

National Improvement Framework Key Priority 1

To Improve attainment, particularly literacy and numeracy

- Ensure teaching staff achieve the Edinburgh’s Teacher’s Charter (MM)
- Revise PRD Policy in line with authority guidance (MM)
- Implement or embed authority BGE Tracking and Monitoring system? (AB)
- Ensure planned moderation activity at Learning Community level for Numeracy (HK & BP)
- Implement targeted interventions for all children and young people with gaps in literacy and numeracy skills (HK, LB, BP & LA)
- Continue to plan for blended/remote learning (MM, SD & SW)
- Staff engage in digital CLPL as appropriate (SD & SW)

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
Staff carry out research and self-evaluation to identify area of differentiation and fail to focus a mini enquiry on.	MM & Learning Community	Edinburgh Learns Professional Learning Pack, articles and books from key educationalists	September 2021 In-service & CAT	
Some teachers share examples of good practice – Differentiation –	MM, Lead Triad & Learning Community	Edinburgh Learns Professional Learning Pack,	October 2021 In-service Day	

<p>Questioning and modelling & Audio – feedback. All teaching staff share findings from mini enquiry with Triads, Faculty and Padlet and then carry out further research.</p> <p>All triads to visit each other to observe practice between October 2020 and May 2021.</p> <p>All triads make videos to share – what they tried out, what they found out, what impact it had on learners.</p> <p>Some teachers present in workshops – on FafI. Triads share work in carousels (use videos if can't do in person) and plan observations if not already completed. Faculties meet to discuss impact in lessons and next steps.</p> <p>All teaching staff evaluate findings from mini practitioner enquiries. Identify the aspects of good practice to use in the</p>	<p>Learning Community</p> <p>Learning Community</p> <p>MM, RA, other & Learning Community</p> <p>Learning Community</p>	<p>articles and books from key educationalists</p> <p>Coaching conversations resources</p> <p>Ipads. Training instructions on using ipads to make videos.</p> <p>Videos from triads.</p> <p>Evaluation tools</p>	<p>October 2020 – May 2021 WTA CLPL Hours</p> <p>November – December 2021 CAT time</p> <p>January 2022 In-Service</p> <p>May 2022 In- Service</p>	
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<p>Tynecastle Learning and Teaching Toolkit.</p> <p>Organise in house sharing of good practice:</p> <ul style="list-style-type: none"> - Organise and run coffee and cake L & T sessions after school <p>Create an evolving bank of resources on-line and books to enhance teacher research-based practice</p> <p>Share good practice across the school – Top Tip Tuesday & collate as a Sway to share the school L & T practice</p>	<p>MM & lead triad</p> <p>MM & lead triad</p> <p>MM & DM</p>	<p>Coff and cake.</p> <p>Edinburgh Learns Professional Learning Pack, articles and books from key educationalists</p>	<p>October – June 2022 WTA CLPL</p> <p>September – June 2022</p> <p>September – June 2022</p>	
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<p>Audit of staff – to check that all classes have a Teams folder, all teaching staff have good level of understanding of using Microsoft Office to carry out remote/blended learning (using assignments, using Teams to communicate with pupils, using Teams to share resources with pupils). Training to be carried out in any gaps highlighted either whole school or individual.</p>	<p>Digital DOs</p>	<p>Microsoft Forms</p>	<p>October 2021</p>	
<p>Run twice weekly digital CLPL session and record attendance at these – Apple technology and Microsoft Programmes</p>	<p>Digital DOs</p>	<p>Microsoft Teams</p>	<p>August – June 2022 CLPL time from WTA</p>	
<p>Run a programme to enable teachers to achieve the Apple Teacher Badges</p>	<p>Digital DOs</p>		<p>August - October 2021 WTA CLPL</p>	
<p>Run a weekly Community Help Desk for digital needs - pupils to access at break</p>	<p>Digital DOs</p>	<p>Teachers to run desk</p>	<p>September – June 2022 WTA CLPL</p>	

