



Mayfield Primary School

Standards and Quality Report 2020-21 Improvement Plan - Year 2021-22



Contents – Standards and Quality Report

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1. Context of the School

Our School Vision, Values and Aims

Mayfield Primary School is a non-denominational school which has a catchment that serves the community of Mayfield, Dalkeith within Midlothian Council.

Our school is situated on a shared community campus, which consists of our school, St. Luke's RC Primary School, Mayfield Nursery School and Midlothian Sure Start. Our school campus was the first shared campus in Scotland and is commonly known as the 'combined school' in the local community.

Mayfield is an area of social and economic deprivation within Midlothian Council and 78% of our pupils live within the deciles of SIMD 1-3. This demographic can provide challenges within school, but our vision statement 'Be The Best You Can Be' encompasses everything our school is working hard to stand for. In session 20.21 our school roll is 278, and this is arranged across 12 mainstream classes. The school also incorporates the Midlothian Speech, Language and Communication Provision for primary pupils. Pupils attending this provision come from across Midlothian and still link with their home school on a weekly basis. Pupils from the Provision regularly participate in learning within the mainstream school setting. In June 2021 there are 13 care experienced children and one child currently on the Child Protection Register.

The school has undergone a significant period of change and uncertainty in recent times. There has been a high turnover of staff including the senior leadership team and Head Teacher, as well as difficulties in attracting teaching staff and filling teacher vacancies. The school has had an Acting Head Teacher as part of a shared headship with St Luke's RC Primary School again for part of this school session. Recruitment of a permanent head teacher has taken a lengthy period, with a permanent head teacher in post from January 2021. There has continued to be lengthy teacher absence this session, with temporary and permanent teachers recruited throughout the school session. An Acting DHT continued to be in post for the first part of the session with a permanent DHT appointed in January 2021. A permanent Principal Teacher is currently being recruited, with the successful candidate to be in post from August 21. Following an extended period with no Support for Learning Teacher in post, recruitment of a permanent SfL Teacher took place in January 2021. This will provide further support and consistency within the school.

At present (June 21) our school has a teaching staff team of 20 teachers, 17 of which work full time and 3 who work part time, and a Support for Learning Teacher. The Support for Learning Teacher is recently appointed and is being supported to review approaches within the school. The Midlothian Speech, Language and Communication Provision based in our school, and detailed in our teacher numbers, is led by a full time Principal Teacher and a full time class teacher.

In June 2020 the senior leadership team consists of a recently appointed permanent Head Teacher, two permanent Depute Head Teachers and the Principal Teacher, Midlothian Speech, Language and Communication Provision. Recruitment for a permanent Principal Teacher is underway for session 2021.2022.

The school support staff team consists of 9 Learning Assistants, 3 of which work part time. There has been a long term learning assistant absence this session. Of the 6 full time Learning Assistants 3 are on fixed term contracts and some of this has been supported through Pupil Equity Funding. There is a full time Admin Assistant and a full time Office Support Assistant based within the school office. For 10 hours per week a Wellbeing Equity Officer is in post through Pupil Equity Funding. This is planned to continue into session 21.22. A Home School Practitioner is in post, again through Pupil Equity Funding and works full time. This post is also planned to be extended into the next academic session.

Our school team is further supported by our cleaning and janitorial staff, led by our campus janitor Ricky Palys. This session we have also been fortunate to secure a facilities assistant to provide janitorial support.

Finally, our campus catering team is led by Audrey Aitken. This team has supported through a range of duties across this session linked to the COVID-19 pandemic, through alternative duties and enhanced campus cleaning.

Our school sits within the locality of Newbattle in Midlothian, and our pupils transfer to Newbattle Community High School for secondary school. The locality has a similar demographic to our school and the school is fully involved in the work of the associated schools groups and the Newbattle Learning Community which has evolved from this. All schools in the locality are involved and all schools have collaborated in using PEF funding to support wellbeing within our locality through the development of a locality based wellbeing model that provides consistent approaches and services for all users. Our school participates fully in all locality based events for the community.

Our school is currently implementing an action plan based on the findings of a local authority follow through review in March 2019. The action plan has been updated regularly throughout the school session and a number of interventions are in place across the school to implement the change and actions required to see improvement and improved outcomes. The school improvement plan for this session has linked closely to the recommendations and actions from this school review. A follow through review was scheduled to take place in the Summer term of session 19.20, however due to the COVID-19 pandemic this was further delayed and did not take place in Session 20.21.

Our school has worked closely with colleagues from Education Scotland in Session 20.21 to support planned change and whole school improvement. This collaboration has supported in raising staff awareness and capacity, while supporting our school in identifying clear priorities for school change for session 21.22, that when implemented successfully, can be replicated in further academic sessions.

2. How our vision, values and aims were developed and how our stakeholders were consulted.

During our in-service session of August 16th 2018 we met as a whole staff to work on the creation of a shared Vision Values and Aims (VVA hereafter). This session was led by Acting DHT Chris Wilson and Acting PT Sandie Gordon.

The session involved a presentation that covered key themes for consideration, including thinking from GTCS, HGIOS4, and the example of the Mace from Scottish Parliament.

The main activities after the presentation involved staff reviewing documentation from 5 different schools across 5 different local authorities. This gave the staff the opportunity to see best practice from across Scotland and was successful in stimulating debate about the aspirations we hold for our young learners. Following this we worked in groups to complete a template with suggestions for our Vision and Suggestions for our Aims. We agreed that the existing Values of Ready, Responsible, Respectful and Safe should remain as these had already been embedded across the school.

The outcome of the session was that we had successfully managed to consult our teaching staff and now had a list of suggestions and ideas to work with. Following the session all the Vision and Aims ideas were collated and then over a period of time the following people were further consulted; parents, administrative staff, janitorial staff, cleaning staff, cooking staff, Educational Psychologists, local community partners and businesses - amongst others.

Following this substantial consultation period the most popular Vision suggestions were collated and passed on to the Head Teacher who amalgamated the themes and created our Vision Statement. The most popular 5 Aims statements were used to create our school Aims.

In March 2019 we received a council review that highlighted that whilst there was a commendable amount of work and consultation regarding the creation of our VVA, there were too many aspects to it and that this needed to be distilled to provide a clear message that the school community can focus on.

In order to action this Acting DHT Chris Wilson is organising a parental focus group, a pupil focus group, and will hold discussions with community partners to review which aspects are most helpful for us to take forward. This is taking place currently and after these review discussions are completed, we will meet as a full staff team to agree upon the best aspects to take from our current document, and review how we pass these themes onto our school community. The advice from the review team was to use assemblies more effectively, and this is sentiment that is shared by teaching staff and the leadership team.

In session 19.20 pupils and parents were consulted on the various aspects to our school vision. All agreed that the motto 'Be the best you can be' had impact. During the consultation it was decided through feedback that the motto should change to 'Be the best we can be' as this supports collective work, rather than focusing on the individual. At the start of the school session all pupils discussed the new motto and what it meant to them. Parents and carers were consulted during parental consultations. All results are displayed in the school entrance foyer.

The vision is revisited as part of all school assemblies on a weekly basis. The school language of learning (Our Fieldies) has been linked to this motto and pupils discuss how they can be the best Fieldie they can be. This is an integral part of school assemblies and has continued during the period of school closure.

With the appointment of our new permanent Head Teacher, our school vision, values and aims will be monitored and potentially reviewed for session 22.23 to ensure that they are still relevant to our school community moving forwards.

