

EDINBURGH LEARNS

School Renewal Planning 2020 (Phase 2)



Introduction

Executive Summary

Reporting on the standard and quality of education in schools has been a core activity for decades. Setting targets based on self-evaluation activity, likewise. Although we are adapting to a new way of living and working, we remain as committed as ever to ensuring that Edinburgh's children and young people have the best quality teaching and learning.

Guidance to support schools with Self-Evaluation and Improvement Planning will therefore be adapted to suit the new model of service delivery. It is important to reflect on, and acknowledge, the outcomes that had been achieved prior to lockdown, and to confirm high level summaries and grades. Our focus must be on ensuring we plan to make the best use of our resources for next session, while emphasising the need for flexibility, creativity and adaptability.

As ever, our people are our greatest asset, and people will continue to be affected by this pandemic and its aftermath. All new processes should therefore be planned and implemented collegiately and with due regard to the health and wellbeing needs of our school communities.

Contents

1. Guidance on Renewal Planning
2. Timeline for Completion of Documents
3. Renewal Planning Phase 2 (Teaching, Learning & Assessment; Equalities, Equity & Inclusion, Health, Wellbeing & Resilience)
4. PEF Plan 2020/21

School Renewal Plan (SRP)

Rather than focusing on improving the pre-lockdown model of service delivery schools, like all other areas of council service, are reflecting on Adaptation and Renewal. With protecting health and safety as our principal concern, we will be creative and critical about the service we plan to provide from now on.

5 Themes for Renewal



All Renewal Planning is based on your chosen method of auditing and analyzing the needs of your community. The resulting Action Plans can then be drafted for each of 5 Key SRP Themes. For session 20/21 this will happen in 2 phases – by June and by October. The collegiate WTA will support your plans and will also be delivered in 2 phases:

School Renewal Plan	Phase 1 (SORT & Transitions)	By June 2020
	PEF Plan	By 16 th September 2020
	Phase 2 <ul style="list-style-type: none"> • HWB & Resilience • Teaching, Learning & Assessment <ul style="list-style-type: none"> ○ Digital Learning • Equity, Equalities & Inclusion 	By 26 th October 2020
Working Time Agreement	Block 1	August-December 2020
	Block 2	January – June 2021

School Renewal Plan Contents

Phase 1

Themes 1 & 2

Schools should set up a Health & Safety working group, if not already in place, to ensure a collective responsibility in supporting this theme. This should comprise SLT, including the Business Manager, staff representatives (teaching and non-teaching) and Facilities Manager.

At Local Authority level, relevant partners will provide support to schools, as required, e.g Corporate Facilities Management, Procurement, Health & Safety and Human Resources.

Phase 2

The following themes and plans are required for session 2020/21

PEF Plan

- **Best Value - Management of Resources to Promote Equity (Quality Indicator 1.5)**

Standalone PEF Plans are required this session. They should be based on sound risk assessment which puts the needs of learners at the centre of decisions about financial and other resource management.

As contingency planning is dependent on digital learning we strongly advise that schools prioritise this area. In addition, we suggest considering the benefits that staffing such as family and home link workers can have in closing the gap.

Please ensure that all tasks and resources in Renewal Plans can be delivered within teachers' working time, through the Working Time Agreement. Advice on this is contained in SNCT circular 15/54 – Pay and Conditions of Service Agreement **2015-2017**.

All documents should use language which is plain and accessible to a range of stakeholders. Processes should be streamlined to reflect the key actions of the Scottish Government's 2013 report on Tackling Bureaucracy and the more recent 2015 update.

Theme 3 – Resilience, Health & Wellbeing of the Learning Community

Guidance for Self-Evaluation is here: Self-Evaluation during the COVID -19 pandemic
<https://cityofedinburgheducation.sharepoint.com/:p:/r/sites/EdinburghLearns/EdinburghLearnsAtHome/Professional%20Learning%20Documents/Other%20CLPL/Self-Evaluation%20during%20the%20Covid-19%20Pandemic.pptx?d=waf1776465a53428eabf7056d5730f852&csf=1&web=1&e=Rj1tH4>

Guidance for planning HWB is here: Edinburgh Learns Health and Wellbeing Strategy.

<https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/EdinburghLearnsAtHome/Professional%20Learning%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FEdinburghLearns%2FEdinburghLearnsAtHome%2FProfessional%20Learning%20Documents%2FOther%20CLPL%2FSelf%20Evaluation%20Edinburgh%20Learns%5FHWB%5F%20Final%20Epdf&parent=%2Fsit>

[es%2FEdinburghLearns%2FEdinburghLearnsAtHome%2FProfessional%20Learning%20Documents%2FOther%20CLPL](#)

Guidance for Resilience is here:-

<https://cityofedinburgheducation.sharepoint.com/sites/365central/resources/hwbbuildingresilience/brunits/ExpecttheUnexpected/SitePages/Home.aspx>

Theme 4 Teaching, Learning and Assessment

Teaching & Learning

The recommended approach is for you to set out your plans to improve the skills of your teaching staff in the 4 areas within Edinburgh Learns policy:

- Assessment for Learning
- Differentiation
- Explicit use of Skills
- Leadership of Learning

This may be in relation to a specific subject such as Raising Attainment in Maths, or generally as a standalone theme.

