

Dream, Believe, Achieve @Lasswade



LASSWADE HIGH SCHOOL



2020/2021

Standards and Quality Report & Improvement Plan

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1. Our School Vision, Values and Aims

Lasswade High School is an ambitious, caring and creative community working hard to achieve excellence for all our students. We aim to offer a wide range of opportunities that will allow students to achieve and encourage all members of our school community to pursue excellence in everything they do.

Our Vision Statement is, 'Dream, Believe and Achieve @ Lasswade'. Our vision is underpinned by values which have been identified following a collegiate process bringing together the views of staff, students and parents. Our values are reflected in the policies and practices we continue to develop. These DREAM values are

- **D**etermination, **R**espect, **E**ffort, **A**mbition, **M**otivation

Our school is currently focused on improving two outcomes for students

- Raising attainment for all
- Closing the poverty related attainment gap

We aim to do this by working continuously within three contexts

- Improving our practice in Learning, Teaching and Assessment
- Developing our Curriculum
- Improving our Quality Improvement processes

The most important resource in our improvement journey is our staff. Three things are particularly significant in nurturing our staff

- Recruiting and nurturing very good people
- Working with our staff to make them 'better'
- Getting our staff to do things that 'work'.

The appropriateness of our school vision and values is reviewed through our Senior Leadership Team on an annual basis.

Due to Covid-19 we are in a new phase of our school history and temporarily suspended the above vision statement and values base to reflect our new context. Our revised, and temporary, values basis of our work was agreed in the lead up to our school closure on Friday 20th March. It reflects the acronym: **#SERVICE**

- **S**tudents and **S**taff, **E**ffort, **R**esilience, **V**erve, **I**ntegrity, **C**reativity, **E**mpathy

These values and principles help to shape and guide our decision making and actions in what is a challenging and uncertain time. Our new, temporary, Mission Statement is; **'be Brave, stay Safe, be Brilliant'**. Given the current planning assumption we'll revert to **DREAM** in August 2020.

2. How we inform our decision making through stakeholder consultation and engagement.

In order to make good improvement decisions we draw on our vision and values and a range of qualitative and quantitative data. The following list outlines the key aspects of this

- Annual Performance Reports from Curricular Areas
- School's Self-evaluation Report
- INSIGHT analysis of key attainment and destinations trends with SLT / Subject Teams/ Associated Schools Group / Midlothian Council
- Analysis of CfE Levels and trends
- Analysis of attendance / discipline trends
- Student progress from GL data
- Curricular Area Reviews
- Midlothian School Review
- Midlothian Thematic visits
- School Working Groups
- Student Voice and Leadership Groups
- S6 Exit Interviews
- Student focus groups
- Questionnaires to students / parents / staff
- Observations of learning; primarily Learning Walks
- Sampling of pathways through the curriculum as experienced by students (as individuals and in groups)
- Options and choices data
- Analysis of Year Group Tracking, Monitoring and Interventions Reports

3. Context of the School

Lasswade High is a unique school with facilities that benefit both the school and our community. We serve our local community and work closely to and with partners to plan a set of learning experiences that meet the needs of our students. In addition, we use local, national and international labour market intelligence to plan a curricular programme to best prepare our young people for life beyond school. We have the highest standards and expectations for all students and we strive to provide a curriculum that respects the needs of all as well as one that encourages young people to seek continuous development and improvement.

The school roll is significant placing us in the top ten largest state schools in Scotland with a projected roll for August 2020 of over 1600 students. Our annual S1 intake is currently capped at 300.

Our aim, through our curriculum, is to develop young people who:

- are confident, prepared to take calculated risks, can cope with change and view failure as part of the learning process
- feel included in their community with an active desire to contribute politically, socially, culturally and economically
- have high expectations of self and an ambitious vision for their future
- have a ferocious work ethic that results in them achieving, and exceeding, their academic potential
- are respectful, tolerant and empathetic towards the values and beliefs of others
- are happy and have a desire to pursue a healthy, active lifestyle
- are self-aware and know their own strengths through reviewing and evaluating their progress
- have a range of transferrable skills for learning life and work including: communication; collaboration; critical thinking and willingness to challenged accepted norms and creativity skills
- are capable of making informed decisions and are aware of their rights and responsibilities

We recognise that to provide our students with rich learning experiences in a range of contexts it is crucial to work in partnerships with others. Expertise often lies beyond the school and learning opportunities are regularly planned with partner organisations including; statutory and voluntary organisations as well as employers and the 'third sector'. As such we have a vibrant partnership programme that impacts on all curricular areas and draws upon a range of local, national and international partners.

Our school has adapted well to the Covid-19 context. Since March 2020 we have been working to support our community through our e-learning programme; Key Worker Hub and support for all students on a universal and targeted basis through Student Support engagement with families.

We are now preparing our school community for a return to school in August through implementing our 'Compliance with Public Health to Ensure a Safe Return to School' and 'Blended Learning' plans. Our current planning assumption is a full return for all students.