3. Our vision, values and aims

Mayfield Matters - Our Vision Statement

In **Mayfield Primary School** we provide a **warm, welcoming** and **happy** environment where all **achievement** is celebrated. We recognise the **individuality** and **talents** of ourselves and each other and support children to develop **skills for life**. We provide a **safe, nurturing and inclusive** school family where everyone is valued. We encourage all our learners to flourish and grow to **reach their potential** and **be the best** they can be.

Be The Best We Can Be!

Mayfield Primary School Values

Ready
Responsible
Respectful
Safe

Mayfield Primary School Aims

To be kind and honest.
To respect the rights of ourselves and others.
To build positive relationships between home, school and the wider community.
To work together to be the best we can be!

4. Review of Progress and Impact in Session 2020/21

On the following 4 pages complete a table for each of your 4 key school priorities from your SIP

NIF and Midlothian Priority (*highlight as applicable*)

1. Improvement in attainment, particularly literacy and numeracy
2. Closing the attainment gap between most and least disadvantaged children
3. Improvement in children and young people's health and wellbeing
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Driver(s) (*highlight as applicable*)

- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- School Improvement

HGIOS 4 Quality Indicator(s) / HGIOELC (*highlight as applicable*)

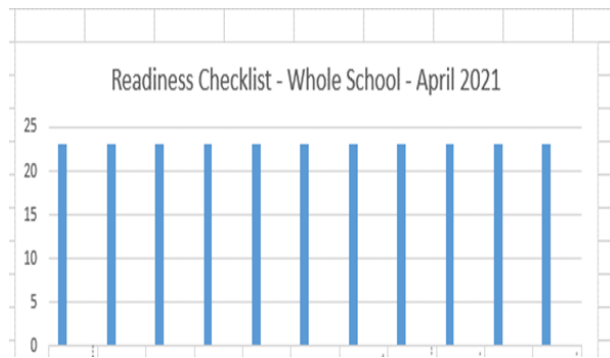
- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/ Securing children's progress
- 3.3 Increasing creativity and employability

Progress and Impact: To review and develop whole school approaches to nurture

STOP – Impact must be about the NIF priority outcomes and your own contextual targets, should be evaluative and include qualitative and quantitative data

This priority links with the local authority's priorities. It also reflects the feedback from the school review in 2019 and information linked to self-evaluation within the school from both pupils and staff across session 19.20.

Following a focused piece of work linked to developing positive relationships and behaviour in school, a clear next step was to identify staff awareness of nurture as a whole school approach and develop consistency.

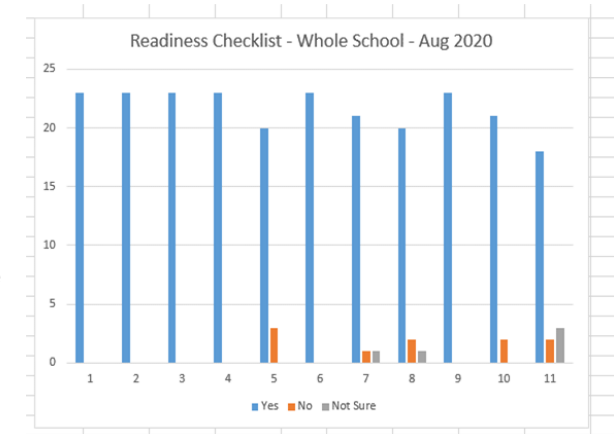


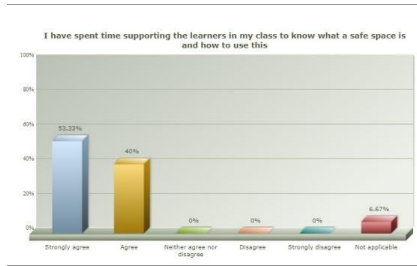
Whole school development sessions took place using 'Applying Nurture as a Whole School Approach' and baseline questionnaires took place to ascertain staff awareness.

Questionnaires sent to staff in August 2020 highlighted that there were some areas of nurture that staff felt comfortable with, but there were inconsistencies across the school.

Further work highlighted that although staff

confidence in some areas was stronger, consistency was key and not all staff were at the same starting level.



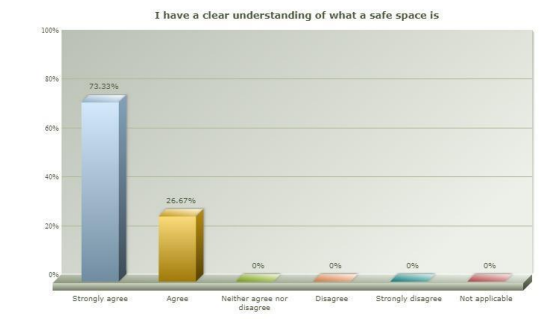
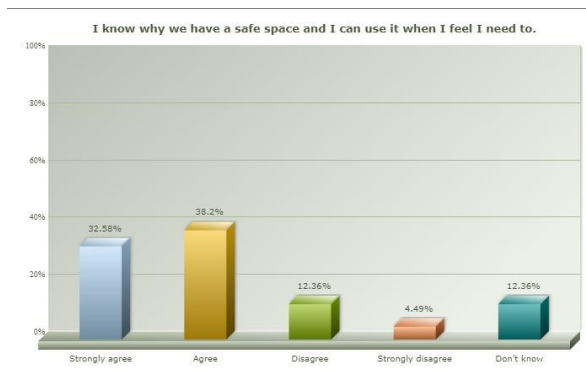


From this, and under changing COVID-19 guidance and limitations, a whole school approach to safe spaces was identified. This focus provided opportunities for staff development and training, resourcing to be made available to staff using PEF, and that pupils were aware through whole school and class learning opportunities of the role of a safe space within their class through assemblies and in class teacher-led sessions.

Feedback from teachers indicated that all classrooms had an identified safe space and that all pupils knew how to use it, and were using it within the classroom setting. Walkthroughs in class spaces and visits from the class door also indicated that the spaces were in place.

Surveys completed by our P5-P7 learners indicated different findings and inconsistencies in the information from teaching staff. While

78.66% of learners were in agreement that their classroom had a safe space, 13.48% of learners were in disagreement with this and 7.87% of learners stated that they did not know. This indicates that there is inconsistent awareness of the space in our upper school, and therefore inconsistent use of safe spaces. This will need to be addressed for session 21.22. Similarly, when surveyed on their knowledge of why we have safe spaces in class and them being able to use it as required, results proved to further question this. From the graph it is clearly evident that 29.21% of our P5-P7 learners did not agree or did not know this information. This clearly contradicts teacher judgement and further emphasises that more work is required in the upper stages of the school.



To further evidence this a similar questionnaire will be completed face to face with P2 -P4 learners in August to provide further accuracy with this information.