Digital Learning

Set out your plans to develop the skills of teachers to support digital learning as shown in the Edinburgh Learns Digital Learning Framework.

Outdoor Learning

Set out your plans for how outdoor learning will be used to enhance teaching and learning

Theme 5 Equalities, Equity & Inclusion

Equalities

*The current Equalities policy is again under review with a separate section for young people – due to be published September 2020

Set out your plans to launch your Anti-Bullying group, local policy and revised methods of reporting and recording racist incidents. Further training will be provided for this – for staff, young people (as appropriate) and parents.

Equity

Set out your plans to close the gap. These may have altered post-lockdown, and will be based on your needs analysis, particularly around literacy, numeracy and health and wellbeing

Timeline for S&Q, WTA, ACEL & RP

Timeline for 2020/21

- Wednesday 24th June – schools submit draft Standards and Quality Summary
- Wednesday 24th June – schools complete School/Nursery Renewal Plan Phase 1 (**These are not required to be submitted**)
 - Health and Safety
 - Transitions
- June – July – QIEOs
 - Audit all ACEL (Predictions) Data and S&Q QI self-evaluation grades
- Wednesday 16th September PEF Plan
- Monday 26th October- schools submit School/Nursery Renewal Plan Phase 2
 - Teaching, Learning & Assessment including
 - Digital
 - Outdoors
 - Equalities, Equity & Inclusion including
 - Equalities Plan (currently being prepared and will be issued under separate cover)
 - Closing the Gap/Equity
 - Resilience, Health & Wellbeing

TYNECASTLE HIGH SCHOOL

Renewal Planning

Teaching, Learning & Assessment
Equalities, Equity and Inclusion
Resilience, Health and Wellbeing

Teaching, Learning & Assessment

Renewal Aspect 1		Overall Responsibility	HT
Outcomes	<p>Short-Term</p> <p>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>Medium-Term</p> <p>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>		
<p>NIF Priorities:-</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people 		<p>QIs/Themes</p> <p>QI 1.1 Analysis and evaluation of intelligence and data</p> <p>QI 1.3 Strategic planning for continuous improvement</p> <p>QI 2.2 Rationale and design</p>	

			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
<ul style="list-style-type: none"> Carry out Digital Access Audit to assess strengths and needs in relation to learning 	<ul style="list-style-type: none"> Stakeholders complete relevant audit SDO Lead 	<ul style="list-style-type: none"> Digital Access Audit Digital Tools Audit Link to Digital Learning and Teaching Self-Evaluation Link to Outdoor Learning Risk Assessments and other Phase 1 Outdoor Learning Resources 	<ul style="list-style-type: none"> April 2020 June 2020 	<ul style="list-style-type: none"> Initial Digital Access Survey carried

<p>and teaching.</p> <ul style="list-style-type: none"> Establish Outdoor Learning capacity, as an aspect of a Blended Learning Model once guidance allows. 	<ul style="list-style-type: none"> SLT/ H&S Group/Class teacher 		<ul style="list-style-type: none"> August onwards 	<p>out April 2020</p> <ul style="list-style-type: none"> Digital Tools Audit carried out June 2020 Further Digital Access and Tools Audit completed June 2020. Analysis of audit –
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				<p>August 2020.</p> <ul style="list-style-type: none">• Application to SCVO for Connecting Scotland devices submitted <p>September 2020.</p> <ul style="list-style-type: none">• Plans to arrange a further audit post - Chri
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				<p>stmas.</p> <ul style="list-style-type: none">• Will apply to CEC for gaps in provision for self-isolating students as appropriate.• Limited Outdoor Learning during Phase 1 due to guidelines and scho
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				<p>ol envir onm ent.</p> <ul style="list-style-type: none">• Use of play ground as outdoor learning space by staff as appropriate.• Use of CYP Outdoor Learning through ASL to support the individual need
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				<p>ds of spec ific lear ners</p> <ul style="list-style-type: none">• Use of outside space for all PE and Dance.• Audit of outdoor space by CEC for recreation and learning - included in report to
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				<p>CEC</p> <ul style="list-style-type: none">• Planning for The Green Team to work with identified small groups in S1 if approval received.• Planning in place for re-introduction of DoE for Bronze, Slive
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				r and Gold level s.
<ul style="list-style-type: none"> • Having just updated our curriculum following an extensive Curriculum Review, make any necessary adaptations relevant to Covid-19. 	<ul style="list-style-type: none"> • All Stake holders • DHT Lead • CYP • The Green Team • DoE Coordinator 	<ul style="list-style-type: none"> • Link to BGE Curriculum Rationale Guidance • Link to Level 5 Illustration QI 2.2 Theme 1 HGIOS4? • Link to Edinburgh Phase 2 Outdoor Learning Vision and Rationale • School Curriculum Review 	<ul style="list-style-type: none"> • August onwards 	<ul style="list-style-type: none"> • All teachers adapting the curriculum at classroom and faculty level to take account of Covid-19 • Use of outdoor learning space where appropriate • Use of Teams to ensure curriculum is accessible from school and home

