

SCHOOL NAME: ST MARY'S RC PRIMARY

Renewal Plan

Equalities, Equity & Inclusion

Renewal Aspect	Equity and Inclusion (Equalities on separate page)	Overall Responsibility	Alison Humphreys (Equity) and Anna Gray (Inclusion)
Outcomes	<p>Equity:</p> <p>Short Term:</p> <ul style="list-style-type: none"> The Senior Leadership Team and all teaching staff are clear about their role in supporting the national drive for equity and the closing of the poverty-related attainment gap. They use data and other evidence effectively in order to identify the poverty-related attainment gap post-COVID 19 across the school and for individual cohorts and areas of the curriculum, including instances where the lack of digital access has been an additional barrier for learners in recent months. Ensure that the planning of effective approaches is based on data and evidence. <p>Medium Term:</p> <ul style="list-style-type: none"> Implementation and ongoing evaluation of approaches to support equity of access for those affected by poverty to learning, attainment and achievement. <p>Long Term:</p> <ul style="list-style-type: none"> PRIMARY: Reduction in the poverty related attainment gap in literacy and numeracy <p>Inclusion:</p> <p>Short-Term</p> <ul style="list-style-type: none"> The Senior Leadership Team and relevant staff have reviewed their arrangements for Nurture and Wellbeing support to identify strengths and areas for improvement, using existing data focused on the principles of inclusion including how effectively Children's Rights are embedded across the school. Note: This may be done as part of an Inclusive Practice Review with support of EP, ASL Service and peer Headteacher. The school has established key actions to ensure that all pupils are supported and included so they can participate in a suitable learning environment, with a particular focus on Care Experienced and learners with Additional Support Needs. <p>Medium-Term</p> <ul style="list-style-type: none"> Implementation of actions identified through review, to be monitored through using the principles of inclusion – Present, Participating, Achieving, Supported, Rights. <p>Long-Term</p> <ul style="list-style-type: none"> All schools: Improvement in pupil wellbeing, attendance, attainment and achievement, and reduction in exclusions. Schools will set their own measurable long-term aims based on the data gathered through review. 		

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NIF Priority :- <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing 			QIs/Themes <ul style="list-style-type: none"> QI 1.1 Analysis and evaluation of intelligence and data QI 1.3 Strategic planning for continuous improvement QI 1.5 Management of resources to support equity QI 2.3 Learning and engagement QI 2.3 Quality of teaching QI 2.5 Engaging families in learning QI 3.2 Attainment in literacy and numeracy QI 3.2 Overall quality of learners' achievement 	
Tasks	By Whom	Resources	Time	Progress & Impact
Equity				
1a. Staff are clear about their role in supporting the national drive for equity and the closing of the poverty-related attainment gap. 1b. All staff are clear about their role in contributing to a nurturing school culture which accepts the responsibility of all in removing all poverty-related barriers to learning and achievement.	•	<ul style="list-style-type: none"> Leadership for Equity CLPL offer (pg 9 of this document) CEC 1 in 5 Top Tips for Schools CEC Raising Awareness of Child Poverty document Achieving Excellence and Equity 2021 National Improvement Framework and Improvement Plan 	• Aug In-Service	•

<p>2a. Staff have an understanding of the national and local poverty-related attainment gaps and the impact of this on children, young people and families.</p> <p>2b. All staff have developed an understanding of the poverty context and the poverty-related attainment gaps in their own setting.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Current attainment and achievement data at class and whole school level, based on a range of evidence collected in a sensitive way. 	<ul style="list-style-type: none"> • CAT (1) 	<ul style="list-style-type: none"> •
<p>3. Through effective self-evaluation, all staff make appropriate use of baseline data to inform focussed plans with clearly stated outcomes and measures, with appropriate plans for monitoring progress. These plans are clearly reflected in schools' spending priorities.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Tracking and monitoring systems with functions for filtering by SIMD to determine the gap (such as EdICT or school-based systems). • National Improvement Hub – Stirling Outcomes and Measures Toolkit • PEF National Guidance 2021-22 (to be published May 2021) • PEF City of Edinburgh Guidance 2021-22 (available May 2021 after publication of National Guidance) • CEC Pupil Equity Funding Plan Template (available mid-May 2021) • Equity Self-evaluation Resource (Education Scotland – updated September 2020) • Interventions for Equity Diagram • Professional dialogue with staff using the baseline data to inform the measurable targets. 	<ul style="list-style-type: none"> • CAT (1) • Termly tracking meetings – staff updating EDICT 	<ul style="list-style-type: none"> •
<p>4. Continue to update existing audit information regarding inequity of digital access and take appropriate action to support those experiencing poverty-related barriers.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • School Data from Digital Access Audits 	<p>Aug – issue info. to parents</p>	<ul style="list-style-type: none"> •
<p>5. Develop decision making processes which meaningfully include parents (and learners) in PEF planning, as part of the financial management of resources to support equity.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • QI 1.5 CEC Self-evaluation Report • QI 1.5 CLPL for HTs and BMs (available from August 2021) • Challenge questions from HGIOS?4 QI 1.5 	<p>Parents & Pupils surveyed re PEF – June '21</p>	<ul style="list-style-type: none"> •