4. Review of progress for Session 2019-20

Priority 1: Improving learning and teaching; with a focus on Feedback, Autonomy, Challenge and Engagement (FACE) to ensure a consistently high quality student experience across all curricular areas	
<p>NIF and Midlothian Priority (<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>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) (<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>
<p>Progress and Impact in Session 2019/2020</p> <ul style="list-style-type: none"> • Almost all teachers have engaged fully with our PLaCE Programme, in partnership with Edinburgh University, with good progress has been made in this area, our professional development programme was curtailed by our school closure but nevertheless our CLPL learning and teaching programme culminated in our May Inset Lasswade Learning Festival which was evaluated by almost all staff as Good or Very Good • Improve learning and teaching through a Subject Team Practitioner Enquiry approach based on one FACE focus area per session; this professional development programme was curtailed by our school closure but nevertheless our Winter Learning Walks programme showed that in most of the 64 lessons visited Good learning, teaching and assessment was evident • Develop collective understanding of what 'Very Good' learning looks like at Lasswade; almost all PTs were able to attend and evaluated positively a collaborative session on 22/11/19 on 'QI 2.3: From Good to Very Good', this session has impacted positively upon the on-going QI practices developed by teams and supported by DHT curricular links • Improve use of ICT to support student learning using Digital Schools Award Framework; significant progress made during this session, the school is well placed to put forward a strong evidential base to support accreditation, this will be submitted early in the new term • Audit of practice using the entitlements and expectations in the Career Education Standard; limited impact due to school closure in March; <i>carry forward</i> 	

Next Steps

- Continue to develop our FACE approaches, through collaborative enquiry, to improve teacher capacity to adapt practice and improve the student experience
- Continue to enhance our use of digital technologies to support learning and teaching by embedding and extending the use of Google Suite
- Ensure teacher planning and use of assessment is consistently and effectively integrated into learning and teaching approaches in the classroom; subject teams should further develop moderation activities, including with primary colleagues
- Evaluate and review current curriculum with a focus on S3 experience
- Development of curricular opportunities that support partnership working and flexible learner journeys
- Embed Career Education Standard (CES) across curricular areas

Priority 2: Improving relationships between and within all stakeholder groups; students, staff, parent/carers and our community to ensure our school culture and climate fully supports learning.

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) *(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 in Session 2019/2020

- Engagement with 'Pivotal' approach to improve the quality and consistency of staff/student interactions to support learning; very good progress made this session through an effective collegiate working group and consistent reinforcement of messages, impact evident through fewer incidents escalating to PTs and DHTs, fewer exclusions, improving DREAM ratings in student reports
- Develop and implement key features of a Lasswade HS Communication Strategy; SLT Bulletin published regularly, very good social media presence, clear and regular website posts linked to GroupCall alerts, very good feedback from stakeholders during school closure period
- Improve 'Student Voice' to inform improvement practices and outcomes; system established with very good evidence of a feedback loop that secures action, e.g., implementation of corridor/stair traffic management and 'removal' of Leadership in S5 PSE
- Improve our school ethos through the further development of the House System; very good progress made during the session evidenced through the number of events undertaken, level of engagement by students and staff, social media posts and level of House Captains applicants for new session

Next Steps

- Implementation of UNCRC/Rights Respecting Schools Bronze Award
- Increased student involvement in community related curricular experiences
- Universal, targeted and shared family learning opportunities for S1/S2 students and families.
- Family learning programme for identified P6/7 students.
- Implement effective and creative programmes to address Covid-19 learning loss and promote equity, raise attainment and aspirations for those involved.
- Develop and implement our strategic approaches to supporting vulnerable students including care experienced, young carers and ASN
- Develop and implement our mental health strategy

Learning & Teaching

SLT Learning Walks show good use of feedback strategies in a majority of lessons

Almost all teachers engage positively with our Practitioner Enquiry PLaCE programme undertaken with Edinburgh University

All 4 NQTs were retained on permanent contracts for next session; 1 was named 'Midlothian NQT of the Year'

Equipped for Learning Wi-Fi access secured for most students

Almost all students surveyed feel the use of technology in the classroom is engaging

SLT Learning Walks show a good level of student autonomy in most lessons

97% of staff rated our Virtual Learning Festival workshops as Good or Very Good

Successful Curricular Area Reviews were held in Science and Computing/Business

Almost all staff agreed that our Virtual Learning Festival allowed staff to learn with and from each other to inform practice

Most Senior Phase students attending Study Workshops stated they will use the techniques showcased

Learning Technologist appointed to support Google Suite developments with students

SLT Learning Walks show a good level of challenge for students in most lessons

'Professional Learning @ Lasswade' Google Site launched to support staff CLPL

SLT Learning Walks show a good level of student engagement in almost all lessons

Relationships to Support Learning

A September 'sweep' showed almost all S1 students were fully Dress Code compliant

In November almost all S1 students were rated Good or Excellent by teachers against our DREAM values

In Jan to mid-March 2020 there were 49% fewer behavior related calls to SLT compared to same period in 2019

16 S2 students take part in our Columba 1400 programme; third year of this partnership

In February most S4 students were rated Good or Excellent by teachers against our DREAM values

In September almost all S3 students were rated Good or Excellent by teachers against our DREAM values

Over 220 students were involved in interventions planned through our Pupil Equity Funding allocation

In Jan to mid-March 2020 there were 38% fewer behavior related calls to PTs compared to same period in 2019

Level of temporary student exclusions 73% lower compared to session 2017/2018

In Jan to mid-March 2020 there were 68% fewer behavior related calls to Student Support compared to same period in 2019

In January most S2 students were rated Good or Excellent by teachers against our DREAM values

94 students from all year groups take part in our Student Voice system throughout the session

113 S2 and S4 students are mentored by 52 S4 and S6 Humanotopia Heroes

In February most S5 students were rated Good or Excellent by teachers against our DREAM values

71% fewer individual students temporarily excluded compared to session 2017/2018

In February almost all S6 students were rated Good or Excellent by teachers against our DREAM values

Senior Phase Attainment

SCQF L5 Literacy and Numeracy levels ahead of our virtual comparator for 5th consecutive year

46% of S4 secured at least 5 SCQF Level 5 qualifications

In 2019, 667 Higher passes at A-C

95%+ of school leavers in a positive destination for 5th consecutive year; ahead of our Virtual Comparator each year

In 2019, 27% of our S5 secure at least 5 SCQF L6 qualifications; highest in last 5 years