				<p>for all S3-6.</p> <ul style="list-style-type: none">• Curriculum for S1/2 self-isolating available through CtG Teacher and Teams.• Use of partner agencies The Green Team and CYP to support Outdoor Learning. (1:1 and 2 x 6 S1 Groups)• Use of DoE Teacher to plan re-engage ment at all levels.
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<ul style="list-style-type: none"> • Create a Blended Learning Strategy 	<ul style="list-style-type: none"> • All Staff • HT and SDO Lead • Blended Learning Group • CtG Teacher 	<ul style="list-style-type: none"> • Link to Blended Learning Teaching and Learning Guidance • Link to Sample Blended Learning Strategy • Link to sector specific blended learning case study videos 	<ul style="list-style-type: none"> • April onwards 	<ul style="list-style-type: none"> • School Website used for development of Blended Learning during Lockdown • All staff trained in and using Microsoft Office Teams to provide learning experiences • Blended Learning Group established • Use of Teams and CtG Teacher to support Blended Learning for students who are
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				<ul style="list-style-type: none"> self-isolating Final Strategy still to be written
<ul style="list-style-type: none"> Ensure all learners can access learning and teaching remotely (technology, skills to access learning etc.) – use Digital Access audit information to identify priority actions. Ensure all learners have the necessary skills to access work from 	<ul style="list-style-type: none"> SDO Lead All staff CL Technologies CtG teacher 	<ul style="list-style-type: none"> Digital Access Audit Key Adult Time Key Adult Digital Tutorials 	<ul style="list-style-type: none"> April onwards August onwards 	<ul style="list-style-type: none"> See prior sections re technology – SCVO and CEC supporting gaps? In-house Key Adult Digital Tutorials developed to ensure consistent level of skills across students Plans to provide a Parents'

<p>home as part of Blended Learning or Lockdown.</p>				<p>Evening and sharing of the Key Adult Digital Tutorials with parents/carers to ensure the best possible support for our learners .</p> <ul style="list-style-type: none"> • Website used as a platform for student and parental engagement and communication during lockdown. • Website reviewed and
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				<p>now being re-built to best meet the needs of our learning community.</p> <ul style="list-style-type: none"> • CtG teacher used to support individuals self-isolating • Rigorous system in place to support this.
<ul style="list-style-type: none"> • Access/deliver appropriate professional learning for staff to ensure all can use relevant 	<ul style="list-style-type: none"> • SDO Lead • Key staff including CtG Digital Teacher 	<ul style="list-style-type: none"> • Microsoft Suite of training • In-house SGP • Link to EdinburghLearns@Home Digital Professional Learning (self-directed and webinars) • CAT and in-service programme • Digital CtG sessions 	<ul style="list-style-type: none"> • April onwards • August onwards 	<ul style="list-style-type: none"> • Audit of standards achieved in digital skills for all staff • Individual pathways for

<p>digital platforms and tools to required level – use audit information to identify priority actions.</p>			<ul style="list-style-type: none"> • October in-service 	<p>progression developed and supported.</p>
<ul style="list-style-type: none"> • Plan outdoor learning opportunities to meet (and enhance) the needs of the curriculum and social distancing. Access/deliver appropriate professional learning and resource 	<ul style="list-style-type: none"> • All Staff • DoE Coordinator • Green Team 	<ul style="list-style-type: none"> • Edinburgh Outdoor Learning Team (Contacts) • Link to Edinburgh Outdoor Learning Phase 2 resources 	<ul style="list-style-type: none"> • October 2020 onwards 	<ul style="list-style-type: none"> • Planning in place for Green Team sessions for 2 x S1 groups. RA completed. • DoE plans in place for Bronze, Silver and Gold once RA approved. • Polytunnels to be

<p>s to support this.</p>				<p>provided for outdoor recreation which may support outdoor learning too.</p>
<p>Continue to improve the skills of our teaching staff in the 4 areas within the Edinburgh Learns policy:</p> <ul style="list-style-type: none"> • Assessment for Learning • Differentiation • Explicit use of Skills • Leadership of 	<ul style="list-style-type: none"> • HT and L&T Triad Leads • All staff 	<ul style="list-style-type: none"> • WTA • CAT and in-service programme • Edinburgh Learns CLPL <p>https://cityofedinburgheducation.sharepoint.com/:f:/r/sites/EdinburghLearns/EdinburghLearnsAtHome/Teaching%20and%20Learning/Professional%20Learning%20Packs?csf=1&web=1&e=4elhtb</p>	<ul style="list-style-type: none"> • August onwards 	<ul style="list-style-type: none"> • Time given during October in-service to re-visit this and undertake relevant EL sessions. • Plans to re-visit Triads and pull together work from session 2019/20. • Plans to update

Learning				L, T & A policy
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Sample Teaching and Learning Renewal Plan: to be deleted after use

Renewal Aspect 1		Overall Responsibility	HT
Outcomes	<p><u>Short-Term</u> 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><u>Medium-Term</u> 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>		