Next Steps:

- ensure all classes have a safe space with a clear understanding by ALL pupils of its role and support it can offer within their class environment
- complete survey with all P2-P4 learners in August 2021 to provide a clear base line
- identify a whole school nurture lead in line with Midlothian Council expectations
- SIP identified for nurturing approaches with the minimum expectation from the local authority planned for
- whole school approach to using Zones of Regulation to support ALL learners in our school to be able to share their feelings and emotions in a consistent and understood way across the school

5. Review of Progress and Impact in Session 2020/21

NIF and Midlothian Priority (*highlight as applicable*)

5. Improvement in attainment, particularly literacy and numeracy
6. Closing the attainment gap between most and least disadvantaged children
7. Improvement in children and young people's health and wellbeing
8. Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Driver(s) (*highlight as applicable*)

- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
- School Improvement

HGIOS 4 Quality Indicator(s) / HGIOELC (*highlight as applicable*)

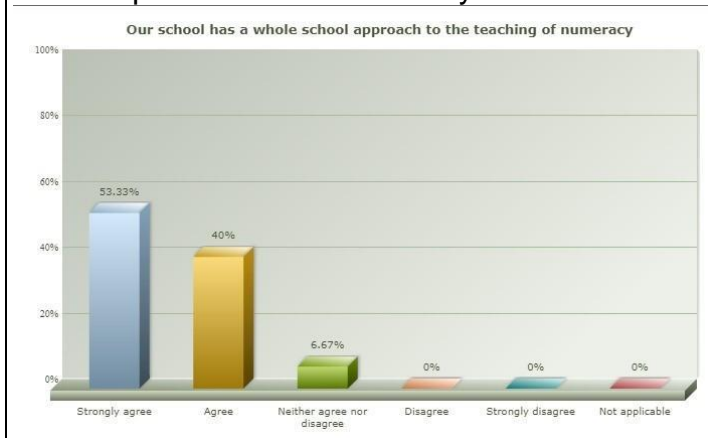
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Progress and Impact: Raise attainment in numeracy

STOP – Impact must be about the NIF priority outcomes and your own contextual targets, should be evaluative and include qualitative and quantitative data

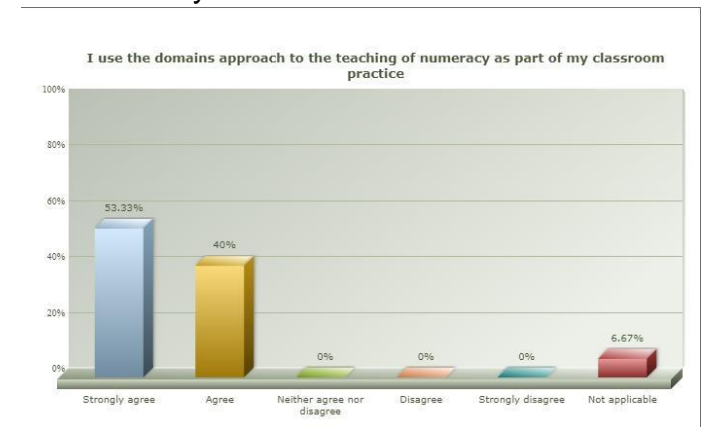
This priority continues to be linked to the recommendations from the local authority school review, and with evidence related to numeracy attainment across the school.

Clear expectations for numeracy were shared with all teaching staff at the August in-service day. This session led by a Midlothian Numeracy QAMSO provided detailed information on structuring a learning week, differentiation and using the domains approach effectively in class to support all learners. Support for staff was offered and monitoring of this in each class took place through planning monitoring, jotter examples and discussions with teachers. COVID-19 guidance limited in-class visits and peer observations.



Surveys of staff in March 2021 indicate staff confidence and consistency in the approach to numeracy is much increased.

Of the staff responses 93.33% of staff states that the school now had a whole school approach to the teaching of numeracy. This was not the case in March 2019 at school review. This is further highlighted by staff through their responses to the use of the domains to the teaching of numeracy, where 93.33% of staff indicated that they were consistently using this approach in class. 6.67% of staff indicated that this was not applicable in their role. Evidence from forward planning and tracking meetings further evidences teacher consistency in this approach.



Pupil evidence from surveys taken with P5-P7 learners further evidences this consistent approach across the school. Of the 88 pupils surveyed, 92% agreed that their teacher used the domains approach and that they learnt about a different domain each day in class. Furthermore, 76% of learners felt that they were making good progress, and better progress in their learning using this approach. Of the 26% who did not agree, 20% of pupils stated that they did not know.

	Primary 1	Primary 4	Primary 7
Session 20.21 March 21	76%	55%	67%
Session 19.20 March 20	64%	64%	54%
Session 18.19 March 19	59%	72.5%	60%

Attainment data for numeracy shows increasing trends in some stages of the school, but remains inconsistent where pupils have had varying approaches to numeracy across their school years. Attainment in our P1 cohort highlights a steady rise in attainment following the introduction of our approach to numeracy, with a rise of 15% of pupils attaining the expected level in numeracy. Our P4 cohort evidence indicates a significant gap in attainment across all areas of literacy and numeracy. PEF funding and targeted interventions are in place to support his cohort with improving attainment in all areas.

In Primary 7, there has been a 14% rise in pupils attaining the expected levels in numeracy.

The school benefitted from a significant input from Education Scotland colleagues from January 21. A strong focus was placed on achievement of a level, gathering evidence and tracking associated with this. While this has proven to be invaluable, it has also highlighted staff awareness of achievement of a level was inaccurate, and as a result attainment figures have been impacted. A clear plan is now in place to support and challenge staff within this area, moving forwards.

Next Steps:

- **Whole school approaches to quality assurance**
- **Targeted support for learners in current P4 cohort in all aspects of literacy and numeracy**
- **Moderation to ensure accurate teacher judgement linked to achievement of a level and progress in learning, particularly linked to pace and challenge**

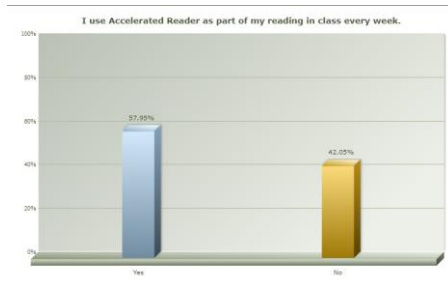
5. Review of Progress and Impact in Session 2020/21

<p>NIF and Midlothian Priority (<i>highlight as applicable</i>)</p> <p>9. Improvement in attainment, particularly literacy and numeracy</p> <p>10. Closing the attainment gap between most and least disadvantaged children</p> <p>11. Improvement in children and young people's health and wellbeing</p> <p>12. Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver(s) (<i>highlight as applicable</i>)</p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p>HGIOS 4 Quality Indicator(s) / HGIOELC (<i>highlight as applicable</i>)</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change 1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>2.1 Safeguarding and child protection 2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment 2.4 Personalised support</p> <p>2.5 Family learning 2.6 Transitions 2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement/ Securing children's progress</p> <p>3.3 Increasing creativity and employability</p>
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Progress and Impact: Raise attainment in literacy (reading)
STOP –Impact must be about the NIF priority outcomes and your own contextual targets, should be evaluative and include qualitative and quantitative data

Similarly this improvement priority was in place for session 20.21 based on school review actions and inconsistent data in literacy over a period of time in the school, with data significantly below the local and national averages. Session 20.21 has proven to be challenging in terms of raising attainment in literacy and in particular reading. This is partly due to pupils not being able to mix across cohorts for the school session, limiting our approach to reading in our lower school, increasing the number of groups within classes, and limited SFL support due to a vacancy and then limited pupil cohorts being allowed daily.

Reading	Primary 1	Primary 4	Primary 7
Session 20.21 May 21	70%	55%	73%
Session 19.20 May 20	60.1%	69%	58%
Session 18.19 May 19	54%	67.5%	65%

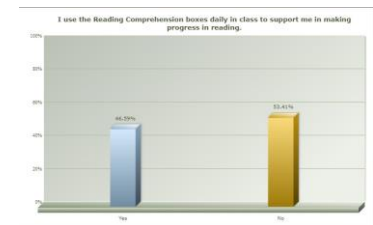


While reading attainment indicates a rising trend in our P1 and P7 cohorts, there are significant concerns with our current P4 cohort's levels of attainment, and the predicted levels of attainment in our current P2 and P3 cohorts.