100% of school leavers from the most disadvantaged backgrounds secure a positive destination

In 2019, 15 Advanced Higher courses offered to students; 7 more than in 2015

In 2019, 77% of our school leavers achieved a SCQF L5 Numeracy award; 11% above our Virtual Comparator

School leavers from our most disadvantaged backgrounds attain better than our Virtual Comparator

In 2019, 41 SCQF Level 5 courses offered to students; 10 more than in 2015

In 2019, 1157 N5 passes at A-C

In 2019, 35 SCQF Level 6 courses offered to students; 7 more than in 2015

100% of school leavers from the most disadvantaged backgrounds achieve a SCQF L4 award in Literacy and Numeracy

In 2019, 39% of our school leavers went onto Higher Education; that's above our Virtual Comparator

Highest % of S4 securing at least 5 SCQF L5 qualifications in last 5 years

In 2019, 83% of our school leavers achieved a SCQF L5 Literacy award; highest % in last 5 years

In 2019, we had 690 Senior Phase students; 10% more than in 2015

In 2019, 56% of our S4 secure at least 5 SCQF L5 qualifications

246 Google Classrooms established to support e-learning

Over 20 families supported regularly by our Key Worker Hub

Covid-19 Response, #SERVICE

Virtual Parent Council Meeting with over 70 attendees

Over 500 PPE visors made by our Creative Design Team to support Key Workers in local frontline services

18,919 'users' visit our website, with just under 70% of these new visitors

20 'Sharing Stories' sent to 5 local Care Homes, all written by students and narrated by staff

97% of P7 pupils actively engaged with our Virtual P7/S1 Transition

Weekly communication with all our families; approximately 20,000 phone calls

Over 90 staff volunteers support our Key Worker Hub, including during the Easter Break

130 website stories, 150 Instagram posts, over 400 Tweets and 8 dedicated e-mail boxes

6 staff appointed for August 2020

Virtual Sports Personality of Year 2020 streamed 'as live' on Facebook

2,548 final estimate grades reviewed and shared with SQA for 768 courses

Over £1100 raised for 3 charities and 16 bags of supplies for our local foodbank

Over 300 'devices' distributed to facilitate e-learning

Covid-19 school response recognised in Scottish Parliament and House of Commons

Over 1,000 Awards presented to S1-S3 students in our House Ceremonies

19 School/House Captains appointed via Zoom and voting via Google Suite

Mount Esk House win our 1st Virtual Sports Day

102,029 'Page Views' on our website

70%+ student engagement with e-learning

6. What is Our Capacity for Continuous Improvement?

Quality Indicator	School Self Evaluation	Authority Reviews / Theme visits	HMIe Inspection Grades
1.3 Leadership of Change	Very Good	Good (2018/2019)	
2.3 Learning, Teaching and Assessment	Good	Good (2018/2019)	
3.1 Ensuring Wellbeing Equity and Inclusion (taking 2.1 into account)	Good	Good (2018/2019)	
3.2 Raising Attainment and Achievement	Good		

Contents – School Improvement Planning

1. Overview of High Level NIF Priorities
2. Priority Summary and High Level Strategic Targets
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MIDLOTHIAN COUNCIL NATIONAL IMPROVEMENT FRAMEWORK PLAN: OVERVIEW OF HIGH LEVEL PRIORITIES (2020/21)

Priority 1 Attainment and Achievement	Priority 2 Included, Engaged and Involved: Wellbeing and Equity	Priority 3 Self-Improving Systems	Priority 4 Lifelong Learning and Career- Ready Employability	Priority 5 Finance and Resources
<p>1.1 Improve attainment within the broad general education stages, by focusing on:</p> <ul style="list-style-type: none"> a) Improvements in planning, tracking and assessment and curriculum design and progression. b) Innovative pedagogical approaches and enhanced use of digital technology to support learning. c) Pedagogy, play and progression across Early Level. <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 Reduce the attainment gap between the most and least deprived children, including care-experienced children.</p>	<p>2.1 Develop a Nurturing Authority.</p> <p>2.2 Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase.</p> <p>2.3 Support schools and ELC settings to provide high quality EY services, which focuses on early intervention and prevention.</p> <p>2.4 Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.</p>	<p>3.1 Develop a quality improvement framework to support schools to achieve Good or Better in inspection QIs through:</p> <ul style="list-style-type: none"> a) Empowering leaders at all levels, leading to an empowered system. b) Improving quality of leadership at all levels. c) Delivering a minimum data set and supporting data literacy to improve self-evaluation. 	<p>4.1 Improve the number of young people entering further and higher education:</p> <ul style="list-style-type: none"> a) Implement a positive destination strategy to increase the number of young people entering a positive destination on leaving school; b) Increase the number of Foundation Apprenticeships supported by CLL, working in partnership with schools, business partners and Edinburgh College. c) Increase the number of Modern Apprenticeships supported by CLL. <p>4.2 Improve the number and type of positive destinations for young people with ASN and care-experienced young people:</p> <ul style="list-style-type: none"> a) Operate the school work experience programme working with schools and employers b) Offer 60 places to vulnerable young people and adults under the Scottish Government funded 'No one left behind' programme c) Deliver the merged PAVE/PAVE2 programme supporting care experienced and other vulnerable young people in transition from schools to post school living <p>4.2.3 STEM</p> <ul style="list-style-type: none"> a) Continue to support STEM activities to increase uptake in related qualifications and progression into STEM career pathways <p>4.4 Preparing children and young people for the world of work:</p> <ul style="list-style-type: none"> a) carry out an audit of career education standards 3-18 to ensure children and young people receive their entitlement and the authority is delivering on the expectations placed on teachers and practitioners, Skills Development Scotland, employers and parents to support all children and young people in their development of skills and understanding of the world of work; b) Embed the standards and guidance 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>5.1 Deliver Best Value through:</p> <ul style="list-style-type: none"> a) Reviewing and implementing the Learning Estate strategy, taking cognisance of the ASN learning estate. b) Robust workforce planning. <p>5.2 Implement the Education Digital Asset strategy, ensuring that digital learning tools are high quality and support excellence in learning and teaching.</p>