<p>NIF Priorities:-</p> <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people 			<p>QIs/Themes</p> <p>QI 1.1 Analysis and evaluation of intelligence and data</p> <p>QI 1.3 Strategic planning for continuous improvement</p> <p>QI 2.2 Rationale and design</p> <p>QI 2.2 Learning pathways</p> <p>QI 2.3 Learning and engagement</p> <p>QI 2.3 Quality of teaching</p> <p>QI 2.3 Effective use of assessment</p> <p>QI 2.3 Planning, tracking and monitoring</p> <p>QI 2.4 Universal support</p> <p>QI 2.4 Targeted support</p> <p>QI 2.5 Engaging families in learning</p> <p>QI 3.2 Attainment in literacy and numeracy</p> <p>QI 3.2 Overall quality of learners' achievement</p>	
Tasks	By Whom	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> • Carry out Digital Access Audit to assess strengths and needs in relation to learning and teaching. • Establish Outdoor Learning capacity, as an aspect of a Blended Learning Model 	<ul style="list-style-type: none"> • Stakeholders complete relevant audit • SLT/H&S Group/Class teacher 	<ul style="list-style-type: none"> • Digital Access Audit • Digital Tools Audit • Link to Digital Learning and Teaching Self-Evaluation • Link to Outdoor Learning Risk Assessments and other Phase 1 Outdoor Learning Resources 	<ul style="list-style-type: none"> • April 2020 	<ul style="list-style-type: none"> • Initial Digital Access Survey carried out April 2020 • Digital Tools Audit carried out June 2020

<ul style="list-style-type: none"> • With the school community, collaboratively create a refreshed curriculum rationale, relevant to Covid-19 adaptation and renewal. 	<ul style="list-style-type: none"> • All stakeholders 	<ul style="list-style-type: none"> • Link to BGE Curriculum Rationale Guidance • Link to Level 5 Illustration Q1 2.2 Theme 1 HGIOS4? • Link to Edinburgh Phase 2 Outdoor Learning Vision and Rationale 	•	•
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Link to Blended Learning Teaching and Learning Guidance • Link to Sample Blended Learning Strategy • Link to sector specific blended learning case study videos 	•	•
<ul style="list-style-type: none"> • Ensure all learners can access learning and teaching remotely (technology, skills to access learning etc.) – use Digital Access audit information to identify priority actions. 	<ul style="list-style-type: none"> • Relevant staff in school (Home Learning Lead/Digital Learning Lead/Digital Learning Coordinator) 	<ul style="list-style-type: none"> • Home Learning Lead / Digital Learning Lead / Digital Learning Coordinator • Office 365 and other relevant digital tools 	•	•
<ul style="list-style-type: none"> • Access/deliver appropriate professional learning for staff to ensure all can use relevant digital platforms and tools to required level – use audit information to identify priority actions. 	<ul style="list-style-type: none"> • All staff • Coordinated/supported by Home Learning Lead/Digital Learning Lead/ Digital Learning Coordinator 	<ul style="list-style-type: none"> • Link to EdinburghLearns@Home Digital Professional Learning (self-directed and webinars) 	•	•

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • All staff • Coordinated/supported by Home Learning Lead/Digital Learning Lead/Digital Learning Coordinator 	<ul style="list-style-type: none"> • Edinburgh Learns Professional Learning (self-directed and/or led by EL T&L Team) 	•	•
<ul style="list-style-type: none"> • Plan outdoor learning opportunities to meet (and enhance) the needs of the curriculum and social distancing. Access/deliver appropriate professional learning and resources to support this. 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Edinburgh Outdoor Learning Team (Contacts) • Link to Edinburgh Outdoor Learning Phase 2 resources 	•	•

Equalities, Equity & Inclusion

Renewal Aspect 2	Equity and Inclusion	Overall Responsibility	Laura Barnett (Equity) Jacquie Ramsay (Inclusion)
Outcomes			

<p>1 c) Establish gap at whole school level between SIMD 2,3,4 and 5 and 10.</p>		<p>the gap (such as EdICT or school-based systems).NIH excellence and equity datatoolkit</p> <ul style="list-style-type: none"> Professional dialogue with staff using the baseline data to inform the measurable targets. CEC Pupil Equity Funding: Plan 2020-21 - School Template 	<p>Faculty and Whole School Time</p> <p>Allocated time for SDO</p>	<p>Staff have a clear understanding of our whole school gap, interventions are in place and the gap is being closed.</p>
<p>2. Audit of digital access for all students, including new S1s and new entrants.</p>	<ul style="list-style-type: none"> SDO 	<ul style="list-style-type: none"> Date from lockdown digital access audit conducted in April 2020 Table on pg 10 and paragraph on pg 15 of (<i>Excellence and Equity During the COVID-19 Pandemic – A Strategic Framework for Reopening Schools, Early Learning and Childcare Provision in Scotland</i>) <p>school Data from Digital Access Audit</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> We have a clear overview of which students will struggle to access online learning. Workaround solutions implemented and resources provided where possible. SCVO and CEC supports being pursued for final number.
<p>3. Strategically plan interventions taking account of post-COVID-19 evidence and data gathered for those affected by poverty.</p>	<ul style="list-style-type: none"> ST CLs PSO CtG Teacher 	<ul style="list-style-type: none"> Covid support staff. PEF National Guidance 2020-21 PEF City of Edinburgh Council Guidance 2020-21 Pupil Equity Funding: Plan 2020-21 - School Template Equity Self-Evaluation Resource (Education Scotland) Interventions for Equity Diagram 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Appropriate interventions implemented by faculties as appropriate. Whole school overview of targeted students using Info Hub tracking and monitoring processes.