This session 93% of staff have indicated that they are using the school approach and expectations for reading consistently within their class setting. 77% of staff felt that pupils were making progress from their prior learning using these approaches. Of the 23% who did not agree, 13% felt that this was not applicable in their current role. Linked to this 87% of staff felt that there was support made available to them to improve their skills and development of reading to ensure pupils made progress.

Again there are anomalies with the data received from pupils in school, and this is an area that will need to be addressed to support consistency in approaches and understanding moving forward. While 72.72% of P5-P7 learners indicated that they learned a new reading skill each week, 12.5% of learners disagreed with this. Concerningly 42% of learners in these stages indicated that they did not use Accelerated Reader every week, a clear component of our upper school approach to reading weekly. Clear expectations for all staff and consistent monitoring of this will be in place from August 2021.

Further learning will take place with pupils to ensure that they are clear of this aspect of their learning. In addition to this 53.41% of learners indicated that they were not following our comprehension programme weekly in class. Again, clear expectations, guidance and monitoring for staff and pupils will be in place from August 21 to support this.



Practice in Read Write Inc continues to develop across the school, with significant support having been in place to ensure teachers follow this approach in a time where the programme cannot be delivered as intended due to restrictions. The data above linked to staff perceptions of progress, use of the approach and support in place proves reassuring in this area. Targeted small groups and 1:1 supports have been in place when in school to support learners to make progress and get back on track in their reading. .

Our Learning Assistants have had the responsibility of RWI 1-1's and have delivered the RWI 1-1 tutoring programme every day with targeted pupils. These pupils were identified as they were unable to blend, or at the very early stages of the RWI programme, and not making progress.

From the period Feb to May 2021, all pupils on the 1-1 RWI programme made progress when assessed and moved on at least 1 level.

level increase	P1	P2	P3	P4
+1	33%	22%	20%	67%
+2	25%	56%	40%	33%
+3	33%	22%	40%	0%
+4	9%	0%	0%	0%

Over session 2020-2021 we have 71% of our P1 pupils on or above RWI expectations. All pupils not on track have been receiving daily 1-1 sessions and small group focus sessions. All of the P1 pupils not on track are making progress with each assessment.

Next Steps:

- **Reading will remain as our curriculum area of focus in our improvement planning for next session**
- **Tracking and monitoring of reading progress along will be evident in the school quality assurance calendar and be an area for strong focus**
- **Moderation of reading will take place regularly through critical friends, whole school and ASG moderation of reading across the school session to support teacher judgement of achievement of a level and progress within and across a level**
- **A whole school reading approach will take place (see PEF interventions linked to reading attainment below)**
- **A Literacy Intervention Teacher will be in post 3 days per week to support with raising attainment in reading across targeted classes and individuals**
- **Quality assurance linked to class visits, focus groups and walkthroughs will have a theme of reading across the session**
- **Expectations for all aspects of reading across the school will have clear expectations shared with staff in August 21 and will be monitored**
- **An A and E clinic will take place fortnightly in school. Curricular focus will be reading this session. Any child who is off track/requires additional support will be referred each fortnight with supports and targeted interventions to be in place**
- **RWI comprehension to be in place to support P3 and P4 learners transitioning in the school, and on track in learning**
- **Fresh Start to be used for targeted learners in P6 and P7, and with more widespread supports in current P4 stage**
- **RWI to return when possible to group teaching across our lower stages to meet pupil need and maximise impact**

5. Review of Progress and Impact in Session 2020/21

NIF and Midlothian Priority (*highlight as applicable*)

- 13. Improvement in attainment, particularly literacy and numeracy
- 14. Closing the attainment gap between most and least disadvantaged children
- 15. Improvement in children and young people's health and wellbeing
- 16. Improvement in employability skills and sustained, positive school leaver destinations for all young people

NIF Driver(s) (*highlight as applicable*)

- School Leadership
- Teacher Professionalism
- Assessment of Children's Progress
- Performance Information
- Parental Engagement
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HGIOS 4 Quality Indicator(s) / HGIOELC (*highlight as applicable*)

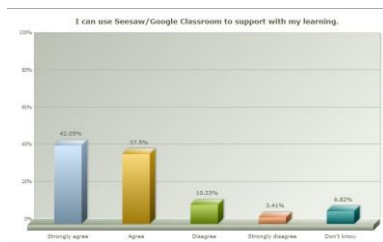
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- 3.3 Increasing creativity and employability

Progress and Impact: Digital Technologies in School ***STOP*** – ***Impact must be about the NIF priority outcomes and your own contextual targets, should be evaluative and include qualitative and quantitative data.***

Following the introduction of a significant number of new digital devices for pupils in school in June 2020, our school planned a programme of support to be in place to develop staff capacity in using these devices to support and enhance pupil learning. This involved support from central digital services colleagues. With COVID-19 and the direct impact that this had on our digital technologies colleagues, they were unable to provide the planned support for our school at this time. The second school remote learning period in January 2021 also altered our plans for digital technologies for this session, but provided a real opportunity for staff and pupil growth.

Staff capacity in using a digital learning platform in session 19.20 was very limited, and many found the initial period of remote learning in 2020 challenging. With the prospect of further periods of remote learning a possibility, our planning for this area was adapted to ensure all staff had the skill set to complete this if required.

To support, staff have had development sessions to learn new features to support learning on digital platforms resulting in 100% of our teaching team feeling that they have enhanced their digital skills in this area, particularly during periods of remote learning and 93% of staff indicating that they have had support to maximise learning for pupils. Parent and carer feedback also indicated a positive trend in staff capacity with 92% of families stating that their child had access to teacher created videos to enhance learning, and 71% of families responding that their child met daily with their class teacher through live meets during the period of remote learning in 2021.

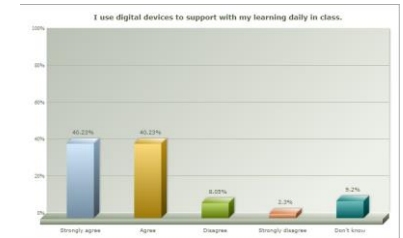


Pupil evidence collected indicates that 79.55% of pupils recognise that they can use one or two digital platforms to support their learning. Of the 29.45% who did not state this 6.82% stated that they did not know and 13.64% disagreed. While this is encouraging at this time, moving into the next session we

require all learners to be able to use a digital platform to support learning. Pupils also commented favourably in our P5-P7 classes that they were given opportunities to use digital devices to support daily learning in class. This is favourable, however further data will need to be collected and collated to indicate what the learning is linked to these digital interventions.