2. Priority Summary and High Level Strategic Targets *(Please see PPP 69 April 2020 for guidance)*

Priority	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners
<p>1.1 Improve attainment by focusing on:</p> <p>b) Innovative pedagogical approaches and enhanced use of digital technology to support learning.</p>	<p>QI:1.2 QI:2.3</p>	<ul style="list-style-type: none"> Continue to develop our FACE approaches, through collaborative enquiry, with a focus on 'A' Autonomy and Learner Conversations, to improve teacher capacity to develop assessment capable learners. 	<p>Lynsey Struthers, DHT By June 2022 School and Departmental Collegiate Time required</p>	<ul style="list-style-type: none"> Almost all students are engaged in lessons Almost all students are able to articulate their next steps in learning and how to make them
<p>1.1 Improve attainment by focusing on:</p> <p>b) Innovative pedagogical approaches and enhanced use of digital technology to support learning.</p>	<p>QI:1.2 QI:2.3 QI: 3.3</p>	<ul style="list-style-type: none"> Continue to enhance our use of digital technologies to support learning and teaching by embedding and extending the use of Google Suite. 	<p>Lynsey Struthers, DHT By June 2021 School and Departmental Collegiate Time required</p>	<ul style="list-style-type: none"> All students are confident in using Google Suite to support their own learning All staff using Google Classroom, and Google Suite, to engage and support students' learning Majority of staff making innovative and creative use of digital technologies to enhance pedagogy, in particular our FACE approaches Most parents are confident in supporting their child's use of Google Suite
<p>1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.</p>	<p>QI 3.2</p>	<ul style="list-style-type: none"> Implement effective and creative programmes to address Covid-19 learning loss and promote equity, raise attainment and aspirations for those involved. 	<p>Caroline Brown, DHT By June 2021 School and Departmental Collegiate Time required</p>	<ul style="list-style-type: none"> Further reduce the poverty-related attainment gap Raised attainment for all

Priority	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners
1.3 Reduce the attainment gap between the most and least deprived children, including care-experienced children.	QI 2.5	<ul style="list-style-type: none"> Universal, targeted and shared family learning opportunities for S1/S2 students and families Family learning programme for identified P6/7 students 	Caroline Brown, DHT By June 2021 School and Departmental Collegiate Time required	<ul style="list-style-type: none"> Enable almost all families to confidently support their child's development at home Positive transition from primary to secondary setting Strong parental/carer relationships built on mutual trust Improved outcomes in literacy, numeracy, health and wellbeing and outdoor learning Positive effect on student's perceived value in education and self-belief through targeted programmes and celebrating individual achievements
2.2 Develop and improve the Health and Wellbeing curriculum to support the wellbeing of all children and young people, from Early Level to Senior Phase.	QI: 2.4 QI: 3.1	Implementation of UNCRC/Rights Respecting Schools Bronze Award Increased student involvement in community related curricular experiences	Neil Chisholm, DHT By June 2021 School and Departmental Collegiate Time required	<ul style="list-style-type: none"> Extend student leadership opportunities Develop our Student Voice systems and extend number of students involved Increase partnerships with the community to extend student opportunities to learn
2.4 Support schools to implement a range of mental health and wellbeing strategies for children, young people and staff.	QI: 2.6 QI: 3.1	<ul style="list-style-type: none"> Develop and implement our mental health strategy 	Suzanne Yule, DHT By June 2021 School and Departmental Collegiate Time required	<ul style="list-style-type: none"> A range of tiered mental health supports are in place to support all students

Priority	Links to HGIOS4?	Key Actions	Lead Person Timescale Links to WTA	Expected measurable outcomes for learners
4.2 Improve the number and type of positive destinations for young people with ASN and care-experienced young people	QI: 2.6 QI: 3.1	<ul style="list-style-type: none"> Develop and implement our strategic approaches to supporting vulnerable students including care experienced, young carers and ASN 	Suzanne Yule, DHT By June 2022 School and Departmental Collegiate Time required	<ul style="list-style-type: none"> All vulnerable students are well supported to overcome barriers to learning which leads to positive outcomes for almost all students
4.4 Preparing children and young people for the world of work	QI: 2.2 QI: 2.7 QI: 3.3	Evaluate and review current curriculum with a focus on S3 experience. Development of curricular opportunities that support partnership working and flexible learner journeys Engage with parents/carers and young people	Ali Mitchell, DHT By June 2021 School and Departmental Collegiate Time required	<ul style="list-style-type: none"> Revised curriculum with relevant and creative pathways for students, extending partnerships with DYW and Edinburgh College Students to share good practices at local and national level
4.4 Preparing children and young people for the world of work	QI: 2.7 QI: 3.3	Embed Career Education Standard (CES) across curricular areas: <ul style="list-style-type: none"> Complete and analyse whole school audit Engage with SDS to develop staff awareness and confidence Engage MWOW ambassadors 	Ali Mitchell, DHT By June 2021 School and Departmental Collegiate Time required	<ul style="list-style-type: none"> Increased staff awareness and confidence with delivering aspects of the CES through the curriculum Connections Conferences increased for more young people and industry links increased Established MWOW Ambassadors group to support DYW agenda

