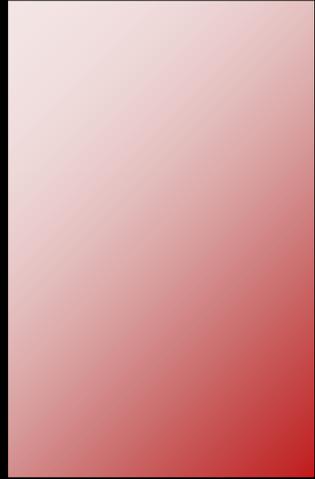
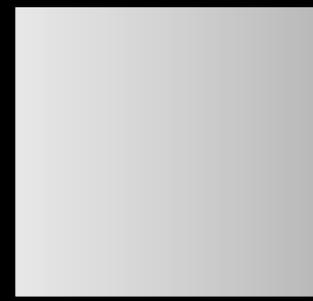


Dream, Believe, Achieve @ Lasswade



LASSWADE HIGH SCHOOL



Session 2021-2022

Standards and Quality Report and Improvement Plans

Contents – Standards and Quality Report

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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. As a result of this we have agreed to work in partnership with Columba 1400 and will review and revise our values base through a student-led consultation with all our stakeholders during the 2021/2022 school session.

In periods of lockdown and school closure/blended learning during the Covid-19 pandemic we temporarily suspended the above vision statement and values base to reflect our new context. Our revised, and temporary, values basis for our work was agreed in the lead up to our first school closure on Friday 20th March 2020. It reflects the acronym: **#SERVICE**; Students and Staff, **E**ffort, **R**esilience, **V**erve, **I**ntegrity, **C**reativity, **E**mpathy. These values and principles helped to shape and guide our decision making and actions in what was a challenging and uncertain time. Our new, temporary, Mission Statement was; '**be Brave, stay Safe, be Brilliant**'.

As a result of our full-time return to school for all students and staff in April 2021 we have reverted to **DREAM** as our values base.

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. It should be noted that periods of school closures during session 2019-2020 and 2020-2021 our capacity to fulfill all aspects of our Quality Improvement data gathering has been compromised and required adaptation

- 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
- Analysis of Remote Learning Student Engagement Data
- 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, including Digital 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
- Analysis of parental feedback and complaints

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 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 2021 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 transferable 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 and learned from the Covid-19 context. Since March 2020 we have been working in periods of remote and blended learning 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 what we hope will be a post-pandemic period from August 2021. We expect a reduced level of public health mitigations next session. We plan to capitalise on a £10.2 million investment by Midlothian Council in digital learning and our recent e-learning experiences to transform our curriculum and approaches to learning, teaching and assessment over our upcoming planning cycle. In addition, we recognise the impact of the Covid-19 pandemic on the wellbeing of our school community and are concerned about a potential impact on student's progress in learning. Our work in the next planning cycle will reflect this context and seek interventions that support our students, their families and our staff.

4. Review of progress for Session 2020-21

School Improvement Plan/ASG Plan/PEF Plan		
<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</p> <p>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</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>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 2020/2021</p> <p>Regardless of the context of the improvement plan, School/ASG/PEF, we consistently aim to secure improvement and a positive impact for students by working within the three contexts highlighted in Section 1 of this SQUIP. This section is structured under those three headings.</p>		
Improving our practice in Learning, Teaching and Assessment	Developing our Curriculum	Improving our Quality Improvement processes
<ul style="list-style-type: none"> ● Development of E-Learning Group and appointment of E-Learning postholder to lead innovative pedagogical approaches to digital learning- including over 700 live lessons during Lockdown 2 ● Establishment of Departmental ‘Digital Champions’ across all faculties to lead teams in developing blended and remote learning approaches with almost all staff leading live Meets. ● Established Student ‘Digital Ambassadors’ programme with fifteen S6 students creating a peer led Google Site and drop in sessions to support learning and teaching ● On average the majority, 69%, of students across S1-S6 engaged positively with the learning set remotely during Lockdown 2. 	<ul style="list-style-type: none"> ● UNICEF Rights Respecting Schools Bronze Award achieved in March 2021 ● The number of incidents, August 2020 – December 2020, resulting in a promoted member of staff attending on a Duty Head Call basis has continued to decrease. 26% decrease from 2019 data. ● The number of incidents, August 2020 – December 2020, resulting in temporary exclusion has continued to decrease. 22% decrease from 2019 data. ● Twenty S1 students successfully take part in the JASS Award; most identified as VYP 	<ul style="list-style-type: none"> ● The percentage of Senior Phase students who reported that they were having learner conversations with most of their teachers and that they were clear on their learning and next steps increased from a 2019-20 baseline of 49.2% to a majority of students at the time of Alert Report 1 in October 2020 (53.9%) and increased further to 69.5% in May 2021. Most students find learner conversations helpful in understanding their progress and next steps. ● Digital Learning Walks were introduced to support the quality of our e-learning programme. Almost all lessons (94%) followed our stated approaches to organisation and delivery with most including key aspects of effective pedagogy such as clear, shared LI/SC and audio/video instruction to support autonomous learning.