		<ul style="list-style-type: none"> • Dan Nicholls (2020) Urgent Action Required. Addressing disadvantage • EEF Impact of School Closures on the Attainment Gap June 2020 and • Scotgov support-for-continuity-in-learning June 2020 • Interventions for Equity Diagram • Dan Nicholls (2020) Urgent Action Required. Addressing disadvantage • EEF Impact of School Closures on the Attainment Gap June 2020 and • Scotgov support-for-continuity-in-learning June 2020 		
4. Planning the financial management of resources to support equity.	<ul style="list-style-type: none"> • HK/EC 	<ul style="list-style-type: none"> • QI 1.5 CEC Self-evaluation Report • QI 1.5 CLPL for HTs and BMs (available from January 2021) • CEC Pupil Equity Funding: Plan 2020-21 - School Template • Challenge questions from HGIOS?4 QI 1.5 • Improving School Empowerment through Self-Evaluation: A Framework for Local Authorities 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • PEF Plan approved – see previous document • Strategic use of SDO (Digital Strategy and Raising Attainment) and PSO to provide best value support for young people.

<p>5. Identification of learners affected by poverty post-COVID-19 who may also experience disadvantage for other reasons eg Equity cohorts.</p>	<ul style="list-style-type: none"> • ST/ SfP/ PSO 	<ul style="list-style-type: none"> • Supporting Care Experienced Children and Young People through Covid 19 and its aftermath • Care Experienced Children and Young People 2020 – Self-evaluation toolkit for schools • https://education.gov.scot/improvement/learning-resources/supporting-young-carers-in-education-during-covid-19/ • Equalities Resources • School Info Hub 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Staff know which students are doubly disadvantaged and take awareness of this in planning and tracking. • A number of supports provided to support identified learners.
<p>6a) Further guidance for parents/ students on how to access Teams.</p> <p>6b. Involve all stakeholders fully in self-evaluation to analyse impact of COVID 19.</p>	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • User guides produced by Technologies • Translated versions for parents • Engaging Parents and Families: A Toolkit for Practitioners (Family Learning) • Post-COVID data gathered by the school to identify families facing hardship and poverty for the first time, who may find it difficult to access the support they need due to the unfamiliarity of support systems and being previously unknown to professionals. 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Focused tutorials on Teams usage shared with students during Key Adult time. • Parents are more able to support their children. Increase in number of students accessing work on Teams.

	All staff/ students /parents	<ul style="list-style-type: none"> • Scottish Attainment Challenge and Partnerships with the Third Sector • EEF working-with-parents-to-support-childrens-learning • Students equity surveys • Parents equity surveys • Refresher 1 in 5 training for new staff • Student HWB survey • Staff HWB Survey 	Ongoing	<p>ST and staff understand and appreciate the impact Covid has had on learners and focus resources on ensuring students are able to attain despite these obstacles.</p> <p>Appropriate actions taken from analysis of Equity Survey</p> <p>Appropriate actions taken from analysis of HWB Survey</p>
7. Removing practical barriers to learning impacting those in poverty.	• PSO/SfP /ST	<ul style="list-style-type: none"> • Continue offering breakfast club, sanitary supplies, uniform etc. • Financial advice leaflet updated • CEC 1 in 5 Top Tips for Schools 	• Ongoing	<ul style="list-style-type: none"> • Students and parents contact the school when needing support with financial difficulties and trust us to help them as much as possible.

		<ul style="list-style-type: none"> • CEC Raising Awareness of Child Poverty document • Leadership for Equity CLPL (School Leaders, Class Teachers, PSAs/PSOs – available later in session 2020/21) • https://cpag.org.uk/scotland/CoSD/evaluation • National Improvement Hub – Stirling Outcomes and Measures Toolkit 		<ul style="list-style-type: none"> • Involvement in upcoming pilot work supporting education of homeless students/ students in temporary accommodation.
Target student groups to be discussed monthly at Faculty Meetings and regularly at Leadership team meetings.	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • WTA 20-21: Negotiating Committee to agree • Quality Assurance Calendar • Collegiate Calendar 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Targeted students who are underperforming can have interventions put in place as quickly as possible.
<p>9. Inclusion</p> <p>9a. Identify learners with specific learning difficulties who require specific Learning plans; review and update targets.</p> <p>Monitor learners who may require/have previously required SfL support at pathway 2 to facilitate early intervention and planning to address any emerging difficulties accessing learning.</p> <p>9b. Termly review of progress towards targets as part of multi-agency planning process.</p>	<ul style="list-style-type: none"> • SfL staff with support from ASL Service colleagues as required 	<ul style="list-style-type: none"> • Learning at home pathways to support • AR&R Guidance to Support Inclusion During Covid-19 • https://education.gov.scot/parentzone/learning-at-home/covid19/supporting-children-with-additional-support-needs/ • https://www.callscotland.org.uk/home/ • https://www.gov.scot/publications/coronavirus-covid-19-support-for-continuity-in-learning/ 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Learners needs are met according to agreed targets in plans and YPPM minutes • Attendance for targeted groups is above 90%