Next Steps:

- **Digital SIP priority in line with Midlothian Council guidance**
- **Clear focus for all pupils with own digital device to use as part of daily learning in school, and with a particular focus on reading and numeracy**
- **Digital platform learning to be evident as part of daily learning in school and for home learning**
- **Clear expectations for staff linked to digital use in school to support, enhance and extend learning**
- **Digital platform to be used to evidence target setting in reading, providing links with the family home to highlight pupil progress linked to reading targets**



Midlothian Speech, Language and Communication Class (please note that this will be integrated in to the school report from session 2021.2022)

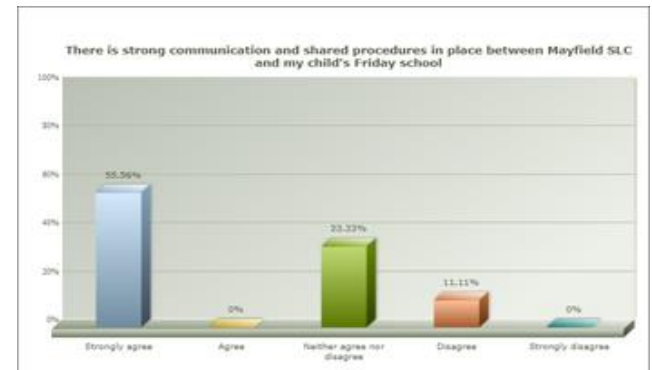
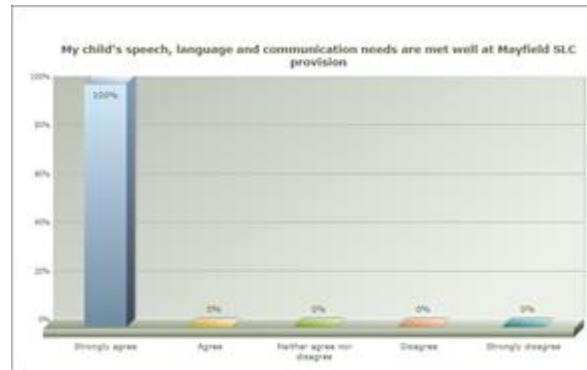
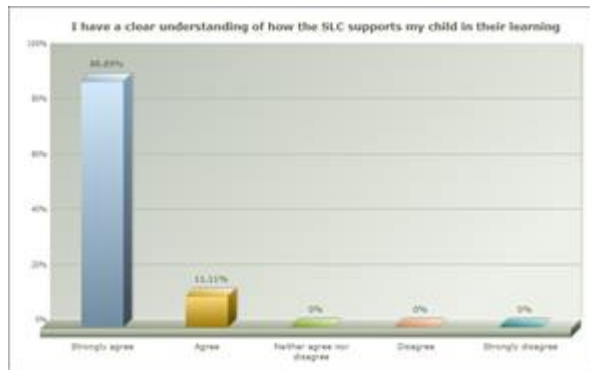
<p><u>NIF and Midlothian Priority</u> <i>(highlight as applicable)</i></p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people <p><u>NIF Driver(s)</u> <i>(highlight as applicable)</i></p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Assessment of Children's Progress • Performance Information • Parental Engagement • School Improvement 	<p><u>HGIOS 4 Quality Indicator(s) / HGIOELC</u> <i>(highlight as applicable)</i></p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/ Securing children's progress 3.3 Increasing creativity and employability</p>
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Progress and Impact: To develop partnership working between SLC Service, parents and mainstream schools.

At a joint meeting between Midlothian’s Nursery SLC Provision, Midlothian’s Primary SLC Provision and speech therapy staff in June 2019 we agreed to develop and strengthen links across the whole speech and language service to ensure a more consistent approach and greater collaboration in supporting children in Midlothian.

Seesaw

Mainstream staff in Friday schools and SLT have been linked via Seesaw electronic journal. This was very powerful during lockdown. Parents have engaged with Seesaw to support their children’s learning. The majority of parents (89%) commented that they had a clear understanding of how the SLC provision supports children and that their needs are well met (100% parents). Parents have enjoyed seeing updates on learning in school through photos, videos and messages since there is no direct daily contact at the school gate. Having established strong connections between families and provision staff, parents were more engaged with learning through this session and particularly through lockdown. Lockdown March 2020 40% engagement, lockdown Jan 2021 100% engagement.



Mainstream teachers in ‘Friday schools’ have been invited to join the SLC Seesaw journal to engage with the children’s learning through Monday to Thursday. It has not been possible this year to invite mainstream staff to visit or attend workshops to demonstrate strategies used to support SLC pupils. This is an area for development next session. The majority of parents (55%) feel the links with Friday schools are strong but this is an area for further development next session.

Speech & Language Therapy

During lockdown, live speech and language therapy was delivered via NHS ‘Near Me’ sessions involving parents. Since then therapists have posted video clips on Seesaw, recorded during therapy sessions in school. There was an immediate and very positive impact. Parents began to like, comment

and post back their own clips of working with their children. Parents commented that “School, therapy and home seem like more of a team.” They felt less anxious and more knowledgeable and the videos often made them smile.



Parents commented that they felt they had access to more support. Resources and ideas for supporting learning at home have been demonstrated by therapists and SLC staff. Parents have commented that they often refer back to teaching videos at a later date.



(The Digital Collaboration Project results have been shared with SLT managers across Scotland. - see link) <https://biteable.com/watch/2989314/59df85ede50a4bb46387beb11189a1df>

IEP meetings

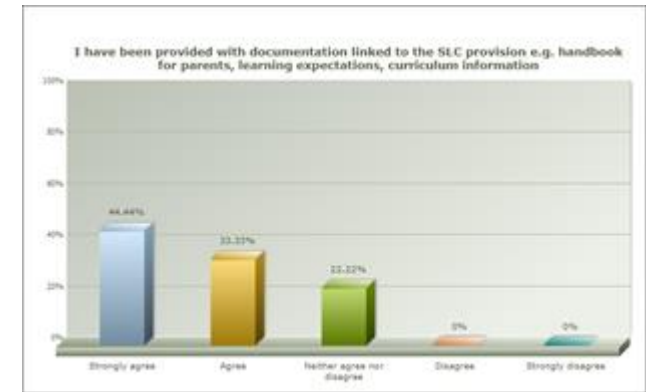
This session we had termly IEP meetings over Microsoft Teams. The majority of parents feel the IEP process supports the children (89%). One parent struggles to access virtual meetings but was still very keen to be involved via telephone consultation to discuss the meeting content and outcomes for her child. Parents felt their role was valued and their views considered when planning learning. During an IEP meeting in January, parents raised concerns regarding a pupil's ability to express his feelings. Staff responded by planning and delivering an emotions group using the Little Box of Feelings to enable children to recognise and express how they are feeling both verbally and through Signalong.

Parents

Covid restrictions have meant parents could not visit the Provision and meet other parents. Videos and messages to children and families were posted on Seesaw. Parents feel they would like more information about the Provision and other agencies that can support their children. A handbook is in preparation for the new session 2021-22. This will also be shared with Friday schools.

Next Steps:

- **Develop closer links with pupil mainstream school**
- **Ensure mainstream teachers in Friday schools have access to resources to support pupils with SLC difficulties within their classes**
- **Raise attainment in literacy and numeracy for all learners in the SLC**
- **Work more closely with mainstream colleagues to ensure consistency and progression in learning**



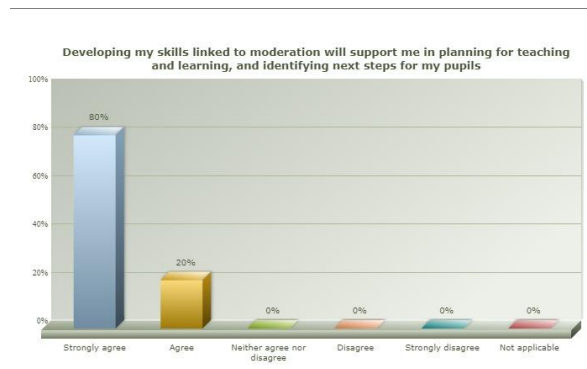
6. Successes and Achievements in Session 2020-21

Session 2020.2021 has proven to be a very different year for all in education, including in our school community. The school has continued through a period of change in terms of staffing. A new permanent headteacher has been in post since January 2021. An additional permanent DHT was appointed in February 2021. At the time of writing a permanent Principal Teacher post is advertised. At time of writing, the school teaching staff looks more settled with 4 new permanent additions to our staff team, and a Principal Teacher to follow.