Improving our practice in Learning, Teaching and Assessment	Developing our Curriculum	Improving our Quality Improvement processes
<ul style="list-style-type: none"> ● Range of bespoke supports offered to Vulnerable Young People (VYP) particularly care experienced young people, young carers and those with ASN during Lockdown 2. Evaluated as very good by stakeholders and partner agencies. ● Stationery Support Packs were offered to all students during Lockdown 2, sixty-two issued/collected, targeted approach through Student Support meant VYP benefited from this support. ● Thirty-nine S1 and twenty-eight S2 students targeted for SRA Literacy support; all students involved make improvements from baseline data ● Twenty-one S1 and fourteen S2 students targeted for SEAL Numeracy support; all students involved make improvements from baseline data ● Seventy-seven families signed up to our five online e-Learning sessions. A 20% sample of the families were contacted to gather feedback and 100% of the comments were very good. 100% of families agreed that the sessions helped improve their confidence using IT and support their child with their learning. ● Family Learning: October 2020 - May 2021, seven editions of our Family Learning Bulletin were shared with 159 families across P7/S1 each containing hints, tips, links, and videos on Literacy/Numeracy/Health and Wellbeing. A 20% sample of the families were contacted to gather feedback. All comments were very good. ● Mathematics and Numeracy: Establishment of 'mastery cycle' within Numeracy, 70% student engagement during Lockdown 2, improved in-class attendance in Mathematics, all Maths staff recognize good engagement in classes and cite a 'culture shift' in their practice 	<ul style="list-style-type: none"> ● Fifteen S3 students undertaking Bronze Duke of Edinburgh Award through our timetabled programme; majority identified as VYP ● Thirteen S4/S5 students are undertaking Silver Duke of Edinburgh Award through our timetabled programme; majority identified as VYP ● Eighteen students, S3 and Senior Phase, are taking part in our Light Up Learning mentoring programme; most identified as VYP (almost all students involved in this programme secure a positive destination) ● Two additional vocational courses offered to students in S3 with progression routes into National Qualifications in Senior Phase ● Wider Achievement work extended to develop two additional SCQF Level 5 Awards in Scottish Studies and Scots Language for almost all S4 students (Impact in Session 2021/22 due to Lockdown 2) ● Work successfully undertaken to extend our SEBN and Nurture pathways to support an increased number of VYP and enhance student wellbeing; evidenced by the continued year-on-year reduction in duty calls and exclusions. ● 'Grab 'n' Go' breakfast/snack club launched. Supports a few VYP affected by poverty. ● Partnership established with Bonnyrigg After-School Club, who donated £3,210 of Primark vouchers. All vouchers were issued to sixty-five families affected by poverty and those in need due to Covid-19. ● All staff completed the Scottish Association for Mental Health Introduction to Mental Health module. Positively evaluated by almost all staff. (Plans for our Student Support team to undergo Mental Health First Aid Training were postponed due to Lockdown 2). 	<ul style="list-style-type: none"> ● Almost all responses to our E-Learning Evaluation stated that our approaches to e-learning in Lockdown 2 were improved, in comparison to Lockdown 1, citing specific improvements such as 'more Google Meets', 'better organisation', 'more consistency between subjects', 'more feedback and response from teachers' 'more supports for students' mental health'. ● Good progress in developing our data-driven approach to improving overall attendance and that of vulnerable young people. Data for August-December 2020 demonstrated continued improvement in overall year-on-year attendance; whole school attendance rose to 91.18% for the period Aug-Dec 2020 compared to 89.88% for the corresponding period in 2019. ● Attendance of students in receipt of FSM increased by 3% during the period August to November 2020. Thereafter, Covid-19 impacted our work on this ● Whole school audit of Career Education Standard, CES, carried out across all faculty areas indicates areas to provide focus for strategic approach to improvement ● Timetable review conducted across stakeholders to facilitate longer term planning for S3 curriculum ● Data analysed from a range of areas across the school shows that a majority of students believe they can influence decisions made within the school that affect their learning and that of others. ● Improvement of Student Voice system with successful introduction of student representation at our Extended Leadership Team meetings.

Improving our practice in Learning, Teaching and Assessment	Developing our Curriculum	Improving our Quality Improvement processes
<ul style="list-style-type: none"> 328 S1-S6 students have been financially supported by the removal of all subject fees/costs. This is around 20% of our cohort. 	<ul style="list-style-type: none"> Mental Health and Wellbeing Award successfully piloted through PSE classes. Full roll out to all S4 through PSE in Session 2021-22. Systematic application of clear procedures supported a few 'very low-attenders' to return to school, supported by effective partnership working with Children & Families, Health, IWBS and CLL. Fifty local families were supported with food parcels by Midlothian Foodbank via Student Support during this session. Appointment of DYW Coordinator (April 2021) facilitating improved industry and partnership engagement across the curriculum and progressing DYW whole school and national agenda Bespoke partnership working with flexible learner journeys has secured positive destinations for most of our most VYP most likely to be at risk of a negative destination Over 1000 Awards were issued to S1, S2 and S3 students in June 2021 	<ul style="list-style-type: none"> September 2020 SAT Session involved departmental evaluation of learner autonomy, sharing good practice amongst teams and using professional reading to enhance professional knowledge and understanding. All teams identified action points to develop learner autonomy in their departments. Good progress in improving whole staff knowledge of ASN support strategies through extensive improvement of the LHS Confidential Bulletin which is more accessible, regularly updated and includes direct links to Communication Passports. Over thirty staff led Professional Learning sessions dedicated to sharing and improving digital pedagogy. Good Student Support Team contribution to our CLPL 'Take Tens' programme to improve staff capacity in supporting students with ASN; programme impacted on less than half of our staff Good work undertaken by our Mental Health School Improvement Group has provided students with access to a range of supports through the development of our Mental Health microsite.
<p>Next Steps</p> <ul style="list-style-type: none"> Review and update 'Learning @ Lasswade' to reflect Midlothian's 'Equipped for Learning' roll out Extend our use of FACE approaches, in an 'Equipped for Learning' context, to improve the student experience and better meet the needs of all Continue to develop our approaches to Family Learning to improve alignment with school improvement priorities Continue to develop and implement our universal and targeted wellbeing strategy Conduct a comprehensive student-led review and refresh of our school values base Reduce, and ultimately remove, all 'cost of school day' factors for students Review and update our Curriculum Rationale and Programmes to reflect our current and expected school context Identify and implement targeted interventions to address Covid-19 'learning loss' and ensure improved attainment and positive outcomes for vulnerable and/or underperforming groups Continue to develop leadership at all levels to empower our school community to secure continuous improvement. Extended concept of shared leadership roles across our ASG with focus on Literacy, Numeracy and Wellbeing Focus improvements in equity on securing improvements in issues significant to our context; cost of school day, attainment, wellbeing, mentoring, community and culture 		

5. Successes and Achievements in Session 2020-21

Learning & Teaching

69% of our all our students engaged positively with learning during Lockdown 2

During the 1st week of Lockdown 2 644 students and parents responded to our e-learning survey

During Lockdown 2 our teachers delivered over 700 Live Lessons

To minimise the numbers of S1/S2 potentially identified as 'close contacts' we adopted common seating plans for students

More than 75% of our S5/6 students engaged positively with learning during Lockdown 2

Our staff led over 30 Professional Learning sessions for each other this session on e-learning

By May 2021 almost 70% of our Senior Phase students reported have productive Learner Conversations with most of their teachers

Our Digital Learning walks showed 75% of tasks set included a video/audio instruction from teachers for students

Almost all staff identified improving digital skills as one of their key professional learning objectives

77 families attended 5 positively evaluated online e-learning sessions supported by our staff

We appointed 15 S6 students as Digital Ambassadors to help support their peers

We shared 7 editions of our Family Learning Bulletins with 159 families across our S1 and P7 cohorts.

