preventing and responding to bullying and prejudice to ensure improved reporting, responding and recording of incidents.</p> <p>Information Sessions for parents/cares.</p>	<p>All Staff Head Teacher SLT</p>	<p>https://respectme.org.uk</p>	<p>August 2022 to June 2023</p>	
<p>Monitor school SEEMIS Bullying and Equalities data termly to evaluate effectiveness of procedure and identify next steps.</p>	<p>SLT Pupil Support Officer</p>	<p>Using data to inform and evaluate anti- bullying strategies.</p>	<p>August 2022 to June 2023</p>	
<p>Monitor pupil health and wellbeing with a particular focus on pupils with protected characteristics.</p>	<p>SLT Pupil Support Officer</p>	<p>Pupil Wellbeing Survey</p> <p>Use of bonus ball conversations to gather the views of children across our school.</p>	<p>August 2022 to June 2023</p>	

<ul style="list-style-type: none"> • 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 Teachers' Charter 	<ul style="list-style-type: none"> • All Teaching Staff 	<ul style="list-style-type: none"> • Edinburgh Learns Learning, Teaching and Assessment Professional Learning • Teachers' Charter Self-Evaluation Toolkit • Collaborative planning time agreed as part of our Working Time Agreement 	<ul style="list-style-type: none"> • August 2022 - June 2023 <p>Inservice Day</p>	
<p>Ensure all staff are aware of the revised PRD Policy, including Roles & Responsibilities.</p>	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • PRD Roles & Responsibilities • CEC Revised Professional Review & Development Policy • Teacher Professionalism Sharepoint file with relevant resources 	<ul style="list-style-type: none"> • June 2023 	
<p>Staff to engage in school level moderation activities to support teachers' professional judgements. Plan for whole school moderation across Early, First and Second Levels.</p>	<ul style="list-style-type: none"> • All staff lead by Sarah Callachan (CT) 	<p>Time allocated to plan for whole school moderation.</p>	<ul style="list-style-type: none"> • October Inservice Day • January Inservice Day 	

Tollcross Primary Stretch Aims 2022 to 2023

LITERACY	All pupils		SIMD Quintile 1		SIMD Quintile 5	
	Number in group?	Stretch aim number	Number in group?	Stretch aim number	Number in group?	Stretch aim number
P1	23	21	2	2	2	2
P4	39	34	2	1	7	7
P7	41	36	1	1	6	6
P1, P4 & P7 combined	103	91	5	4	15	15

NUMERACY	All pupils		SIMD Quintile 1		SIMD Quintile 5	
	Number in group?	Stretch aim number	Number in group?	Stretch aim number	Number in group?	Stretch aim number
P1	23	22	2	2	2	2
P4	39	36	2	1	7	7
P7	41	36	1	1	6	6
P1, P4 & P7 combined	103	94	5	4	15	15