3. ASG Plan

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	2.3	Create a shared understanding and consistent and innovative approaches to the learning and teaching of Numeracy across the Lasswade ASG.	A wide range of creative approaches and strategies used to develop, increased engagement, appropriate challenge, effective feedback and increased learner autonomy in Numeracy.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1. Development Officer Continue and extend the role and remit for our ASG Numeracy Development Officer.	June 2020	Sub Group of Primary HTs LHS DHT Equity (C. Brown)	The ASG will fund this post 3 days (Wed, Thurs & Fri). Funded by ASG (50% from LHS). Supporting the further development of creative and effective approaches to support Numeracy.
2. Moderation Numeracy Coordinators meet to discuss plans for moderation and tracking spreadsheet.	October 2020	C. Hadden Numeracy Coordinators	Cover.
3. SEAL Refresher Virtual SEAL refresher course for all ASG staff offered, especially new staff, NQTs, ELC and support staff.	November 2020	C. Hadden F. Sands All ASG	Cover. Communication. Digital platform for sharing and discussing learning and teaching approaches.
4. ELC Numeracy Creation of ELC Numeracy group to support with transition, including training in the use of new ASG Numeracy tracking system. ELC programme for the sharing of effective practice in Numeracy by virtually discussing and evaluating each other's ELCs.	November - December 2020 December 2020- February 2021	C. Hadden C. Fergusson (Mount Esk Nursery) EYP	Proposed model is CH/ SLT/ Numeracy coordinator to form trios to engage in moderation/ observation in each school. Template/ pro forma for discussions. Platform and technology for virtual discussions. Cover.
5. Digital Numeracy Development of digital programme for Numeracy, including Google Classroom, to share good practice, increase staff confidence and support learning at home.	January 2021 – May 2021	C. Hadden LHS Maths Dept.	Cover. Interactive and accessible programme on shared Google drive.
6. ASG Virtual Numeracy Festival Sharing of effective practice in Numeracy with targeted workshops relating to improvement priorities (Early Learning, digital approaches etc.). Investigate guest speaker.	January 2021 – plan March 2021- promote May 2021- launch	C. Hadden F. Sands LHS Maths Dept. Primary Teaching Staff All ASG	Cover. Identification of learning priorities and lead Primary Staff (from Digital Numeracy programme). Each primary to take a 'stage' (individually/duo). C. Hadden coordinate with ASG.

7. Evaluation Staff evaluations to be collated and shared at ASG.	June 2021 ASG	ASG Group	ASG meeting time.
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Evidence of Impact on learners – How do we know?
Improved learner engagement with ELC and confidence with digital approaches to Numeracy. Increased staff skill in developing and implementing ELC strategies and digital approaches to Numeracy to provide learners with support and challenge, at an appropriate level, in school and at home.

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	2.5	Establish a P7/S1 Family Learning programme to enable and empower families to engage in their children's learning and life at school. Additional support the transition into secondary school for vulnerable families. Improve relationships and communication before formal transition begins.	Improved relationships across the learning community. Removal of threats and barriers to transition. Empowering families to access support (learning and financial).

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1. P7 Student Identification: <ul style="list-style-type: none"> Primary Staff use data and knowledge of students and families who would benefit from intervention (early/first level, enhanced transition and 'PEF' eligible students). Wide reaching initiative. Student names and emails/addresses shared with C. Brown. LHS introductory communication via email/letter. Parent/carer survey (determine areas of strength and concern). 	Mid-October 2020	ASG Group P7 Teachers C. Hadden F. Sands A. Rankine G. Falconer J. Ross	Time. Google Form. LHS PEF (printing and postage.)
2. Bulletin Content: <ul style="list-style-type: none"> Seven monthly instalments (at the end of each month) starting in October. Four areas of focus Literacy, Numeracy, Nutrition and Sports. Two areas per month. Staff leaders to develop content and supportive videos. Content to reflect each month/festival/tradition i.e. Halloween/Chinese New Year. Based on making learning fun, engaging and accessible at home (games, tips, counters). 	September 2020	C. Brown C. Hadden F. Sands A. Rankine G. Falconer J. Ross	Time. Printing. IT.
3. Bulletin Engagement:	October 2020 – April	C. Brown	LHS PEF (printing, postage)

<ul style="list-style-type: none"> • Bulletin shared electronically and in paper to suit all families. • Supportive videos and bulletins shared with ASG Primary Head Teachers and P7 Teachers. 	2021	C. Hadden F. Sands A. Rankine G. Falconer J. Ross C. Wilkinson	and counters.)
4. Virtual Financial Health Checks <ul style="list-style-type: none"> • Share information about PEF interventions and positive impact with families. • Attend P7 events (if possible in 2021.) • February/March 2021 Bulletin instalment features 'Financial Health Checks' support with information, booklet and video guidance. • CAB support with universal credit applications. 	November 2020 P7 Transition Event P7 Transition Communication throughout 2020-2021	C. Brown J. McDonald CAB J. Costello S. Ramsay A. Bowman K. Jones A. Hutchison	LHS PEF (printing and postage.) Time. CAB.
5. P7/S1 Family Learning Evaluation and Celebration: <ul style="list-style-type: none"> • Parent/carer survey to determine impact of parent/carer and student. • Final instalment features a celebratory video and certificate. 	April 2021	ASG Group P7 Teachers	Google Form. LHS PEF (printing and postage.) Certificate.
6. Family Learning Review: <ul style="list-style-type: none"> • Evaluation of P7/S1 Family Learning Bulletin. • Summary of impact shared with ASG Head Teachers and P7 Teachers. • Consider 2021-2022 Family Learning approach. 	May 2021	ASG Group	ASG meeting time.

Evidence of Impact on learners – How do we know?

Feedback (before and after) Family Learning Bulletin to measure student and parent/carer confidence.
Positive communication and relationships with families during P7 transition.
Increased awareness and uptake of Free School Meals and PEF benefits.