Curriculum

**Bronze Rights Respecting
School Award secured**

**28 students completing
DoE Bronze and Silver
Awards as part of their
timetable**

**All our staff completed the
SAMH 'Introduction to
Mental Health' module**

**7 new School Captains were
appointed in June 2021 to
serve during session 2021-22**

**From Aug – Dec 2020 the
number of Duty Calls for
student misbehaviour
was down 28% compared
to 2019**

**From Aug – Dec 2020 the
number of temporary
exclusions for serious
student misbehaviour
was down 28% compared
to 2019**

**Our U15 Girls Football
Team were Scottish Cup
runners-up**

**Student Support facilitated
Midlothian Foodbank
referrals for 50 families**

**2 new courses have been
developed and introduced as
part of our S3 curriculum**

**1000 awards were issued
to BGEEd students at our
June 2021 Awards
Ceremonies**

**Our student attendance
during Aug – Dec 2020
was 1.3% higher than the
corresponding period in
2019**

**Our analysis of reports
shows most students were
rated Good or Excellent by
teachers against our DREAM
values**

**Our Student Voice Year
Councils and School
Parliament continues to
influence decision making**

**We developed a Mental
Health Google site to
signpost supports available
for our students**

Senior Phase Attainment

Just over 205 of our school leavers move into employment

70 S5 students secured 5 SCQF Level 6 courses

Total of 2,553 N5, Higher and Advanced Higher presentations in 2021

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

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

Almost 75% of our students achieve SCQF L5 Literacy and Numeracy across a 5 year timeframe

82 S4 students secured 7 SCQF Level 5 awards; 39% of that group with 7 at Grade A

Almost 46% of all N5, Higher and Advanced Higher awards in 2021 were Grade As

91 of our S6 students achieved at least one award at Advanced Higher in 2021

Almost 70% of school leavers move onto either Further or Higher Education

117 of our S6 students achieved at least three additional SCQF Level 6 Awards in their final year

We held 4 SQA Information Evenings via Zoom to support parental understanding of SQA

Of our 2,553 N5, Higher and Advanced Higher presentations in 2021 over 88% secured a pass

Almost 75% of our students achieve SCQF L5 Literacy and Numeracy across a 5 year timeframe

26 of our S5 students achieved straight As in their graded courses

78 Senior Phase students secured straight As in every graded courses undertaken

Covid-19 Response

50 Hand Sanitiser Poles ordered to support safe ingress/egress

6 Virtual Parent Council Meetings via Zoom

8 significant updates to our School Covid-19 Risk Assessment during the session

Over 12,500 LFD testing kits distributed to staff

160 Covid-19 related website stories, 400+ Instagram posts, over 600 Tweets and 8 dedicated e-mail boxes

180 spray bottles and over 40,000 chlorine tablets used as alternative to wipes for sanitising desks

Weekly communication with all our families in Lockdown 2; over 5,000 phone calls

66 sessions at our SQA Easter School with over 1000 available spaces taken up

Over 60,000 face coverings ordered and distributed

Over 300 Chromebooks collected in/re-distributed/collected in during the session

Over 15,000 LFD testing kits distributed to students

Over 900 course choices conversations undertaken remotely for S2 to S5 students

Personal sanitiser bottle issued to all new S1 students in August 2020

SQA online booking and tutoring service established; March to May 2020

5 Parent Consultation Evenings via telephone

Over 40,000 wipes to sanitise IT equipment

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)	Very 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 (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> <ul style="list-style-type: none"> a) improvements in planning, tracking and assessment and curriculum design and progression (including STEAM) 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 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> <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, including leadership of learning c) delivering a minimum data set and supporting data literacy to improve self-evaluation d) developing a Parental Engagement Strategy 	<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> <ul style="list-style-type: none"> 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>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. c) DSM Review <p>5.2 implementing <i>‘Equipped for Learning’</i> Digital Strategy to support transformational change in digital learning</p>

2. Priority Summary and High Level Strategic Targets *(Please see PPP 69 2122 for guidance)*

Priority	Links to HGIOS4?	Key Actions	Lead Person(s) Timescale Links to WTA	Expected measurable outcomes for learners
<p>1.1 Improve attainment by focusing on:</p> <p>a) improvements in planning, tracking and assessment and curricular design and progression (including STEAM)</p> <p>b) Innovative pedagogical approaches and enhanced use of digital technology to support learning.</p>	<p>QI:1.2</p> <p>QI 1.3</p> <p>QI 1.4</p> <p>QI 1.5</p> <p>QI:2.3</p> <p>QI 3.2</p>	<p>Review and update 'Learning @ Lasswade' to reflect Midlothian's 'Equipped for Learning' roll out</p> <ul style="list-style-type: none"> • Learning @ Lasswade group lead stakeholder review and revision of Learning @ Lasswade policy. • Establish a Digital Strategic Board to provide school governance and associated Improvement Groups to sustain continuous improvement and impact on the student experience. • Work in partnership with the strategic Midlothian group and Digital Learning team to support 'Equipped for Learning' roll out, including CLPL opportunities for stakeholders. • Work within the Digital Strategic Board structure to establish a strategic plan to improve digital learning pathways for our students; Including the introduction of Digital Literacy from Session 2022-2023 • Achieve the Digital Schools Award. 	<p>Lynsey Struthers, DHT</p> <p>By June 2022</p> <p>School and Departmental Collegiate Time required</p>	<ul style="list-style-type: none"> • Almost all students experience a high quality learning and teaching experience, supported by effective use of digital technologies. • 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 • Most staff make innovative and creative use of digital technologies to enhance pedagogy. • Most parents are confident in supporting their child's use of Google Suite
<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>1.3 Identify and reduce the attainment gap between the most and least deprived children, including ASN and care-experienced children</p>	<p>QI:1.2</p> <p>QI:2.3</p> <p>QI: 3.2</p> <p>QI 3.3</p>	<p>Extend our use of FACE approaches, in an 'Equipped for Learning' context, to improve the student experience and better meet the needs of all</p> <ul style="list-style-type: none"> • Develop collaborative enquiry approaches to develop challenge through the SEIC through the SEIC Research School programme. • Focus Professional Learning programme on digital technology and pedagogies to support meeting learners' needs. • Review model of Senior Phase assessment to ensure integrated approach with learning & teaching. • Increase student involvement in the Learning & Teaching group. 	<p>Lynsey Struthers, DHT</p> <p>By June 2022</p> <p>School and Departmental Collegiate Time required</p>	<ul style="list-style-type: none"> • Almost all students are engaged in lessons. • All students' needs are met through appropriate challenge and support. • All students are clear about where they are in their learning, based on reliable assessment evidence and practices. • Almost all students are able to articulate their next steps in learning and how to make them