Education Scotland School Support

As a school we have benefited from a package of support from Education Scotland colleagues since January 2021. This support has linked directly to the needs of our school and has been delivered through CAT sessions and teacher meetings with a focus on:

- raising attainment for all
- self evaluation for continuous improvement
- learning, teaching and assessment cycle

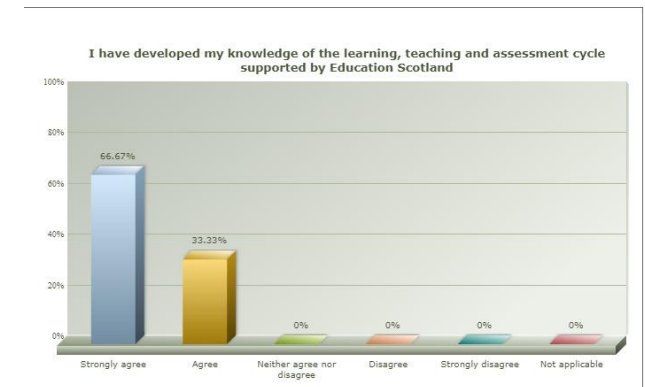


In addition to this our senior leadership team has also benefited from a series of bespoke sessions linked to our school improvement process. These have linked to:

- Leadership of change and learning
- Tracking and monitoring
- Raising attainment and achievement

Feedback from teaching staff has highlighted that this intervention has proven to be invaluable with 100% of teaching staff identifying that this process has supported their knowledge and understanding of the learning, teaching and assessment cycle. This has been further evidenced through teacher engagement in our attainment and progress meetings. From these sessions 100% of staff have identified that meetings are supportive in terms of recognising where pupils are in their learning, identifying next steps and potential support or interventions.

Finally, through clear whole school and senior leadership sessions linked to the learning, teaching and assessment cycle, teaching staff have identified that a whole school focus on the learning, teaching and assessment cycle, and in particular moderation of learning, will



support them in planning for teaching and learning and ensuring assessment meets the needs of learners and there are clear, focussed next steps for learning. This is an important aspect of our school improvement priority linked to reading for the next session.

Read Write Inc P1 Progress During Periods of Remote Learning March 2020 and January 2021

During the period of remote learning from March until June 2020, P1 staff planned and delivered a range of literacy activities for all learners, but at this time the literacy planning was not following our RWI expectations. Engagement levels across the year group were inconsistent.. When assessed on return to school in August 2020 this resulted in this year group presenting with the following data:

- 42% of pupils moved down 1 or 2 levels in RWI (1level 30% 2 levels 12%)
- 48% of pupils made no progress and remained on the same level they had been on in March 2020.
- Only 10% of pupils progressed 1 level and 0% made progress of 2 or more levels.

As a Senior Leadership Team we prioritised looking at how we could ensure pupils continued to make progress during the period of remote learning from January 2021. Staff delivering RWI were given clear guidance and high expectations for planning, teaching and assessing RWI remotely. A full RWI timetable was provided across the week including videos of speed sound lessons, reading books uploaded and 'Get Writing' workbooks made digitally available. 'Live lessons' were also part of the teaching of RWI and differentiation, pace and challenge were planned for. This was a clear priority and an area of focus during monitoring of learning in classes and in engagement of learners. Engagement was also monitored weekly with calls to parents/carers made to support them with remote learning, and a clear process in place for non engagement in line with local authority expectations. On return in late February 2021, the pupils were assessed. The data for our P1 year group showed success maintaining progress in learning during the period of remote learning:

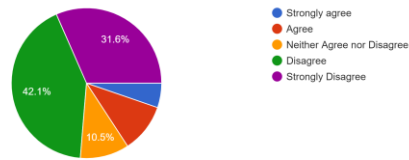
- only 5 % of pupils moved down a level.
- 55% of pupils stayed on the same level - these pupils were then identified for support, intervention and targets.
- 40% of pupils progressed at least 1 level (31% +1 level, 3% +2 levels, 3% +3 levels, 3% +5 levels)

Staff Capacity in Digital Learning and Use of Technologies

In March 2021, no online digital learning platform was in place across the school and there was inconsistent use of, and staff capacity in using digital resources. Staff had to undergo a very basic and quick introduction to using a digital platform to support remote learning for all learners.

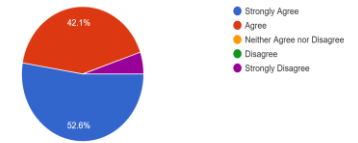
Surveys of staff have been conducted to review staff awareness and knowledge in using different supports. Data below highlights the improvements made in staff knowledge and use of digital technologies to support learners.

3. In March 2020 (pre lock down) I felt comfortable using Seesaw to provide a full day of learning for our pupils.
19 responses



The graphs highlight a stark contrast in staff capacity to use an online learning platform to support remote learning. In March 2020, only 18.3% stated that they were able to do this, however in January 2021, 94.8% of staff were comfortable in doing this. This huge increase in staff capacity has undoubtedly supported our pupils in continuing to make progress in learning and reduce gaps in learning.

4. In March 2021 I felt comfortable using Seesaw to provide a full day of learning for our pupils.
19 responses

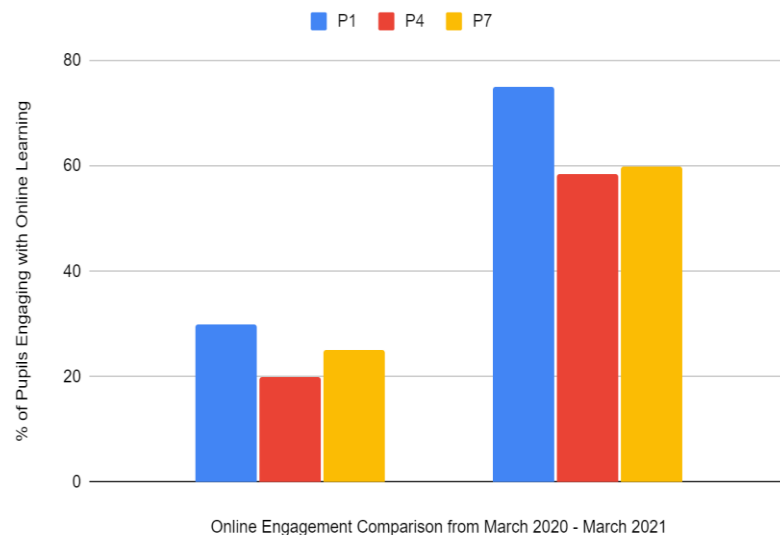


Staff capacity in using Microsoft Teams to support whole school initiatives, CAT sessions and staff meetings has also highlighted much improved staff confidence and capacity in usage.

In March 2021, only 15.3% of our teaching staff felt that they could use MS Teams to support whole school professional learning and meetings. This figure transformed dramatically in January 2021 with 89.5% of staff stating that they were comfortable in using this support to access and participate in a range of meetings. Again this has then meant that staff development sessions have been consistent and accessible to all, linked to the improvement priorities of the school and improving outcomes for learners.

Engagement in Home Learning During Remote Learning Periods

P1, P4 and P7



Engagement in remote learning has shown a significant increase across the school during the second period of remote learning. This trend is in place across the school, but for the purpose of this report we have highlighted the engagement patterns of our P1, P4 and P7 learners.

P1 learners demonstrated a 45% increase in engagement, P4 pupils a 38% increase and P7 pupils a 24% increase.

These engagement levels have undoubtedly supported pupils across our school remaining on target in their learning, or continuing to make progress from their prior learning.