4. PEF Plan

<u>Gap</u> Provide details of the gap you want to address.	<u>Outcome Statement</u> What do you hope to achieve?	<u>Measures</u> What data will you use to determine whether improvement is taking place?	<u>Lead Staff Member</u> Who has responsibility for this element of your PEF plan?	<u>Details of Intervention</u> What are you going to do to achieve the outcome?	<u>Cost</u>
Financial and curricular support for students and families affected by poverty.	<ul style="list-style-type: none"> Remove curricular for targeted students and families. Encourage greater subject participation. Improve progression from BGE to Senior Phase in faculty areas. 	<ul style="list-style-type: none"> Engagement: Attendance data. Enjoyment: DREAM analysis. Progression: S3-S6 subject uptake of students. 	<ul style="list-style-type: none"> Michael Stanton Carol Wilkinson Jayne Ross Hana Petrie Student Support 	<ol style="list-style-type: none"> Communication Strategy: <ul style="list-style-type: none"> Payment (Parent Pay) and communication (OTB email letters) with families. Clear, effective and non-judgemental. Student Support Identify additional students/families who are: <ul style="list-style-type: none"> Affected by COVID-19. SIMD 1-3/FSM/YC/Care Experienced. Curricular Funding: <ul style="list-style-type: none"> Home Economics and Creative Design faculties. 	£12,000.00
School culture based on inclusion and community.	<ul style="list-style-type: none"> Improved inclusion and attendance at school events for students (and family members) in receipt of FSM, Care Experienced, YC, SIMD 1-3 and COVID-19 affected families. Continue to engage with and include local care homes and community hospital. 	<ul style="list-style-type: none"> Engagement: Increased attendance numbers at events. Attitudes: Exit passes for instant feedback from all families. 	<ul style="list-style-type: none"> Craig Dewar S5/S6 Personal Development Student Support Teams 	<ol style="list-style-type: none"> Students Clear communication with all students via: <ul style="list-style-type: none"> Interactive assemblies. Posters and leaflets. PSE classes. School and House Captains. S5/6 Leadership students. Families & Community Open channels of communication via: 	£ NA

				<ul style="list-style-type: none"> • Social media. • School website. • Emails/text messages. • Student classroom visits. • Information sharing at school events. <p>3. Student Support Identify additional families who are:</p> <ul style="list-style-type: none"> • Affected by COVID-19. • SIMD 1-3/FSM/YC/Care Experienced. 	
Sense of belonging and support in the school community.	<ul style="list-style-type: none"> • Promote a culture of recycling and sharing across the school community. • Improve attendance (overall and to PE classes). • Build relationships with students and families to allow support to take place. • Empower S5/S6 Personal Development and S5/S6 Leadership students to lead a whole school and local community equity project. 	<ul style="list-style-type: none"> • Observations: Student Support. • Supply and demand: Clothing and materials measured by S5/S6 Leadership students and Student Support. • Attitudes: Student focus groups measure 'sense of belonging'. • Attendance: Student comparison 2019-2020 vs 2020-2021. 	<ul style="list-style-type: none"> • Karen Hughes/Craig Dewar • S5/S6 Personal Development & Leadership students • Student Support • Parent Council • Bonnyrigg Community Trust 	<p>1. Collaboration:</p> <ul style="list-style-type: none"> • Primark vouchers from Bonnyrigg Community Trust. • Parent Council and Student Voice collaboration. • Collection and drop off information. <p>2. S5/S6 Personal Development Students:</p> <ul style="list-style-type: none"> • Market research. • Communication (businesses/charities). • Website stories sharing uniform on offer. <p>3. S5/S6 Leadership Students:</p> <ul style="list-style-type: none"> • Project title and launch. • Social media, advertising, school website updates. • Communication with Student Support. • Management, storage and replenishment. <p>4. Fundraising:</p> <ul style="list-style-type: none"> • Dress down day donations. • Clothing/material donations. • Grants/support applications. 	£1,000.00
Support local families in their	<ul style="list-style-type: none"> • Support the local community with (food, 	<ul style="list-style-type: none"> • Attendance: S5/S6 Leadership Group. 	<ul style="list-style-type: none"> • Craig Dewar • Jenn Nicolson 	<p>1. Collaboration:</p> <ul style="list-style-type: none"> • Midlothian Food Bank, Bonnyrigg 	£ NA