Priority	Links to HGIOS4?	Key Actions	Lead Person(s) Timescale Links to WTA	Expected measurable outcomes for learners
<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>QI: 2.5 QI 2.6 QI 2.7 QI: 3.2</p>	<p>Continue to develop our approaches to Family Learning to improve alignment with school improvement priorities</p> <ul style="list-style-type: none"> • Extend our 'Family e-Learning @ Lasswade' programme to support our 'Equipped for Learning' roll out • Collaborate with stakeholders and agencies to support wellbeing. • Earlier, more regular and targeted engagement with upper Primary School families to improve transitions across settings, support learning with ASG families and enhance relationships across the community. 	<p>Caroline Brown DHT By June 2022</p>	<ul style="list-style-type: none"> • Increased parent/carer digital confidence and overall communication. • Empowering families to promote the 'learning together' culture at home. • Programmes determined by stakeholder voice. • Increased partnerships with the local community to extend Family Learning opportunities.
<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>QI: 1.3 QI 1.4 QI 1.5 QI 2.4 QI 2.6 QI: 3.1</p>	<p>Continue to develop and implement our universal and targeted wellbeing strategy</p> <ul style="list-style-type: none"> • Establish a 'Nurturing Learning Community' Strategic Board to provide school governance and associated Improvement Groups to sustain continuous improvement and impact on the student experience. • Further develop and implement practices associated with our Wellbeing Strategy • Develop and implement our nurturing approaches to supporting identified Vulnerable Young People including care experienced, young carers and ASN • Extend our nurturing approaches to support our Relationships to Support Learning policy and practices • Further develop and implement our data-driven targeted approach to improving student attendance • Review of wellbeing approaches across the Lasswade ASG to establish best practices and the potential for collaborative working • Achieve UNICEF Rights Respecting Schools Silver Award 	<p>Suzanne Yule, DHT Neil Chisholm, DHT By June 2022 By June 2023 By June 2023 By June 2023 By June 2022</p>	<ul style="list-style-type: none"> • A range of tiered supports are in place to support the mental health and wellbeing of all students • All Vulnerable Young People are well-supported to overcome barriers to learning which leads to positive outcomes for almost all students • Improved attendance for almost all students including that of identified Vulnerable Young People

Priority	Links to HGIOS4?	Key Actions	Lead Person(s) Timescale Links to WTA	Expected measurable outcomes for learners
<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>QI 1.3 QI 3.1</p>	<p>Conduct a comprehensive student-led review and refresh of our school values base</p> <ul style="list-style-type: none"> ● Partnership working with Columba 1400 to identify, train and support Senior Phase students to lead the process ● Establish a values base, reflective of our context, to inform our decision making and practices over the upcoming medium-term improvement cycle. ● Audit our policies and practices to ensure the UNCRC is fully reflected in our work 	<p>Campbell Hornell, HT</p> <p>By Easter 2022</p> <p>SAT Sessions before Xmas</p> <p>Parent Council Time</p> <p>early access to PSEd and/or Student Voice systems</p>	<ul style="list-style-type: none"> ● Extend student leadership opportunities ● Students to share good practices at local and national level ● Students understand what are values base means in practice
<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>QI: 2.4 QI: 2.7 QI: 3.2</p>	<p>Reduce, and ultimately remove, all 'cost of school day' factors for students</p> <ul style="list-style-type: none"> ● Removal of Core Curriculum subject fees and learning materials for all students in compliance with SG Policy ● Removal of all other 'non-core curriculum' costs, e.g., school clothing and costs related to events and experiences removed for identified Vulnerable Young People. ● Students are supplied with snacks and breakfast foods to promote a 'healthy start' and readiness to learn. ● Establish a partnership with the local Citizens Advice to support families across our community. 	<p>Caroline Brown DHT</p> <p>Michael Stanton PT</p> <p>By June 2022</p>	<ul style="list-style-type: none"> ● Improved uptake and attainment in specific subject areas. ● Student awareness of additional supports available at all times. ● Enhanced school community relationships based on mutual trust and respect. ● Increased number of families receiving support and entitled benefits.

Priority	Links to HGIOS4?	Key Actions	Lead Person(s) Timescale Links to WTA	Expected measurable outcomes for learners
<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>QI 2.6 QI 2.7 QI 3.2 QI 3.3</p>	<p>Review and update our Curriculum Rationale and Programmes to reflect our current and expected school context</p> <ul style="list-style-type: none"> ● Evaluate and review current curriculum, with a focus on the S3 experience, to better meet the needs of learners ● Development of curricular opportunities that support partnership working and flexible learner journeys, including new opportunities with the BGE curriculum ● Embed Career Education Standard (CES) across curricular areas including a review of our Connections and Personal Support programmes ● Extend capacity for Senior Phase students to engage in wider achievement opportunities ● Audit our policies and practices to ensure the June 2021 OECD is fully reflected in our strategic planning ● Explore possible factors that result in a disproportionate number of our leavers entering Employment and not Further Education; analysis of the quality of employment ● Work within the Digital Strategic Board structure to establish a strategic plan to improve digital learning pathways for our students; including the return of Computing to the S2 experience from Session 2022-2023 	<p>A Mitchell (DHT) - ongoing and by June 2023 (implementation during academic session 2024)</p> <p>Calendar of DYW focus weeks</p> <p>Whole staff sessions - raising awareness of CES (by December 2021 and one other before Summer)</p>	<ul style="list-style-type: none"> ● Increased staff awareness and confidence with delivering aspects of the CES through the curriculum, enhancing learner understanding of career pathways and routes beyond school ● Connections Conferences increased for more young people and industry links increased ● Established MWOW Ambassadors group to support DYW agenda ● 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 ● Increased positive destinations for young people
<p>1.3 Identify and reduce the attainment gap between the most and least deprived children, including ASN and care-experienced children</p>	<p>QI 2.4 QI 3.2</p>	<p>Identify and implement targeted interventions to address Covid-19 'learning loss' and ensure improved attainment and positive outcomes for vulnerable and/or underperforming groups</p> <ul style="list-style-type: none"> ● Effective use of data to identify young people who would benefit from additional literacy, numeracy and wellbeing interventions. ● Assign 'Attainment Champions' to targeted students to improve attainment and the student experience. ● Identified Vulnerable Young People are provided with additional dedicated support to improve attainment and ensure that individuals receive appropriate interventions. 	<p>Caroline Brown DHT</p> <p>Covid-19 Development Post holder</p> <p>Staff Attainment Champions</p> <p>By June 2022</p>	<ul style="list-style-type: none"> ● Improved attainment, reporting feedback, self-confidence and relationships. ● Reduced concerns and referrals. ● Enhanced student attitudes to learning. ● Effective individual support established for identified young people.