Sample Equity and Inclusion Renewal Plan: to be deleted after use

Renewal Aspect 2	Equalities, Equity and Inclusion	Overall Responsibility	HT and DHTs HK, LB & JR
Outcomes	<p>Short Term:</p> <ul style="list-style-type: none"> 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. Ensure that the planning of effective interventions and approaches is based on data and evidence. <p>Medium Term:</p> <ul style="list-style-type: none"> 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. <p>Long Term:</p> <ul style="list-style-type: none"> PRIMARY: 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> Table for Primary <p>Long Term:</p> <ul style="list-style-type: none"> SECONDARY: 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 and/or use attainment vs deprivation measures or positive, sustained destination targets for equity groups):</i> Table for Secondary 		

NIF Priority :- <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people 			QIs/Themes <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
<p>1a. Provide opportunities for staff engagement in the effective use of data in identifying the poverty related attainment gap post-COVID-19</p> <p>1b. Set measurable outcomes which relate to improvements in attainment or achievement for those learners in SIMD quintile 1 and the closing of the gap between those in SIMD quintile 1 and those in quintiles 2-5</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Post-COVID-19 attainment and achievement data at class and whole school level, based on a range of evidence collected in a sensitive way (Scottish Government Guidance 05/06/20). Tracking and monitoring systems with functions for filtering by SIMD to determine the gap (such as EdICT or school-based systems). <u>NIH excellence and equity datatoolkit</u> Professional dialogue with staff using the baseline data to inform the measurable targets. CEC Pupil Equity Funding: Plan 2020-21 - School Template 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

<p>2. Continue to update existing audit information regarding inequity of digital access and take action appropriately as part of the blended learning model.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Table on pg 10 and paragraph on pg 15 of (<i>Excellence and Equity During the COVID-19 Pandemic – A Strategic Framework for Reopening Schools, Early Learning and Childcare Provision in Scotland</i>) • School Data from Digital Access Audit 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>3. Strategically plan interventions taking account of post-COVID-19 evidence and data gathered for those affected by poverty.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • PEF National Guidance 2020-21 • PEF City of Edinburgh Council Guidance 2020-21 • Pupil Equity Funding: Plan 2020-21 - School Template • Equity Self-Evaluation Resource (Education Scotland) • Interventions for Equity Diagram • Dan Nicholls (2020) Urgent Action Required. Addressing disadvantage • EEF Impact of School Closures on the Attainment Gap June 2020 and • Scotgov support-for-continuity-in-learning June 2020 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>4. Planning the financial management of resources to support equity.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • QI 1.5 CEC Self-evaluation Report • QI 1.5 CLPL for HTs and BMs (available from January 2021) • CEC Pupil Equity Funding: Plan 2020-21 - School Template • Challenge questions from HGIOS?4 QI 1.5 • Improving School Empowerment through Self-Evaluation: A Framework for Local Authorities 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>5. Identification of learners affected by poverty post-COVID-19 who may also experience disadvantage for other reasons eg Equity cohorts.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Supporting Care Experienced Children and Young People through Covid 19 and its aftermath • Care Experienced Children and Young People 2020 – Self-evaluation toolkit for schools 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

		<ul style="list-style-type: none"> • https://education.gov.scot/improvement/learning-resources/supporting-young-carers-in-education-during-covid-19/ • Equalities Resources 		
6a. Establish or build upon existing family learning programmes- adapt to a COVID context	•	<ul style="list-style-type: none"> • Engaging Parents and Families: A Toolkit for Practitioners (Family Learning) • 'How to' video clips created for parents to help them build skills and confidence in accessing digital learning platforms such as Teams. • Post-COVID data gathered by the school to identify families facing hardship and poverty for the first time, who may find it difficult to access the support they need due to the unfamiliarity of support systems and being previously unknown to professionals. 	•	•
6b. Involve all stakeholders fully in self-evaluation to analyse impact of COVID 19.		<ul style="list-style-type: none"> • Scottish Attainment Challenge and Partnerships with the Third Sector • EEF working-with-parents-to-support-childrens-learning 		
7. Ensure that sensitive action taken at all levels to remove unintended barriers (including financial) to participation, engagement and access to wider learning opportunities, in light of the increase in the number of families affected by poverty post-COVID 19.	•	<ul style="list-style-type: none"> • CEC 1 in 5 Top Tips for Schools • CEC Raising Awareness of Child Poverty document • Leadership for Equity CLPL (School Leaders, Class Teachers, PSAs/PSOs – available later in session 2020/21) • https://cpag.org.uk/scotland/CoSD/evaluation • National Improvement Hub – Stirling Outcomes and Measures Toolkit 	•	•
8. Include regular tracking dialogue meetings with all relevant staff as an aspect of the Quality Assurance calendar.	•	<ul style="list-style-type: none"> • WTA 20-21: Negotiating Committee to agree • Quality Assurance Calendar • Collegiate Calendar 	•	•