Close monitoring of engagement during the second period of remote learning, with robust interventions to support families to engage have also supported this.

7. What is Our Capacity for Continuous Improvement?

Quality Indicator	LA/School Self-Evaluation	Authority Reviews / Theme visits	HMIe/ Care Inspectorate Inspection Grades
1.3 Leadership of Change	3	2	N/A
2.3 Learning, Teaching and Assessment	2	2	N/A
3.1 Ensuring Wellbeing, Equity and Inclusion (Take into account QI 2.1)	3	2	N/A
3.2 Raising Attainment and Achievement/ Securing Children's Progress	2	2	N/A

Part 2: Midlothian Education Improvement Planning – 2021-22

Establishment	Mayfield Primary School
Area	Newbattle Locality
Session	2021/22
Planning Cycle	1

Contents – School Improvement Plan

1. Overview of High Level NIF Priorities
2. Priority Summary and High Level Strategic Targets
3. ASG Plan

MIDLOTHIAN EDUCATION: OVERVIEW OF HIGH LEVEL PRIORITIES (2021/22)

<p>Priority 1 Attainment and Achievement</p>	<p>Priority 2 Included, Engaged and Involved: Wellbeing and Equity</p>	<p>Priority 3 Self-Improving Systems</p>	<p>Priority 4 Lifelong Learning and Career- Ready Employability</p>	<p>Priority 5 Finance and Resources</p>
<p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <p>a) improvements in planning, tracking and assessment and curriculum design and progression (including STEAM)</p> <p>b) innovative pedagogical approaches and enhanced use of digital technology to support learning</p> <p>c) pedagogy, play and progression across Early Level</p> <p>1.2 improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery, including addressing the ASN Senior Phase attainment gap</p> <p>1.3 identify and reduce the attainment gap between the most and least deprived children, including ASN and care-experienced children</p>	<p>2.1 Improve Equity and Inclusion, through the following areas:</p> <ul style="list-style-type: none"> ● Nurture ● Attendance and Engagement ● Family Learning ● ASN <p>Embedding the principles of UNCRC and The Promise</p> <p>2.2 Develop and improve health and wellbeing of staff and all children and young people, from Early Level to Senior Phase through:</p> <ul style="list-style-type: none"> ● HWB curriculum development ● local authority, school and community supports 	<p>3.1 Develop a quality improvement framework to support ELC and schools to achieve Good or better in inspection QIs through:</p> <p>a) empowering leaders at all levels, leading to an empowered system</p> <p>b) improving quality of leadership at all levels, including leadership of learning</p> <p>c) delivering a minimum data set and supporting data literacy to improve self-evaluation</p> <p>d) developing a Parental Engagement Strategy</p>	<p>4.1 Improve senior phase progression pathways to increase positive destinations, including for young people with ASN and who are care experienced</p> <p>4.2 Prepare children and young people for the world of work:</p> <p>a) carry out an audit of career education standards 3-18 and embed them within learning and teaching across all levels in our schools, in partnership with stakeholders in order to provide pathways for learners that best support the realisation of young peoples' future aspirations</p>	<p>5.1 Deliver Best Value through:</p> <p>a) reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate</p> <p>b) robust workforce planning.</p> <p>c) DSM Review</p> <p>5.2 implementing 'Equipped for Learning' Digital Strategy to support transformational change in digital learning</p>

2. Priority Summary and High Level Strategic Targets *(Please see PPP 69 April 2021 for guidance)*

Priority (paste from above)	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners— <i>please refer to NIF targets at start of this section for 2021-22 AND use your own contextual targets IF REQUIRED</i>
Digital	QI 2.3	Every school will participate in the following; <ul style="list-style-type: none"> • Half day in service training in Aug, focusing on new systems and processes • Half day in service training in Jan, focusing on professional learning in digital pedagogy Three mandatory e-learning modules, 3x30mins, linked to innovative pedagogical approaches and enhanced use of digital technology to support learning	Digital learning team and digital leaders in each school See Key Actions How to filter training	Equity of access for learners baseline, Aug 2021 Equity of access for learners measure, May 2022, expected to be 100% Staff confidence baseline in use of digital platforms, August 2021 Staff confidence measure, March 2022
		Seesaw online learning platform <ul style="list-style-type: none"> - used as part of teaching and learning activities daily in class - used to share reading pupil targets and evidence with parents 	Digital Lead – Seesaw August Staff Meeting Revisit October Staff meeting and review progress	100% of learners use digital technologies to support and enhance the learning experience in all classes 100% of learners can evidence their progress in reading using seesaw platform
		Digital literacy is evident in every literacy and numeracy lesson across the school	All class teachers from October 2021	100% of learners have a literacy and numeracy experience linked to their level of learning on a daily basis

Nurture		<p>Every school will:</p> <ul style="list-style-type: none"> • Appoint a Nurture Lead to support the development of whole school nurture • Complete a self-evaluation audit to identify areas of strength and target development needs • Be enabled x2 hours minimum protected time to support development of whole school nurture and, where required access to bespoke training to meet identified learning needs <p>The Education Service within the Directorate will</p> <ul style="list-style-type: none"> - Circulate termly Nurture Newsletters to schools showcase good practice and share learning about how to apply whole school nurturing approaches - Improve access to practice ideas through shared Professional Learning Resources #nurturemidlothian <p>Nurture Leads will</p> <ul style="list-style-type: none"> - Have an opportunity to attend 8-10 (2 per term) online sessions 'Professional Learning for Nurturing Schools'. There will be approx. 8-10 sessions (approx. 2 each term). - 	<p>Nurture Strategy Group and Nurture Leads in each school and early years setting</p> <p>June 2021</p> <p>June 2021</p> <p>October 2021</p> <p>April 2021 – May 2022</p> <p>September 2021 – May 2022</p> <p>May 2022</p>	<p>100% schools will have identified specific Nurture targets in their SQIP, June 2021.</p> <p>100% of schools will have demonstrated an increase in whole school nurture knowledge and understanding and in applying nurture in practice</p> <p>Baseline evidence from School Nurture Audit, June 2021. Follow-up evidence gathering from School Nurture Audit, May 2022 with sample of schools. Training Evaluation Surveys</p> <p>All Nurture Leads will show an increase in skill and confidence in developing a nurturing school Baseline evidence - focus group with Nurture Leads, June 2021 Follow-up evidence focus group, May 2022.</p> <p>Selection of schools including pupil voice in self-evaluation (bespoke by school or Education Scotland self-evaluation pupil voice tools) demonstrate improvement in pupil well-being</p>
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		A sample of pupils' views will be gathered to explore experience and impact of nurture.		
		<p>Zones of Regulation</p> <ul style="list-style-type: none"> - Initial training for all staff members to take place led by Speech and Language Therapists, NHS Lothian - Development of Zones of Regulation in all classrooms and learning situations 	<p>All staff August In-Service</p> <p>All Staff – August to December in line with guidance</p>	<p>100% of staff members can identify the zones of regulation and how this can be used to support learners in regulating their emotions</p> <p>100% of pupils in school can share their emotions and feelings using colours</p> <p>90% of pupils can describe why they are feeling a particular colour</p>
	3.1	<p>Visual Supports Programme</p> <ul style="list-style-type: none"> - initial training for all school staff to take place led by Midlothian Speech and Language Service - Visual supports to be in place in school, in all areas to support all learners 	<p>All Staff August In-Service (NHS Lothian Speech and Language Service)</p> <p>NHS across school session</p>	<p>100% of learners have an equitable experience linked to visual communication in school</p> <p>100% of classes uses the visual supports as part of class timetabling and routines, providing equity of experience across our mainstream and additional class settings</p>
READING	2.3 3.2 1.3	<p>To raise attainment in reading across the school:</p> <ul style="list-style-type: none"> - Clear focus on the learning, teaching and assessment cycle at all stages of the school - Clear expectations in place for all approaches to the teaching of reading at all stages - Planned opportunities for moderation of reading –at stage and whole school level 	<p>Head Teacher As per QA Calendar</p> <p>HT and DHTs Created and shared with staff June to September 21</p> <p>HT and DHT As per Quality Assurance and Staff Meeting Calendar</p>	<p>100% of staff are aware of the learning, teaching and assessment cycle</p> <p>100% of staff are adhering to school guidance and expectations for a reading lesson</p> <p>100% of pupils receive an equitable learning experience in reading linked to their level of learning</p> <p>100% of learners have attainment levels accurate to them and are evidenced accordingly</p>