Priority	Links to HGIOS4?	Key Actions	Lead Person(s) Timescale Links to WTA	Expected measurable outcomes for learners
<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>QI 1.1</p> <p>QI 1.2</p> <p>QI 1.3</p>	<p>Continue to develop leadership at all levels to empower our school community to secure continuous improvement.</p> <ul style="list-style-type: none"> ● Work with Osiris Education and 13 Curricular PTs on EtLoL programme ● Develop the concept of ‘Leading Well’ CLPL sessions for our staff ● Extend leadership opportunities for our students; through membership at ELT and school improvement working groups ● Revisit practices associated with our school and departmental QI practices within the context of our PT Quality Improvement role 	<p>Campbell Hornell, HT</p> <p>by February 2022</p> <p>by Easter 2022</p> <p>by end of September 2021</p> <p>by October 2021</p> <p>implications for SAT; and PT/ELT meeting time</p>	<ul style="list-style-type: none"> ● Extend student leadership opportunities ● Students to share good practices at local and national level

3. ASG Plan

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1	2.3	Create a shared understanding of Numeracy expectations across the Lasswade ASG by developing a shared Numeracy Transition paper. Use consistent and innovative approaches to the learning and teaching of Numeracy to improve engagement, confidence and progress.	Implementation of a wide range of creative approaches and strategies used to increase student progress and confidence, enhance staff skill sets, improve student engagement and provide the appropriate support and challenge for all students.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>1. Numeracy Development Officer (3 days/week Principal Teacher role)</p> <p>Amendments to current Development Officer remit:</p> <ul style="list-style-type: none"> • Data collection and analysis across the ASG. • ASG Staff Professional Development Programme. • ASG Numeracy calendar for equitable access to support and to drive Quality Improvement. • ASG Numeracy Transition Paper. • Leadership of Numeracy Subgroup. 	June 2021 - June 2022	ASG Head Teachers Lasswade HS Maths Faculty ASG Primary Teachers ELC Nurseries	<ul style="list-style-type: none"> • The ASG will fund this post 3 days per week. • ASG funding to be split: 50% from LHS, remainder pro rata per Primary School. • Supporting the continued development of creative, effective and sustainable learning and teaching of Numeracy. • Access to the Lasswade Locality shared drive.
<p>2. SEAL Refresher & Recovery Programme Rollout</p> <ul style="list-style-type: none"> • School and nursery SEAL refresher with ASG staff (in groups or virtual refresher), if required. Special consideration given to new staff and NQTs. • Audit of SEAL pedagogy and programmes in each ASG school. 	August 2021	C.Hadden F.Sands ASG Numeracy Coordinators ASG Primary Schools ELC Nurseries	<ul style="list-style-type: none"> • Cover and/or DAT/In-Set time. • Agreed dates for meetings/visits added to C.Hadden's Numeracy calendar. • Agreement of digital platform, if training is virtual.
<p>3. ASG Numeracy Transition Paper</p> <ul style="list-style-type: none"> • Clear aims and objectives for upper Primary years (P5-P7) to act as a consistent pedagogy planner for all ASG staff. • Expectations for the P7 to S1 transition period are clearly identified and timescales are added to ASG school calendars. • Consistent approach to tracking young people's progress between P5-P7 to determine a common understanding of achievement of a level. 	September 2021	C.Hadden F.Sands ASG Staff Subgroup: Numeracy Champions/ Numeracy Coordinators	<ul style="list-style-type: none"> • Access to P5-P7 Numeracy plans for all ASG Primary Schools. • Digital/in person meetings with the Literacy Coordinators subgroup. • Cover and/or time for C.Hadden and F.Sands to draft, share and amend the ASG Numeracy paper.
<p>4. ELC Nurseries</p> <ul style="list-style-type: none"> • Supportive approaches to ELC Numeracy and staff judgements to assess children's progress. • Developing a Numeracy rich environment in playrooms. 	December 2021	C.Hadden Primary HTs C.Fergusson Midlothian Early Years Team	<ul style="list-style-type: none"> • Implementation of Numeracy Pathways resources. • Collaboration with the Literacy Development Officer post holder. • Time with ELC Nursery staff.

<p>5. Relationships & Assessment</p> <ul style="list-style-type: none"> ● Maths Faculty arrange visits to P7 classes 1 or 2 times during the session to build relationships, encourage engagement with Numeracy, team-teach with P7 teachers. ● ASG Primary and Secondary Twilight sessions to support and challenge 2nd and 3rd level students. ● Communicate and calendar 'Numeracy Challenges' across the session for 2nd/3rd level students. ● ASG approach to standardised assessments in P7, using GL assessments, for Literacy and Numeracy. Assessments to take place in mid/late May, ahead of P7 transition and final class lists. 	<p>November/ December 2021 and/or April/May 2022</p>	<p>F.Sands C.Hadden LHS Maths Faculty P7 Teachers Primary HTs C.Brown</p>	<ul style="list-style-type: none"> ● LHS staff cover/time to visit ASG Primary Schools. ● Time for LHS Maths faculty staff to lead supportive after school sessions with P7 teachers.
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<p>Evidence of Impact on Learners – How Do We Know?</p>
<p>ASG Numeracy Subgroup and Development Officer evaluation of impact via detailed report to ASG schools on:</p> <ul style="list-style-type: none"> ● ELC ● Primary ● Secondary

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2	2.3	Create a shared understanding of Literacy expectations across the Lasswade ASG by developing a shared Literacy Transition paper. Use consistent and innovative approaches to the learning and teaching of Literacy to improve engagement, confidence and progress.	Implementation of a wide range of creative approaches and strategies used to increase student progress, build staff confidence, improve student engagement and provide the appropriate support and challenge for all students.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>1. Literacy Development Officer (3 days/week Principal Teacher role)</p> <p>New Development Officer remit:</p> <ul style="list-style-type: none"> • Skills (talking/listening, reading/writing) data collection and analysis across the ASG, with particular focus on ELC nurseries and P1-P3 and P7 transition. • ASG Staff Professional Development Programme including team-teaching. • Training for ‘S6 Literacy Buddies’ to develop their skills and leadership capacity - social development, vocabulary building, paired reading etc. • ASG Literacy calendar - equity of access and transparency of support. • ASG Literacy Transition Paper. 	June 2021 - June 2022	ASG Head Teachers Lasswade HS English Faculty ASG Primary Teachers ELC Nurseries	<ul style="list-style-type: none"> • The ASG will fund this post for 2 days per week (days TBC). • ASG funding to be split: 50% from LHS, remainder pro rata per Primary School. • Supporting the development of creative, effective and sustainable learning and teaching of Literacy. • Training programme for ‘S6 Literacy Buddies’, including: dates, locations, targets, expectations, communication. • Access to the Lasswade Locality shared drive.
<p>2. Collaboration</p> <ul style="list-style-type: none"> • Development Officer post holder to work closely with PTC English Annie Rankine (QAMSO, Network Lead, Literacy Champion, intervention lead). • Development Officer leadership of ASG Literacy, communication with LHS and the creation of a subgroup of Literacy Coordinators from each ASG school. • Determine a common understanding of achievement of a level through collaborative moderation and rubrics. • Provide appropriate support and challenge for 2nd and 3rd level students. 	Ongoing 2021-2022	Development Officer post holder A.Rankine ASG Primary Teachers ELC Nurseries	<ul style="list-style-type: none"> • Dedicated time with A.Rankine and Literacy Coordinators subgroup. • Staff CLPL development time. • Cover and/or DAT/In-Set time for moderation activities. • Rubrics based on CfE experiences and outcomes for Literacy levels.