time of need.	<p>drinks, toys/gifts, materials and money).</p> <ul style="list-style-type: none"> • Build partnerships with local charities and food banks. 	<ul style="list-style-type: none"> • Attitudes: DREAM data and Tracking Reports. • Observations: Craig Dewar. • Support: Specific families. • Engagement: Improved number of donations and families accepting support. 	<ul style="list-style-type: none"> • S5/S6 Leadership students • S6 Senior Leaders • Student Support 	<p>Community Trust and Cash for Kids Appeal.</p> <ul style="list-style-type: none"> • S5/S6 Leadership students and S6 Senior Leaders. <p>2. Communication:</p> <ul style="list-style-type: none"> • Social media, posters and assemblies. • School website and text messages. • Charities. 	
Healthy start for students and readiness to learn.	<ul style="list-style-type: none"> • Decreased student late coming to school. • Improved student concentration in morning lessons. • Increased student engagement in learning. • 100% student awareness of daily support. • Improved relationships. 	<ul style="list-style-type: none"> • Attendance: Student numbers accessing breakfast club. • Attendance: Reduced late coming. • Engagement: Attend morning lessons and improved concentration. • Engagement: Feedback after first month. 	<ul style="list-style-type: none"> • Meg Hutchison • Jayne Ross • Sarah Fleming • Susan Ramsay • Kim Jones • Angela Bowman • Amy Hutchison 	<p>1. Location:</p> <ul style="list-style-type: none"> • Identified area in the school to store and create breakfast packs. <p>2. Promotion:</p> <ul style="list-style-type: none"> • S5/6 Senior Leaders. • Social media and website communication. • Reminders via Student Support. • Tannoy announcements. <p>3. Management:</p> <ul style="list-style-type: none"> • Ordering food/drinks replenishment. 	£1,500.00
Family awareness of financial supports available.	<ul style="list-style-type: none"> • Parent/carer attendance at virtual appointments. • Relational trust, respect and support with families. • Improved support for families living in poverty. • Coordinated ASG approach. • Build partnership with Citizens Advice. 	<ul style="list-style-type: none"> • Attitudes: Parent/carer exit survey. • Support: Increased number of successful new FSM applications. 	<ul style="list-style-type: none"> • Jackie Costello • Susan Ramsay • Kim Jones • Angela Bowman • Amy Hutchison • James McDonald (CAB) 	<p>1. Social Media</p> <ul style="list-style-type: none"> • Share supportive leaflet on Twitter, Instagram & school website. • Stories, videos, pictures and impact on social media. <p>2. Communication</p> <ul style="list-style-type: none"> • Text messages direct to families. • Share information during Student Support contact. <p>3. Partnership</p> <ul style="list-style-type: none"> • Work closely with Citizens Advice (virtually/LHS library). 	£ NA

				<ul style="list-style-type: none"> Support ASG primaries with approach and applications (attend event/P7 events 2021). 	
Broad range of outdoor learning experiences to build confidence and improve attainment.	<ul style="list-style-type: none"> Improved student confidence and enthusiasm for learning. Valuable experience and qualification for all students. Student development of life skills and a readiness to progress. Positive student attitudes towards learning. 	<ul style="list-style-type: none"> Engagement: Attendance data. Enjoyment: DREAM analysis. Attitudes: Observations of engagement and cooperation in activities. Achievement: Wider achievement certificates. Attitudes: Before and after confidence survey. 	<ul style="list-style-type: none"> Ant Mayer Sean Fallon Bob Ellis LHS Duke of Edinburgh Staff Sarah Fleming 	<ul style="list-style-type: none"> 1. Management: Comprehensive timetables for staff involved. Line manager allocation and support to staff group. Duke of Edinburgh staff coordinator. 2. Courses: Course plans created and shared. Assessments/expeditions added to overall course plans. Careful planning of additional SCQF qualifications i.e. Craft Skills, Lifesaving. 	£26,00.00
Targeted peer mentoring to improve student wellbeing, life choices and attainment.	<ul style="list-style-type: none"> Improved DREAM values ratings and student resilience. Improved study skills, attainment and student autonomy. Develop supportive peer relationships across and within year groups. Positive coping mechanisms to combat stress and anxiety. Build student self-confidence and social skills. 	<ul style="list-style-type: none"> Engagement: Attendance data. Enjoyment: DREAM analysis. Attitudes: Humanutopia feedback survey, exit passes, Hero Programme surveys (mentees and mentors). 	<ul style="list-style-type: none"> Caroline Brown Wendy Easterbrook Student Support 	<ul style="list-style-type: none"> 1. Communication: All S1/S3 and S4/S5 students and families about Humanutopia, sessions 8th-10th June 2021) and outcomes. Email, text messaging, social media and school website. 2. Mentoring: S4/S5 Heroes (mentor training). S1/S3 mentees (relationships/study skills). Training and guidelines for all students. 	£7,200.00
Help disadvantaged students to	<ul style="list-style-type: none"> Student connections, visits and support to combat inequity. 	<ul style="list-style-type: none"> Engagement: Attendance data. Attitudes: Feedback 	<ul style="list-style-type: none"> LUL mentors Craig Dewar Student Support 	<ul style="list-style-type: none"> 1. Identification: Identify students in S3-S6 who would benefit from long-term mentoring. 	£12,600.00

<p>explore their passions and achieve their potential.</p>	<ul style="list-style-type: none"> • Long-term 1:1 support for students who face poverty. • Build on learning and support from Humanutopia Programme. • Transitional support from BGE to Senior Phase. • Sustained aspirational future plans. • Positive student attainment. 	<p>from LUL mentors and students.</p> <ul style="list-style-type: none"> • Attitudes: DREAM values across subjects. • Attainment: SQA and assessment data. • Progression: Visits/experiences and positive destinations. 		<ul style="list-style-type: none"> • FSM, YC, SIMD 1-3 and Care Experienced students and those facing additional poverty. <ol style="list-style-type: none"> Partnership <ul style="list-style-type: none"> • Effective mentee: mentor pairings. • Regular meetings with LUL. Review <ul style="list-style-type: none"> • Student and mentor feedback. • Attendance discussed at monthly House Meetings. 	
<p>Literacy intervention programme to build BGE students core literacy skills and increase attainment.</p>	<ul style="list-style-type: none"> • Improve student confidence, especially with reading. • Improved reading skills, specifically targeting decoding, fluency and comprehension. • Increased number of S2 SRA students achieving level 4 Numeracy in S3. • 70% of SRA students working towards N5 in S3. • Increase N5 English passes for disadvantaged students. 	<ul style="list-style-type: none"> • Attitudes: Wellbeing Wheel survey (nurture). • Attainment: SWRT analysis (Sept/May), NGRT data (Sept/May), RUAЕ (ongoing), SRA progression tests, CfE levels in Reading, Writing, Talking and Listening. • Progression: S3/S4 N3/N4/N5 English. 	<ul style="list-style-type: none"> • Annie Rankine • Dawn McNeill • Christine Shankland • Chris Turton 	<ol style="list-style-type: none"> Focus: <ul style="list-style-type: none"> • Reading Recovery programme (phonic sounds, decoding, fluency and comprehension) to build core Literacy skills. Approach: <ul style="list-style-type: none"> • Small groups for nurture-based approach and supporting development of Listening and Talking. Assessment: <ul style="list-style-type: none"> • Core units included to ensure breadth and depth of experience (BGE curriculum). 	<p>£2,301.00</p>
<p>Numeracy intervention programme to support BGE students build number confidence and</p>	<ul style="list-style-type: none"> • Improve student confidence and engagement with Numeracy. • Develop numerical skillset: addition, subtraction, division, multiplication. 	<ul style="list-style-type: none"> • Attitudes: Confidence survey. • Attainment: numeracy (initial), Lasswade PS assessments, GL assessments. 	<ul style="list-style-type: none"> • Fraser Sands • Claire Hadden 	<ol style="list-style-type: none"> Staff: <ul style="list-style-type: none"> • Maths staff SEAL trained. Course Plans: <ul style="list-style-type: none"> • Appropriate course plan changed to Maths recovery course. • SEAL strategies implemented into LHS course overview. Strategy: 	<p>£17,000.00</p>