<p>Embedded the three aims of National Action Plan on Internet Safety for Children and Young People into the ethos and culture of the school.</p> <p>We will help parents, carers and people who work with children and families to understand how to help children stay safe online and how to deal with problems if they occur through sharing of information and Online Safety events.</p> <p>We will make it clear that individuals, including children and young people themselves, need to take responsibility for their own online behaviour through our PSE and ICT curriculum supported by our Tutor programme</p> <p>We will work together to make sure that children are less likely to come across or get access to things online</p>	<p>Digital Development Officers and THS Community</p> <p>Digital Develop Officers, SLO and Place2Be</p> <p>Technologies and PSE Staff, Digital Dos and Key Adult Tutors</p> <p>All staff</p>	<p>Digital Schools Awards</p> <p>Communications with parents/carers Online Safety Events</p> <p>Curriculum Tutor programme</p> <p>CEC Cyber Security training</p>	<p>June 2022</p> <p>Whole School calendar - October 2021 and ongoing</p> <p>October 2021 and ongoing</p> <p>CLPL - August 2021 and ongoing</p>	
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<p>that are not suitable for them.</p>				
<p>All staff to identify L & T focus as part of PRD process – this is to be aligned to mini enquiry in school.</p> <p>CLs and other staff to be offered the opportunity to take part in instructional coaching training. This will be evaluated with the plan to deliver to the whole staff 2022-23 session.</p> <p>Share with staff new guidance from GTCS and CEC on PRD and Carry out an evaluation of current PRD practices in the school and their impact. Use this to inform practice for session 2022-23.</p> <p>Monitor participation in PRD to ensure the</p>	<p>All teaching staff</p> <p>MM & JT</p> <p>MM</p> <p>MM</p>	<p>PRD documentation</p> <p>Cover</p> <p>Revised PRD Guidelines</p>	<p>By end of October 2021</p> <p>October – June 2022 Some cover and some WTA</p> <p>May 2022</p>	

entitlement of all, including any associated supply teachers by holding all PRDs in a central area.		Up to date lists of all teaching staff and sign off year	By the end of October 2021	
Identify dates for Learning Community Moderation	HK and Learning Community		Learning Community calendar – September 2021	
Identify focus for Moderation	HK and Learning Community		Learning Community calendar – October 2021	
Moderation sessions to take place	Learning Community including BP & Maths Faculty	Moderation Plan	WTA – November 2021 & March 2022	
Use learning from Moderation to inform planning and curriculum development	BP & Maths Faculty	Lesson Plans and curriculum	Faculty CAT – June 2022	
Identify new S1 learners from Balgreen with gaps in literacy & numeracy	RN, LB, BP & LA	ACEL data, NFER and Maths Assessments	QIEO Meetings – September/October 2021	
Attend planning meeting with QIEO to develop plan.	HK, RN & AH	Data from Sanjeev (end of September)	QIEO Meetings – September/October 2021	
Decide on realistic targets for improvements once all data and information shared.	HK, LA, LB, BP & AH	Attainment data and transition information	Meeting – October 2021	
	PSAs, SfL and LC teacher	RSA programme	October 2021 – June 2022	

<p>Use of RSA, targeted support and extraction plus Learning Hub to support identified students.</p> <p>Engage parents/carers as appropriate to ensure home learning and support in place</p>	<p>LA & YMc</p>	<p>Literacy and Numeracy resources as appropriate</p> <p>Communications Support sessions/Family Learning</p>	<p>November 2021 – June 2022</p>	
<p>Identify S4 Learners at risk of leaving with no qualifications (literacy & numeracy)</p> <p>Communicate with these young people and their families</p> <p>Share lists with CLs and PSLs</p> <p>Agree realistic target for % of young people in this group who will achieve literacy and numeracy qualification</p> <p>Target individuals and provide opportunities for support in learning</p>	<p>HK, BP & LB</p> <p>HK and House Teams</p> <p>AB</p> <p>HK, LB & BP</p> <p>LB, BP, MJ, LA</p>	<p>SNSA Data Attendance Data Literacy/Numeracy Spreadsheet (AB)</p> <p>Mail merge letter and House follow up</p> <p>Spreadsheet</p>	<p>Attainment & SLT/CL Meetings - September 2021</p> <p>September 2021</p> <p>September 2021</p> <p>Attainment & SLT/CL Meetings - September 2021</p> <p>Ongoing</p> <p>Ongoing and completed by April 2022</p>	