<p>3. ASG Literacy Transition Paper</p> <ul style="list-style-type: none"> • Clear aims and objectives for ELC, lower Primary years (P1-P3) and P7 transition to act as consistent guidance for all ASG staff. • Expectations for the P7 to S1 transition period are clearly identified and timescales are added to ASG school calendars. 	September 2021	Development Officer post holder A.Rankine ASG Staff Subgroup: Literacy Champions/ Literacy Coordinators	<ul style="list-style-type: none"> • Access to P1-P3 Literacy plans for all ASG Primary Schools. • Digital/in person meetings with the Literacy Coordinators subgroup. • Cover and/or time for Development Post holder and subgroup (A.Rankine support) to draft, share and amend the ASG Numeracy paper.
<p>4. ELC Nurseries</p> <ul style="list-style-type: none"> • Supportive approaches to ELC Literacy and staff judgements to assess children's progress. • Developing a Literacy rich environment in playrooms. 	Ongoing 2021-2022	Development Officer post holder Primary HT's C.Fergusson Midlothian Early Years Team	<ul style="list-style-type: none"> • Implementation of Literacy Pathways resources. • Collaboration with the Literacy Development Officer post holder. • Time with ELC Nursery staff.

Evidence of Impact on Learners – How Do We Know?

ASG Literacy Subgroup and Development Officer evaluation of impact via detailed report to ASG schools on:

- ELC
- Primary
- Secondary

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3	3.1	Review all supports available across the ASG in order to proactively create a clear and consistent range of shared approaches available to students and families.	An ASG wellbeing ‘mission statement’, agreed purpose and set of principles, using stakeholder voice, with a clear commitment to meeting students’ needs and supporting families. Clear overview of the range of supports available to young people so that needs are met.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1. Wellbeing Coordinator New Wellbeing Coordinator remit: <ul style="list-style-type: none"> Stakeholder voice and experiences to identify barriers. Data collection and analysis across the ASG to understand resources, interventions and contacts available. Future recommendations to best meet the needs of young people. Consideration of resource sharing approaches. Staff professional learning by developing a ‘learning together’ approach. 	June 2021 - June 2022	S.Fleming C.Hornell J.Allison Primary HTs S.Yule	<ul style="list-style-type: none"> The ASG will fund this post on a full-time basis. ASG funding to be split: 50% from LHS, remainder pro rata per Primary School (equivalent of 2 NQT posts). Access to the Lasswade Locality shared drive. Cover/time for required training.
2. Collaboration <ul style="list-style-type: none"> Wellbeing post holder to work closely with C.Hornell, J.Allison, Primary HTs and S.Yule to evaluate all areas of wellbeing in use/on offer across the Lasswade ASG. Establish ongoing communication with Children & Families, Schools Group Manager, ASN Review Group etc. Build on Family Learning approaches to strengthen relationships and offer support. 	Ongoing	S.Fleming C.Hornell J.Allison Primary HTs S.Yule Children & Families ASN Review Group C.Brown A.MacDonald CLL	<ul style="list-style-type: none"> Dedicated time with individual ASG Head Teachers and S.Yule. Wellbeing as a standing agenda item at ASG meetings. Regular contact with J.Allison (ASN Review Group developments). Corporate MGFL email account. Collaboration with C.Brown to develop Family Learning and communication strategy.
3. Strategic Plan <ul style="list-style-type: none"> Three-year strategic plan, from 2022/2023 (including SMART targets) using universal/staged/targeted interventions. Year 1 recommendations for immediate action i.e. staff CLPL requirements. Outline an ASG calendar for 2021-2022 and beyond. 	January 2022 - ongoing	S.Fleming C.Hornell J.Allison Primary HTs S.Yule	<ul style="list-style-type: none"> Access to the ASN Review Group findings/paper via J.Allison. Access to ASG CLPL events.

Evidence of Impact on Learners – How Do We Know?

Wellbeing Coordinator evaluation of impact via detailed report to ASG schools on:

- ELC
- Primary
- Secondary

4. Digital Literacy 'MidDigiProject': 1:1 Device Rollout

- ASG to re-evaluate 1:1 devices and 'MidDigiProject' in January 2022.
- Student collaboration and improved pedagogy through IT.
- FACE-D agenda.

4. PEF Plan

PEF Issues Key:

Cost of the School Day

Attainment

Wellbeing

Mentoring

Community & Culture

<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 Amanda Montague 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/families financially affected by COVID-19. Curricular Funding: <ul style="list-style-type: none"> Home Economics and Creative Design faculties. 	£15,000.00
Financially supporting disadvantaged students to improve their physical wellbeing.	<ul style="list-style-type: none"> Remove financial barriers for targeted families. Encourage students to take part in clubs and sporting activities. 	<ul style="list-style-type: none"> Attendance: at clubs/activities. Attitudes: student voice/feedback. 	<ul style="list-style-type: none"> Student Support Sarah McKay Judith Clyne Attainment Champions 	<ol style="list-style-type: none"> Communication: <ul style="list-style-type: none"> Promote student physical wellbeing and the removal of financial barriers for students. Contact targeted families directly. Observation: <ul style="list-style-type: none"> Staff awareness of support available to identify and encourage students. Coaches and leaders actively encourage identified students to participate. 	£2,000.00
Annual calendar of events, trips and expenses for parents/carers for each year group.	<ul style="list-style-type: none"> A whole school expenses calendar to support families with financial planning. Reduced financial burden on disadvantaged families. 	<ul style="list-style-type: none"> Engagement: families and students able to take part in experiences. Relationships: open communication and mutual trust with families. 	<ul style="list-style-type: none"> Faculty Teams Admin Team Student Support Michael Stanton Caroline Brown 	<ol style="list-style-type: none"> Calendar Development (Aug-Dec 2021): <ul style="list-style-type: none"> In light of COVID-19, staff communication to re-think student trips, events and experiences (minimise overall costs, reduce volume of costly trips, and investigate financial supports available). Staff communication regarding dates, times and expenses for each experience. Communication: 	£3,000.00