<p>9. Inclusion</p> <p>9a. Identify learners with specific learning difficulties who require Individualised Educational Programmes or CSPs; review and update targets.</p> <p>Monitor learners who may require/have previously required SfL support at pathway 2 to facilitate early intervention and planning to address any emerging difficulties accessing learning.</p> <p>9b. Termly review of progress towards IEP or CSP targets as part of multi-agency planning process.</p>	<ul style="list-style-type: none"> SfL staff with support from ASL Service colleagues as required 	<ul style="list-style-type: none"> Learning at home pathways to support AR&R Guidance to Support Inclusion During Covid-19 https://education.gov.scot/parentzone/learning-at-home/covid19/supporting-children-with-additional-support-needs/ https://www.callscotland.org.uk/home/ https://www.gov.scot/publications/coronavirus-covid-19-support-for-continuity-in-learning/ Planning for Learning part 3: Individualised educational programmes (IEPs) https://education.gov.scot/parentzone/Documents/CfEbriefing13.pdf 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
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Resilience, Health and Wellbeing

Renewal Aspect 3	Health, Wellbeing & Resilience	Overall Responsibility	DHT Student Support - JR
Outcomes	<p>Short term</p> <p>Staff are provided with appropriate CLPL and planned opportunities to debrief regarding their own HWB</p> <p>Staff feel supported in relation to their own health and wellbeing</p> <p>Staff are provided with CLPL to build on current knowledge regarding the importance of relationships in aiding renewal</p> <p>Systems are put in place to ensure children’s rights and participation are the heart of school life</p> <p>The curriculum is adapted, through learner voice to meet the needs of our learners in a post-covid context</p> <p>Medium term</p> <p>Relationships have been reconnected across the school community</p> <p>All learners feel listened to, reassured and supported (acknowledging their experiences)</p> <p>All learners feel more resilient</p>		
<p>NIF Priorities:</p> <ul style="list-style-type: none"> Improvement in children and young people’s health and wellbeing 		<p>QIs/Themes</p> <p>1.3 Leadership of Change</p> <p>2.2 Curriculum</p> <p>2.3 Learning, Teaching & Assessment</p> <p>2.4 Personalised Support</p> <p>2.6 Transitions</p> <p>3.1 Ensuring Wellbeing, Equality and Inclusion</p>	

Tasks	By Whom	Resources	Time	Progress & Impact
<p>Identify time and space for staff to debrief regarding their own HWB</p> <p>Provide CLPL to support staff HWB, to support their own HWB</p> <p>Provide CLPL to enable staff to feel more confident in supporting their learners.</p> <p>Share the 4 key messages regarding recovery and HWB to ensure a consistent approach;</p> <ul style="list-style-type: none"> • Reconnect relationships • Acknowledge experiences • Create a nurturing environment • Support our learners to build resilience 	JR with SLT	<p>Session 1 'Moving on, coming together: focus on our wellbeing'</p> <p>It's All About Relationships' Barnardo's (16mins)</p> <p>https://www.youtube.com/watch?v=0RyD-ueKCOc&feature=youtu.be</p> <p>Session 2 'Moving on, coming together: focus on our children, young people and families' wellbeing</p> <p>Continued focus on the promotion of staff Health & Wellbeing and Resilience</p> <ul style="list-style-type: none"> • Chocolate Friends • Thank you Fridays • Goodbye padlets and films 	<p>Aug I/S 2020</p> <p>Jan I/S 2021</p> <p>Optional for staff from additional 35 hours</p> <p>ongoing</p>	•
<p>Audit to assess strengths and needs in relation to health and wellbeing</p> <p>Use reflection questions to RAG current position with staff, learners and the wider community</p>	<p>All staff</p> <p>Learners</p> <p>Parents</p>	<p>CAT session faculty discussion and padlet feedback</p> <p>Renewal Plan - HWB Rationale and Guidance</p> <ul style="list-style-type: none"> • How good is OUR school? <p>https://education.gov.scot/improvement/Documents/HGIOURS-Part1.pdf</p>	<ul style="list-style-type: none"> • CAT 1 hour 4/9/2020 • Use of some KA time (50 mins pw) 	•

Re-establish relationships with partners and share key messages		https://education.gov.scot/improvement/Documents/HGIOURS-Part2.pdf		
<p>Identify key priorities from audit;</p> <p>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> <p>Reconnect relationships</p> <p>Acknowledge experiences</p> <p>Create a nurturing environment</p> <p>Support our learners to build resilience</p>	<p>SLT then JR with self-selecting group</p> <p>PSLs</p> <p>Mental Health group</p> <p>M Yeoman</p>	<ul style="list-style-type: none"> • SLT discussion of next steps from padlets' audit • 'Moving on, coming together' materials for all year groups in PSE • Cool, Calm and Connected in S1 • Online safety in S2 • S3&S4 relationships (SHARE) • S5 Mental Health • Mental Health Awareness 'events' • Carnegie Centre of Excellence for Mental Health in schools - Mental Health Award 	<ul style="list-style-type: none"> • 30 minutes of SLT meeting time • 1 hr pw Aug-Oct • 1 hr pw Oct-Dec • Use of some KA time (50 mins pw) 	<ul style="list-style-type: none"> •
Plan staff development opportunities to support necessary learning in relation to key priorities	<ul style="list-style-type: none"> • Staff • Partners 	<ul style="list-style-type: none"> • WTA • CLPL opportunities 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> •
Identify additional personalised support approaches which may be required	<ul style="list-style-type: none"> • SfP/SFL/ WH staff • ASL services 	<ul style="list-style-type: none"> • TATC meeting time • Wellbeing Hub set up support resources: • ASL Nurture Guidance 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> •