<p>Target individuals and provide opportunities for assessment</p> <p>Utilise other interventions as appropriate – Tutor Ed, IYP, Mentoring & Study Support</p> <p>Provide a package of support and plan for appropriate Positive Destinations for this group of learners</p>	<p>LB, BP and MJ</p> <p>Tutor Ed, IYP Tutor, school staff</p> <p>AB, 16+ Group and House Teams,</p>	<p>Assessment materials</p> <p>Tutor Ed programme IYP programme Mentors Study Support calendar</p> <p>16+ Data</p>	<p>Ongoing and completed by May 2022</p> <p>Ongoing and completed by May 2022</p>	
<p>Identify S4 Learners with 5@5 potential</p> <p>Communicate with these young people and their families</p> <p>Share lists with CLs & PSLs</p> <p>Agree realistic target for % of young people in this group who will achieve 5@5</p> <p>Track attainment through House system and at Faculty level</p>	<p>AB & HK</p> <p>HK & House Teams</p> <p>AB</p> <p>HK & AB</p> <p>House Teams and Faculty Teams</p>	<p>SNSA Data, Faculty Attainment Data, Tracking & Monitoring Data</p> <p>Mail merge letters and House follow up</p> <p>Spreadsheet</p> <p>Info Hub</p>	<p>September 2021</p> <p>September 2021</p> <p>September 2021</p> <p>September 2021</p> <p>Ongoing and completed by May 2022</p>	

Utilise interventions as appropriate – Tutor Ed, IYP, Mentoring & Study Support	IYP Tutor and school staff	IYP programme Mentors Study Support calendar	Ongoing and completed by May 2022	
Identify S6 Learners who did not achieve their potential from within 5@5 Group in S4	AB & HK	SNSA Data, Faculty Attainment Data, Tracking & Monitoring Data	September 2021	
Communicate with these young people and their families	HK & House Teams	Mail merge letters and House follow up	September 2021	
Share lists with CLs & PSLs	AB	Spreadsheet	September 2021	
Agree realistic target for % of young people in this group who will achieve 5@6	HK & AB		September 2021	
Track attainment through House system and at Faculty level	House Teams and Faculty Teams	Info Hub	Ongoing	
Utilise interventions as appropriate – IYP, Mentoring & Study Support	IYP Tutor and school staff	IYP programme Mentors Study Support calendar	Ongoing and completed by May 2022	
Develop Info Hub 2021-22 for S1-3 for tracking & monitoring:				

<ul style="list-style-type: none"> • ASN communication 	AB, LA	Info Hub	December 2021	
<ul style="list-style-type: none"> • Review Tracking Reports & Timings 	AB & Senior Team	Info Hub	September 2021	
<ul style="list-style-type: none"> • Progress analysis by House 	ST, SfP	Info Hub	December 2021	
<ul style="list-style-type: none"> • Progress analysis by ethnicity 	AB, SD	Info Hub	December 2021	
<ul style="list-style-type: none"> • Gender Analysis 	AB, SD			

National Improvement Framework Key Priority 2

To close the attainment gap

- Implement revised attendance procedures (JR)
- Embed City of Edinburgh (Equity) Poverty Proofing Framework (LB & Renewal Group)
- Assertively track and monitor attendance, attainment and achievement of Care Experienced learners & learners in Quintile 1 (JR & Pupil Support)

QIs/Themes

- 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
Establish Closing the Gap Renewal Group 21/22	HK	CAT Calendar	September 2021	
Conduct audit of need with families in this post-covid landscape	LB & Renewal Group	Forms questionnaire	October 2021	
Refresh 1 in 5 sessions for all students in Tutor Time	LB & Renewal Group	1 in 5 Presentation	November 2021	
	LB & Renewal Group	1 in 5 Presentation	January 2022	