				<ul style="list-style-type: none"> • Whole school calendar shared with families in Jan 2022 for the remainder of the session. • Caveat added to calendar and all information letters to families about financial support available. <p>3. Development:</p> <ul style="list-style-type: none"> • Jan-May 2022, develop a full financial calendar ahead of session 2022-2023 and share it with families ahead of the summer holidays. 	
Closely monitor and close the poverty related attainment gap for identified students.	<ul style="list-style-type: none"> • Established staff team of 'attainment champions' for targeted students. • Improved attainment in curricular areas. • Insight benchmark in line with virtual comparator. • Improved and consistent attendance. 	<ul style="list-style-type: none"> • Attainment: alert reports, full reports, OTB referrals and teacher concerns. • Engagement: attitudes towards learning and relationships with others. • National Qualifications: final assessment results for Senior Phase and CFE levels for BGE. 	<ul style="list-style-type: none"> • Attainment Champions • Student Support • Michael Stanton • Caroline Brown 	<p>1. Identification & Monitoring:</p> <ul style="list-style-type: none"> • Flag all of our identified students on OTB for staff awareness. • Monitor each students during each stage of reporting/as concerns arise. <p>2. Supports & Interventions:</p> <ul style="list-style-type: none"> • During targeted OTB intervention meetings offer additional supports to students such as: <ul style="list-style-type: none"> ○ Learning materials ○ Clothing ○ Mentoring ○ Tutoring (if available) ○ Additional teacher/student meetings ○ Consider individual supports as required <p>3. Communication & Relationships</p> <ul style="list-style-type: none"> • Clear target setting shared with students and families. • Consistent approach to mentoring and providing ongoing support to students. 	£12,000.00
Broad range of outdoor learning experiences to build confidence, improve attainment and prepare students for the Senior Phase.	<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. 	<ul style="list-style-type: none"> • Engagement: Attendance data. • Enjoyment: DREAM analysis. • Attitudes: Observations of engagement and cooperation in activities. 	<ul style="list-style-type: none"> • Ant Mayer • Sean Fallon • Bob Ellis • LHS Duke of Edinburgh Staff • Sarah Fleming • Caroline Brown 	<p>1. Management:</p> <ul style="list-style-type: none"> • Comprehensive timetables for staff involved. • Line manager allocation and support to staff group. • Duke of Edinburgh staff coordinator. <p>2. Courses:</p>	£19,260.00

	<ul style="list-style-type: none"> Positive student attitudes towards learning. 	<ul style="list-style-type: none"> Achievement: Wider achievement certificates. Attitudes: Before and after confidence survey. Attainment: qualifications contributing towards student achievement packages. 		<ul style="list-style-type: none"> Course plans created and shared (JASS, John Muir, Duke of Edinburgh Bronze, Silver and Gold). Assessments/expeditions added to overall course plans. Careful planning of additional SCQF qualifications i.e. Craft Skills, Lifesaving. <p>3. Celebration</p> <ul style="list-style-type: none"> Recognition of achievements via Wider Achievement awards, BGE Awards Ceremony and Senior Phase Awards Ceremony. 	
ASG Literacy intervention programme to support nursery and Primary School staff and students, improve P7/S1 transition processes, build BGE students' core literacy skills and increase attainment.	<ul style="list-style-type: none"> Improve student confidence and skills, especially with reading. Proactive approach to earlier S1 intervention. 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"> Cohesion: joined-up effective approach to P7 literacy curriculum across the ASG. Attainment: P7 NGRT data and S1-S3 English and CfE assessment data (2021) COVID-19: identified gaps in learning. Progression: S3/S4 N3/N4/N5 English. 	<ul style="list-style-type: none"> Annie Rankine SRA Literacy Staff Literacy DO Primary Staff 	<p>1. Focus:</p> <ol style="list-style-type: none"> Addressing nursery and lower Primary learning loss. Consistent experience for all P7 students via an agreed ASG transition paper. Reading Recovery Programme (phonic sounds, decoding, fluency and comprehension) to build core Literacy skills. <p>2. Approach:</p> <ul style="list-style-type: none"> Small groups for nurture-based approach and supporting development of core skills. <p>3. Assessment:</p> <ul style="list-style-type: none"> May 2021 GL standardised assessments. Core units included to ensure breadth and depth of experience (BGE curriculum). 	£20,180.75
ASG Numeracy intervention programme to support nursery and Primary School staff and students, improve P7/S1 transition processes, improve student confidence and skills and	<ul style="list-style-type: none"> Improved student confidence and engagement with Numeracy. Developed numerical skillset through a newly created Numeracy approach: concrete, pictorial, abstract. Increased number of S2 SEAL students achieving level 4 Numeracy in S3. Increase N5 Maths passes for disadvantaged students. 	<ul style="list-style-type: none"> Attitudes: confidence survey. Attainment: Numeracy (initial), Lasswade PS assessments, GL assessments. Progression: S3/S4 N3/N4/N5 Maths. 	<ul style="list-style-type: none"> Fraser Sands Claire Hadden Numeracy Staff 	<p>1. Focus:</p> <ul style="list-style-type: none"> Addressing nursery and Primary learning loss. Consistent experience for all P7 students via an agreed ASG transition paper. Increased number of Maths staff trained to deliver BGE Numeracy intervention. <p>2. Course Plans:</p> <ul style="list-style-type: none"> Appropriate course plan changed to Maths recovery course. Mastery approach (concrete, pictorial, abstract) to Numeracy. <p>3. Assessment:</p>	£20,180.75