	<ul style="list-style-type: none">• Educational Psychologist• Partner agencies	<ul style="list-style-type: none">• Supporting the Care Experienced During Covid• Edin Learns Inclusion Hub		
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Sample Health, Wellbeing & Resilience Renewal Plan: to be deleted after use

Renewal Aspect 3	Health, Wellbeing & Resilience	Overall Responsibility		
Outcomes	<p>Short term</p> <p>Staff are provided with appropriate CLPL and planned opportunities to debrief regarding their own HWB</p> <p>Staff feel supported in relation to their own health and wellbeing</p> <p>Staff are provided with CLPL to build on current knowledge regarding the importance of relationships in aiding renewal</p> <p>Systems are put in place to ensure children’s rights and participation are the heart of school life</p> <p>All staff understand the 6 nurture principles and have planned how these can be used to support learners</p> <p>The curriculum is adapted, through learner voice to meet the needs of our learners in a post-covid context</p> <p>Medium term</p> <p>Relationships have been reconnected across the school community</p> <p>All learners feel listened to, reassured and supported (acknowledging their experiences)</p> <p>The nurture principles underpin the learning environment</p> <p>All learners feel more resilient</p>			
<p>NIF Priorities:</p> <ul style="list-style-type: none"> Improvement in children and young people’s health and wellbeing 		<p>QIs/Themes</p> <p>1.3 Leadership of Change</p> <p>2.2 Curriculum</p> <p>2.3 Learning, Teaching & Assessment</p> <p>2.4 Personalised Support</p> <p>2.6 Transitions</p> <p>3.1 Ensuring Wellbeing, Equality and Inclusion</p>		
Tasks	By Whom	Resources	Time	Progress & Impact

<p>Develop plans to support staff HWB;</p> <p>Identify time and space for staff to debrief regarding their own HWB</p> <p>Provide CLPL to support staff HWB, to support their own HWB</p> <p>Provide CLPL to enable staff to feel more confident in supporting their learners.</p> <p>Share the 4 key messages regarding recovery and HWB to ensure a consistent approach;</p> <ul style="list-style-type: none"> • Reconnect relationships • Acknowledge experiences • Create a nurturing environment • Support our learners to build resilience 	<p>All staff lead by SLT HWB group</p>	<p>Working time agreement</p> <p>Collegiate calendar</p> <p>Supporting staff - resources</p> <p>Session 1 'Moving on, coming together: focus on our wellbeing' 'It's All About Relationships' Barnardo's (16mins)</p> <p>https://www.youtube.com/watch?v=0RyD-ueKCOC&feature=youtu.be</p> <p>Session 2 'Moving on, coming together: focus on our children, young people and families' wellbeing</p> <p>Supporting learners - resources</p> <p>Additional HWB resources</p>	<ul style="list-style-type: none"> • June/August 2020 <p>August IS day</p>	<ul style="list-style-type: none"> •
<p>Audit to assess strengths and needs in relation to 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>Renewal Plan - HWB Rationale and Guidance</p> <p>Supporting learners - resources</p> <p>Self-evaluation during covid Part 1</p> <p>Self-evaluation during covid Part 2</p> <p>A5 HWB booklet</p> <p>HWB Framework</p> <p>Pre covid HWB resources / supports and organisations</p>	<ul style="list-style-type: none"> • August 	<ul style="list-style-type: none"> •

		https://www.evocredbook.org.uk/		
<p>Identify key priorities from audit; 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> <p>Reconnect relationships</p> <p>Acknowledge experiences</p> <p>Create a nurturing environment</p> <p>Support our learners to build resilience</p>	<p>All staff and partners (incl wrap around care)</p> <p>Learners</p> <p>Parents</p> <p>HWB group</p>	<ul style="list-style-type: none"> • Audit responses • Additional HWB resources • Equalities - HWB Guidance • Learner participation resource <p>https://education.gov.scot/improvement/self-evaluation/learner-participation-in-educational-settings-3-18/</p> <ul style="list-style-type: none"> • How good is OUR school? <p>https://education.gov.scot/improvement/Documents/HGIOURS-Part1.pdf</p> <p>https://education.gov.scot/improvement/Documents/HGIOURS-Part2.pdf</p>	<ul style="list-style-type: none"> • August • Monthly reflection on progress 	<ul style="list-style-type: none"> •
<p>Plan staff development opportunities to support necessary learning in relation to key priorities</p>	<ul style="list-style-type: none"> • Staff • Partners 	<ul style="list-style-type: none"> • WTA • CLPL opportunities 	<ul style="list-style-type: none"> • Term one and ongoing 	<ul style="list-style-type: none"> •
<p>Identify additional personalised support approaches which may be required</p>	<ul style="list-style-type: none"> • Pupil support/SFL/SLT • ASL services • Educational Psychologist • Partner agencies 	<ul style="list-style-type: none"> • ASL Nurture Guidance • Supporting the Care Experienced During Covid • Edin Learns Inclusion Hub 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> •