<p>Deliver 1 in 5 training to all new staff</p> <p>Track students in temporary accommodation at class teacher level to ensure all supports are provided</p> <p>Develop the Future First pilot project to raise aspirations of students (once the project in place a % increase of students to attend Higher Education will be agreed for 2022/23)</p> <p>Intercultural Youth Project to support BAME students through career planning, goal setting and coaching to achieve their potential (95% of young people accessing the support who move on to a Positive Destination)</p>	<p>LB & Renewal Group</p> <p>LB & Renewal Group Future First Lead Parent Council</p> <p>LB & Renewal Group Project Lead – Omo Koukpaki</p>	<p>Info Hub</p> <p>Future First project materials</p> <p>IYP project materials</p>	<p>September 2021 and ongoing</p> <p>September/October 2021 and ongoing</p> <p>September 2021 and ongoing</p>	<p>Impact expected 2022/23</p>
<p>Assertively track and monitor attendance, attainment and achievement of Care Experienced learners & learners in Quintile 1</p>	<p>JR/AB/MM as Year Heads & Pupil Support (PSL, SfLL, Wellbeing Hub CL)</p>	<p>Year Head meeting time</p>	<p>2 periods per fortnight for S1-3 in week 1 and S4-6 in week 2 from August 2021</p> <p>Admin and JR preparation time from August 2021</p>	

		<p>Monthly attainment and attendance report shared with SW</p> <p>Care Experienced Fund applications</p>	September 2021	
<p>Improve absence recording and correction of anomalies across the school</p> <p>Implement revised attendance procedures</p>	<p>JR with MY and PSLs</p> <p>All staff as Key Adults</p> <p>JR with MY and PSLs</p>	<p>Planning time prior to launch</p>	<p>1 ppw in August and September</p> <p>10 minutes KA time Tuesday-Thursday every week</p> <p>20 minutes KA time weekly to discuss true anomalies with students</p>	

National Improvement Framework Key Priority 3

To improve young people's health and wellbeing

- Embed revised local authority policy to prevent and respond to bullying and prejudice (JR)
- Embed Tackling Racist incidents guidance (JR)
- Embed Relationships, Learning and Behaviour Policy (HK)
- Facilitate access to localised enhanced support for young people with ASN across our pathways (LA)
- Plan to ensure a commitment to Children's Rights (UNCRC) (AB & Renewal Group)

QIs/Themes

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
Create a Student Voice system to enable clear communication to the SLT – House Councils and a School Parliament	MM	Key Adult Tutor Time	September 2021	
Develop S6 House Captain's leadership skills – carry out training on running meetings	MM & Student Voice Lead	Training presentation	September 2021	
Embed feedback time into the assembly programme to	MM	Assembly programme	October – June 2022	

<p>ensure key messages are communication with the full student body</p> <p>Evaluate the new student voice system and its impact</p>	MM	Microsoft Forms & Key Adult time	May 2022	
<p>Mental Health & Wellbeing Class will work towards the Mental Health Wellbeing Award</p> <p>Create a working partnership with Big Hearts and SAMH where students will be able to attend regular workshops at Tynecastle Park and build upon their knowledge and understanding of mental health through these.</p> <p>Train HWB students in MVP to enable them to deliver the course of 4 lessons to the S1 class</p> <p>Create a mental health toolkit using resources from Heath 4 U and toolkit made for primaries</p>	<p>KC & MH</p> <p>HWB Renewal Group</p> <p>KC & MH</p> <p>HWB Renewal Group Leads</p>	<p>Mental Health & Wellbeing Class time</p> <p>Mental Health & Wellbeing Class time</p> <p>Mental Health & Wellbeing Class time</p> <p>Primary School Toolkit and Health 4 U resources</p>	<p>June 2022</p> <p>June 2022</p> <p>June 2022</p> <p>June 2022</p> <p>November 2021</p>	

<p>Gain the Carnegie Award by collating all the HWB work</p> <p>Celebrate a Mental Health Week by running a cross curricular project amongst some departments.</p> <p>Develop a staff HWB Charter – to promote the school’s positive culture</p> <p>October in-service day – Staff HWB afternoon</p>	<p>MY & HWB & Renewal Group</p> <p>HWB Renewal Group</p> <p>HWB Renewal Group</p> <p>HWB Renewal Group Leads</p>	<p>Resources from the Carnegie Award</p> <p>WTA Renewal Group Time</p> <p>WTA Renewal Group Time</p> <p>WTA Renewal Group Time</p>	<p>February 2022</p> <p>June 2022</p> <p>October 2021</p>	
<p>Review and implement revised school procedure for preventing and responding to bullying and prejudice</p>	<p>JR with Equalities IG (L Howie Lead)</p>	<p>IG meeting time</p> <p>Key Adult presentations</p> <p>Student Equalities group meeting time</p> <p>Staff Forms for recording of incidents</p> <p>SS admin time to transfer into SEEMIS</p>	<p>5 x 1 hour (Sept/Nov/Jan/Mar/May)</p> <p>20 mins KA tutor time throughout the year (30 minutes per month at lunchtime)</p> <p>5 minutes per form submitted</p> <p>5 minutes per form submitted</p>	<p>Increased reporting and recording of incidents due to Equalities work. Evaluate impact of Equalities Group and Student Equalities Group</p>