improve attainment.	<ul style="list-style-type: none"> • Increase number of S2 SEAL students achieving level 4 Numeracy in S3. • Consistent approach to SEAL intervention across the Lasswade ASG. • Increase N5 Maths passes for disadvantaged students. 	<ul style="list-style-type: none"> • Progression: S3/S4 N3/N4/N5 Maths. 		<ul style="list-style-type: none"> • S1 (new model) – whole class SEAL recovery approach. • S2 (previous model) – extraction plus SEAL strategies in class. • 2021-2022 determined by feedback and progress. 	
Additional Literacy and Numeracy support for students at risk of underachieving.	<ul style="list-style-type: none"> • Support disadvantaged students who are at risk of underachieving in the BGE. • Improve students' CfE levels and DREAM ratings by the end of the year. • Increase number of S2 students working towards N5 level English and Maths in S3. • Bridge the attainment gap between S3 level 4 and S4 N4/N5 success. 	<ul style="list-style-type: none"> • Attainment: CfE assessments. • Attitudes: Lasswade before and after survey. • Engagement: attendance data (Friday Plus Learning Agreement). • Effort: DREAM analysis. 	<ul style="list-style-type: none"> • Annie Rankine • Fraser Sands • Claire Hadden • Lead staff 	<ol style="list-style-type: none"> Staff: <ul style="list-style-type: none"> • Payment, support, outcomes and rationale explained. • LHS staff to develop course plan. • Risk assessments. Training: <ul style="list-style-type: none"> • Training sessions for lead staff and S6 students led by Maths and English PTC/PT BGE. • Literacy Toolkit. Identification: <ul style="list-style-type: none"> • Student Support, Maths and English staff to identify students (data and knowledge). Communication: <ul style="list-style-type: none"> • Clear communication with students and families regarding aims, expectations and details. • Friday Plus learning agreement. Engagement: <ul style="list-style-type: none"> • Graduation ceremony and reward for student attendance and effort (Friday Plus learning agreement). 	£11,000.00

<p>Effective engagement with families to promote our Family Learning agenda and establish our 'learning together' culture.</p>	<ul style="list-style-type: none"> • Establish trusting and supportive relationships with families during primary school. • Relationships and early intervention to enable families to ask for support earlier. • Families feel supported and more confident with learning at home. • Offer families an opportunity to have resources, support and encouragement with numeracy. 	<ul style="list-style-type: none"> • Attitudes: Parent/carer and student engagement/confidence surveys (before/after). • Engagement: Student and parent/carer relationships with LHS staff. 	<ul style="list-style-type: none"> • Fraser Sands • Claire Hadden • Annie Rankine • Sarah McKay • Jayne Ross 	<ol style="list-style-type: none"> 1. Engagement: <ul style="list-style-type: none"> • Clear and engaging monthly packs with supportive instructions. • Helpful videos. • Hints and tips section. • Games and learning materials. 2. Identification: <ul style="list-style-type: none"> • Collaboration with ASG Head Teachers and P7 Teachers to identify P7 SEAL students. • Communication strategy with Primary Schools. 3. Coordination: <ul style="list-style-type: none"> • Monthly packs with videos shared with families. • Progress, enjoyment and engagement evaluated at end of session. • Feedback used to shape 2021-2022 session. 	<p>£1,500.00</p>
<p>Empower parents/carers to improve their skillset and confidence with digital learning.</p>	<ul style="list-style-type: none"> • Confidence building courses for students and families. • Encourage and promote family learning at home and our 'learning together' culture. • Improved channels of communication, trust and support with families. • Flexible opportunities for all families and consistent support. 	<ul style="list-style-type: none"> • Attitudes: Individual feedback and digital literacy confidence survey (parents/carers). • Attendance: Drop-in sessions and topical optional online sessions. 	<p>Amanda McGinty Colin Fulton Graham Tennet Dawn McNeil Claire Gately</p>	<ol style="list-style-type: none"> 1. Research: <ul style="list-style-type: none"> • Identify challenges for students and families. • Present and trial of programme with Parent Council members. 2. Course: <ul style="list-style-type: none"> • Design course around families and research. • Solutions to barriers i.e. lack of IT/internet (referrals). 3. Promotion & Communication: <ul style="list-style-type: none"> • Social media. • School website. 	<p>£2,000.00</p>

				<ul style="list-style-type: none">• Google Forms sign-up.• Refreshments.• School events i.e. S1 Transition Event.• Student Support contact.	
					Total: £94,101.00