		<p>as part of quality assurance calendar</p> <ul style="list-style-type: none"> - A and E (achievement and equity) clinic to take place fortnightly to provide targeted supports and interventions to support raising attainment in reading of all learners <p>RWI</p> <ul style="list-style-type: none"> - Consistent approaches to the teaching of RWI for all pupils - 1:1 supports for targeted pupils to be in place to increase progress and raise attainment - Progression programme in place to support learners transitioning from RWI <p>Skills Based Reading Approaches</p> <ul style="list-style-type: none"> - Accelerated Reader is used by all learners - AR is used in line with school expectation - Skills programme is in place in all classes and differentiated - Comprehension activities are in place in all classes and matched to the learning needs of all pupils - Clear tracking systems in place to monitor pupil progress in all areas - Assessment of reading is planned to link with learning in class and support progress 	<p>HT, DHT, HSP, Equity Officer and PT</p> <p>Fortnightly from August 21</p> <p>PT and PEF Intervention Teacher</p> <p>DHT Staff Meeting August 21</p> <p>DHT October 21</p> <p>All teachers August 21</p> <p>SFL Teacher</p>	<p>P1 attainment to increase to become in line with or above national expectations for early level (82% Dec 19)</p> <p>P4 attainment to increase by 6% minimum to 75% (based on predictions and data this will be aspirational)</p> <p>P7 attainment to increase by 7% to come in line with national average (80% Dec 19)</p> <p>100% of learners receive timely interventions and supports with reading to remove barriers and increase attainment across the school</p> <p>100% of pupils make progress on their prior learning each term across the school</p> <p>100% of pupils state that they have access to and can use accelerated reader to support their learning</p>
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<p>Additional Support Class (The Hive)</p>		<p>in addition to the above</p> <ul style="list-style-type: none"> • Education Scotland Milestones will be used to support planning and tracking of pupil progress in literacy and numeracy • All pupils will have an IEP with SMART reading targets • All pupils will have daily 1:1 reading sessions • Phonological awareness will be a key focus for all learners with initial focus on initial sounds, rhyme and then blending 	<p>Hive Class Teacher Hive ASN LAs Overseen by member of SLT (to be confirmed August 21)</p>	<p>100% of pupils will be making progress in their learning linked to their own developmental needs</p> <p>100% of learners will have individual tracking that demonstrates progress in their learning</p> <p>100% of learners will show progress in their rhyme, phonic awareness and blending</p>
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4. Newbattle Learning Community Improvement Plan - Year 2021-22

1. Context of the Community

Our Newbattle Learning Community:

We have one High School, Newbattle Community Campus, 8 Primary Schools/ELCs and Mayfield Nursery School, a standalone nursery.

We are a community where deprivation levels are high. Overall, Midlothian has lower than Scottish average levels of social exclusion. However, geographic pockets of multiple deprivation remain, particularly within the Mayfield & Easthouses and Gorebridge Community Council areas. With significant numbers of new housing developments in some areas within the ASG there are schools with low and high SIMD mixes as well as schools with predominantly low SIMD within the ASG.

Collectively we receive around £630k of Pupil Equity Funding each year.

Attendance has been a focus in all our schools and between 2019/20 and 2020/21 improved by 1.01%. Average attendance this year is 93.67%.

2. How our vision, values and aims were developed and how our stakeholders were consulted.

The Newbattle Learning Community vision and aims were first developed with all Head Teachers and invited partners in May 2016 at Harburn House with Drummond International. Following the implementation of our improvement plans since then, we re-visited these as a wider NLC leadership group in February 2019, producing the following word cloud from our evaluation activity. We had planned to review this in 2020 but, due to the Coronavirus pandemic, we were unable to carry out a meaningful review across all our settings. We will look at this again as part of our post-pandemic recovery.

We will consult with all members and partners during 2021/22 and will ensure our Vision is in line with the new vision for Midlothian.

3. Our vision, values and aims

The Newbattle Learning Community vision is :-

Stronger Together; a great place to grow, live and learn

Our Aims for 2020-2021 and beyond are: -

Raising Aspirations and Attainment - remove barriers

Developing and building relationships of Trust - passionate and committed people

Prioritise health and wellbeing for all – using all partners to achieve every person's full potential

We have a positive ethos of working together in partnership to improve the life outcomes of all of our pupils and now in our Learning Community to work together to improve the life chances of all in the community.

2. Priority Summary and High Level Strategic Targets *(Please see PPP 69 April 2021 for guidance)*

NIF Priority	Links to HGIOS4	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners
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<p>MODERATION of the TEACHING LEARNING & ASSESSMENT CYCLE</p> <p>Improvement in attainment, particularly literacy and numeracy</p> <p>“TEACHING, LEARNING & ASSESSMENT”</p>	<p>1.3 Leadership of change</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>3.2 Raising attainment and achievement/ Securing children’s progress</p>	<ul style="list-style-type: none"> • Moderation Session at Cluster level, led by QAMSO’s in partnership with Lisa Barnes for ELC level up. • Focus of sessions will be on READING • QAMSOs, Literacy Coordinators work together to provide quality moderation sessions in October with follow up in March. • Meeting #1 (Lisa to attend) Wednesday, 8 September 2021 at 3:45pm • Lead QAMSO to feed back to ASG meeting Tuesday, 21st September 2021 at 09:30am via Teams. • Lisa to work with QAMSO for ELC-P1 moderation of Reading. • Progression Pathways & Framework in place and agreed across NLC • Develop understanding and use of Reading progression pathways from East Lothian - rebrand as Newbattle Learning Community until otherwise advised. 	<p>Joint CAT sessions x 2</p> <p>29 October and</p> <p>18 March</p> <p>Vicky/Lindsey connecting with QAMSOs</p> <p>Nicky Istephan</p> <p>Melissa Craig</p> <p>Claire McManus</p> <p>Christ Wilson</p> <p>Literacy Coordinators:</p> <p>Goreglen - Lyndsey Stevenson</p> <p>Lawfield - Tracey Strathearn</p> <p>Stobhill - Fearn Wood</p> <p>Mayfield - tbc</p> <p>MNS - Lisa Barnes</p> <p>St Lukes - Phil Smith</p> <p>Newtongrange - Nicole Brown</p> <p>Gorebridge - Suzanne Landells</p> <p>Newbattle - Lucy White</p>	<p>Improved Teacher Capacity to judge achievement of a level in reading.</p> <p>Staff are increasingly confident in assessing and making accurate judgements in evaluating learner progress in reading.</p> <p>Moderation activities inform planning for high quality learning & teaching in reading.</p> <p>Raised attainment in Reading - 5% increase in children on track in reading (CfE) at each year stage in each school.</p>
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