Update school Anti-bullying policy	JR and Equalities Group members in consultation with the school community	Discussion and review time	1 hour per month	Updated policy owned by the school community
Review and improve channels for reporting Bullying and Racist incidents	JR with Equalities IG (L Howie Lead)	IG meeting time Key Adult presentations Student Equalities group meeting time Staff Forms for recording of incidents SS admin time to transfer into SEEMIS	5 x 1 hour (Sept/Nov/Jan/Mar/May) 20 mins KA tutor time throughout the year (30 minutes per month at lunchtime) 5 minutes per form submitted 5 minutes per form submitted	Increased reporting and recording of incidents due to Equalities work. Evaluate impact of Equalities Group and Student Equalities Group
Achieve LGBT Charter Bronze status	LGBTi+ Renewal sub-group (with JR)	IG meeting time Key Adult presentations Student LGBTi+ group meeting time	5 x 1 hour (Sept/Nov/Jan/Mar/May) 20 mins KA tutor time throughout the year (30 minutes per month at lunchtime)	

Achieve the UNRRS Silver Award	AB, JP & Renewal Group	IG meeting time Silver Checklist & Evidence gathering	5 x 1 hour (Sept/Nov/Jan/Mar/May)	
Create SLWG to engage with Relationships, Learning and Behaviour Policy	HK	CAT programme	Renewal Group CAT	
Identify 3 main areas for focus – Restorative Practice, review of current policy and update policy	HK and SLWG	CAT programme	Renewal Group CAT – September 2021	
Identify Restorative Leads	HK and SLWG		Renewal Group CAT – September 2021	
Provide Training for new staff in Restorative Practice	Restorative Practice Leads	CLPL programme	CLPL programme – October 2021	
Maintain staff skill and engagement in Restorative Practice	Restorative Practice Leads	CLPL programme	Ongoing	
Create Senior Student Restorative Champions ?	Restorative Practice Leads		Consideration due to Covi-19 guidance (on hold)	
Create questionnaire for staff feedback	SLWG	Questionnaire	September 2021	
Engage Student Voice in creating questionnaire for student feedback	SLWG & SP/MM	Questionnaire	September 2021	

Staff and student focus groups if required	SLWG	Meeting Time	October 2021	
Update policy	HK & SLWG		October 2021	
Launch updated policy	SLWG and Student Voice	TBC	In-service Day 25.10.21 Assemblies wk bg 26.10.21	

National Improvement Framework Key Priority 4

- Embed Career Education Standard & Work Placement Standard at appropriate age (AB & EC)

QIs/Themes

- 1.1 Self-evaluation for self-improvement
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.6 Transitions
- 2.7 Partnerships
- 3.3 Creativity and Employability

Tasks	By Whom	Resources	Time	Progress & Impact
Audit Career Education Standards throughout Curriculum using: <ul style="list-style-type: none"> • Surveys • Evidence gathering • Interviews • Focus Groups • Subject Choice 	AB, SDS, DYW, SfP, CLs, Staff	Career Standards “I am” statements Focus Groups Meetings with DYW co-ordinator, SDS, 16+, CLs, SfP	Feb 2022 Apr 2022 Throughout year	Positive Destinations are consistently above virtual comparator.
Gathering evidence of best practice	AB, CLs, SDS			
Meet DYW DHT for CHS	AB			
	SDS, SfP,			

Support individual students requiring support for Career Management Skills.		16+ meetings, agency support		
Review Work Placement strategy for Tynecastle	AB, YMcG, JET co-ordinator, DYW co-ordinator		Feb 2022 (Covid-sensitive)	