increase attainment.				<ul style="list-style-type: none"> • May 2021 GL standardised assessments. • Core units included to ensure breadth and depth of experience (BGE curriculum). 	
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 	<ol style="list-style-type: none"> 1. Location: <ul style="list-style-type: none"> • Identified area in the school to store and create breakfast packs. 2. Promotion: <ul style="list-style-type: none"> • S5/6 Senior Leaders. • Social media and website communication. • Reminders via Student Support. • Tannoy announcements. 3. Management: <ul style="list-style-type: none"> • Ordering food/drinks replenishment. 	£2,000.00
Review, categorise and share wellbeing approaches and strategies across the ASG to support all students.	<ul style="list-style-type: none"> • Collaboration and trust across schools to determine best practice and most effective interventions. • Holistic overview of strategies to support vulnerable students and families. • Regular opportunities for stakeholder voice. 	<ul style="list-style-type: none"> • Attitudes: better understanding of students and families' needs. • Relationships: improved and more successful interventions leading to great levels of trust. • COVID-19: highlight previously unidentified gaps. 	<ul style="list-style-type: none"> • ASG Head Teachers • Suzanne Yule • Sarah Fleming 	<ol style="list-style-type: none"> 1. ASG: <ul style="list-style-type: none"> • Regular communication with ASG Head Teachers and staff. • In-depth review of practices across the ASG. • Presentation of analysis at ASG meetings. 2. Strategy: <ul style="list-style-type: none"> • Systems and processes to share best practice and implement effective interventions at the correct time. 	£4556.65
Targeted peer mentoring to improve student wellbeing, life choices and attainment (August 2021).	<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 	<ol style="list-style-type: none"> 1. Communication: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • S4/S5 Heroes (mentor training). • S1/S3 mentees (relationships/study skills). • Training and guidelines for all students. 	£7,200.00
Help disadvantaged students to explore their	<ul style="list-style-type: none"> • Student connections, visits and support to combat inequity. 	<ul style="list-style-type: none"> • Engagement: Attendance data. 	<ul style="list-style-type: none"> • LUL mentors • Craig Dewar • Student Support 	<ol style="list-style-type: none"> 1. Identification: <ul style="list-style-type: none"> • Identify students in S3-S6 who would benefit from long-term mentoring. 	£15,000.00

<p>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. 	<ul style="list-style-type: none"> • Attitudes: Feedback from LUL mentors and students. • 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, 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>Empowering students to overcome their challenges and take ownership of their learning to make positive life choices.</p>	<ul style="list-style-type: none"> • S1 year group intervention to support with transition to Lasswade HS. • Medium-term support and early intervention for identified young people. • Raising aspirations and contribute to closing the poverty related attainment gap for identified young people. • Empower students to take ownership of their own learning. • Challenge and support students to face their difficulties and overcome them. • Build positive and lasting relationships with key staff. 	<ul style="list-style-type: none"> • Engagement: Attendance data. • Attitudes: Feedback from ToK staff and Attainment Champions. • Attitudes: DREAM values across subjects and overall resilience and positivity. • Attitudes: Feedback survey. 	<ul style="list-style-type: none"> • Attainment Champions • Student Support • Caroline Brown 	<ol style="list-style-type: none"> Identification (targeted groups): <ul style="list-style-type: none"> • Identify 15 students in each of S1-S3 who would benefit from the 4 sessions. • FSM, YC, SIMD 1-3, Care Experienced students and those facing additional poverty. • Clear knowledge of student progress prior to programme. Partnership <ul style="list-style-type: none"> • Small groups of 15 students per year group (S1-S3) with • Four sessions with the ToK staff and follow-up sessions with Attainment Champions. Review <ul style="list-style-type: none"> • Student, ToK staff and Attainment Champion feedback. • Student attendance and engagement discussed at House Meetings. • Evaluation of impact after programme. 	<p>£10,000.00</p>
<p>School culture based on inclusion and community.</p>	<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 	<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: 	<p>£1,000.00</p>

				<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 in 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. • Attendance: student comparison over the course of the session. 	<ul style="list-style-type: none"> • Craig Dewar/Hazel Moar • S5/S6 Leadership students • Student Support • Parent Council • Partnerships 	<p>1. Collaboration:</p> <ul style="list-style-type: none"> • Collaboration with companies/agencies/charities i.e. Bonnyrigg Community Trust 2020. • 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"> • Re-launch project across local community. • 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. 	£3,000.00
Support local families in their time of need.	<ul style="list-style-type: none"> • Support the local community with (food, drinks, toys/gifts, materials and money). • Build partnerships with local charities and food banks. 	<ul style="list-style-type: none"> • Attendance: S5/S6 Leadership Group. • Attitudes: DREAM data and Tracking Reports. • Observations: Craig Dewar. • Support: Specific families. • Engagement: Improved number of donations and 	<ul style="list-style-type: none"> • Craig Dewar • S5/S6 Leadership students • S6 Senior Leaders • Student Support 	<p>1. Collaboration:</p> <ul style="list-style-type: none"> • Midlothian Food Bank, Bonnyrigg Community Trust and Cash for Kids Appeal. • 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. 	£1,000.00

		families accepting support.		<ul style="list-style-type: none"> Charities. 	
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 McCormack Local CAB Caroline Brown 	<ul style="list-style-type: none"> 1. Social Media <ul style="list-style-type: none"> Share supportive leaflet on Twitter, Instagram & school website. Stories, videos, pictures and impact on social media. 2. Communication <ul style="list-style-type: none"> Text messages direct to families. Share information during Student Support contact. 3. Partnership <ul style="list-style-type: none"> Work closely with Citizens Advice (virtually/LHS library). Support ASG Primaries with approach and applications (attend event/P7 events 2021). 	£1,000.00
Effective engagement with families to promote our Family Learning agenda and continue our 'learning together' culture.	<ul style="list-style-type: none"> Build trusting and supportive relationships with families. Relationships and early intervention to enable families to ask for support earlier. Provide families with support and ideas during sessions to build confidence with learning at home. Use stakeholder voice to determine needs. 	<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"> Colin Fulton Fraser Sands Claire Hadden Annie Rankine Sarah McKay Lynsey Whitson Amanda Montague 	<ul style="list-style-type: none"> 1. Identification: <ul style="list-style-type: none"> S1-S3 FSM, SIMD 1-3, Care Experienced, YC, disengaged and poverty affected families. Collaboration with LHS staff. Student Support knowledge and relationships. 2. Coordination: <ul style="list-style-type: none"> Rotation of skills and experiences with families i.e. blocks of (mostly practical) learning. All resources are provided with take away bags of additional materials for learning to carry on at home. 	£2,000.00
Empower parents/carers to improve their skillset and confidence with digital learning.	<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. 	<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. 	<ul style="list-style-type: none"> Lynsey Struthers Caroline Brown Colin Fulton Hazel Hanratty Graham Tennet 	<ul 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 coursed around families and research. Solutions to barriers i.e. lack of IT/internet (referrals). 3. Promotion & Communication: 	£1,793.96

- Flexible opportunities for all families and consistent support.
- Courses designed around families to meet their needs.

- Social media.
- School website.
- Google Forms sign-up.
- Refreshments.
- School events i.e. S1 Transition Event.
- Student Support contact.