<p>6a. Establish or build upon existing family learning programmes and adapt to a COVID context</p> <p>6b. Utilise wider partnerships where appropriate in order to enhance the experiences of children and families living in poverty, to ensure that they receive early intervention and holistic support.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Post-COVID data gathered by the school to identify families facing hardship and poverty for the first time, who may find it difficult to access the support they need due to the unfamiliarity of support systems and being previously unknown to professionals. • Scottish Attainment Challenge and Partnerships with the Third Sector 	<p>Recruit PSO to build existing relationships beg of session</p>	<ul style="list-style-type: none"> •
<p>7a. Ensure that sensitive action taken at all levels to remove unintended barriers (including financial) to participation, engagement and access to wider learning opportunities, in light of the increase in the number of families affected by poverty post-COVID 19.</p> <p>7b. Effective identification of learners affected by poverty post-COVID-19 who may also experience disadvantage for other reasons (eg other protected characteristics such as BAME, lone parent families, families where the mother is aged under 25, or those affected by disability, in addition to living in poverty) and relevant supports put in place.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • CEC 1 in 5 Top Tips for Schools • CEC Raising Awareness of Child Poverty document • Leadership for Equity CLPL Offer • https://cpag.org.uk/scotland/CoSD/evaluation • National Improvement Hub – Stirling Outcomes and Measures Toolkit 	<p>• Awareness at Aug In-Service</p>	<ul style="list-style-type: none"> •
<p>Inclusion</p>				
<p>1a. Review arrangements for Nurture and Wellbeing using Principles of Inclusion.</p>	<ul style="list-style-type: none"> • SLT, SfL and relevant colleagues with support from ASL 	<ul style="list-style-type: none"> • CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary and Secondary) https://education.gov.scot/improvement/learning-resources/circle-resource-to-support-inclusive-learning-and-collaborative-working/ 	<p>• By December 2021</p>	<ul style="list-style-type: none"> •

<p>1b. Establish improvement actions required to support Wellbeing and Nurture.</p> <p>1c. Set out measurable targets for improvement based on attendance, attainment, achievement, exclusions and rights.</p> <p>In P5-P7 children were less likely to talk to an adult if they were upset. 25% of pupils say they keep their feelings to themselves- with proportionately higher amounts of children saying this in P4. Focus on these stages next session.</p>	<p>Service and EP as required</p>	<ul style="list-style-type: none"> • Included, Engaged and Involved Part 1 https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/ • Edinburgh Learns Inclusion Hub https://cityofedinburgheducation.sharepoint.com/sites/365CentralResources/inclusionhub/SitePages/Home.aspx • Edinburgh Learns: Health, Wellbeing and Resilience Plan https://cityofedinburgheducation.sharepoint.com/:w:/r/sites/EdinburghLearns/EdinburghLearnsAtHome/_layouts/15/Doc.aspx?sourcedoc=%7BAE08D67F-37D6-4561-AE53-8EC593C05047%7D&file=Renewal%20Plan%20Page%20-%20Health%2C%20Wellbeing%20and%20Resilience1.docx&action=default&mobileredirect=true 	<ul style="list-style-type: none"> • Boxall profiling in place • Monthly attendance reviews • Termly tracking meetings • Survey P5-P7 pupils – June '22. 	
<p>3. All schools: align planning for Closing the Gap with SfL targeted support to address the attainment gap for pupils most at risk of lost learning during lockdown – this should be with a focus on Numeracy and Literacy</p>	<ul style="list-style-type: none"> • SLT, SfL and Andy McLaughlin with support from ASL Service as required 	<ul style="list-style-type: none"> • SEAL P1/2 Training (Sway) • SEAL P3/4 Training (Sway) • Supporting Learners with Additional Support Needs in Numeracy • Literacy courses https://www.edinburgh.gov.uk/cpd • Learning Grids https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/EdinburghLearnsAtHome/Teaching%20and%20Learning/Forms/AllItems.aspx?viewid=4ace8ec9% 	<p>Weekly SfL meetings: P5 and P2 focus stages</p> <p>P1/2 & P3/4 staff 'booked'on</p>	

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4. All schools with existing LCCs, WHs, SRPs and ESBs: sign up for Inclusive Practice Review over three-year cycle.	<ul style="list-style-type: none"> SLT, ASL Service Leader, Depute Principal Psychologist 	<ul style="list-style-type: none"> Inclusion in Practice: The CIRCLE Framework – Secondary https://www.education.gov.scot/improvement/learning-resources/inclusion-in-practice/ Included, Engaged and Involved Part 1 https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/ Included, Engaged and Involved Part 2 https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/ Edinburgh Learns Inclusion Hub https://cityofedinburgheducation.sharepoint.com/sites/365CentralResources/inclusionhub/SitePages/Home.aspx 	Whole school ASD training – date to be confirmed	
Care-Experienced CYP				
All schools know their care experienced community. In line with our responsibilities as corporate parents, children and young people receive everything they need to thrive and are loved, safe and respected.	<ul style="list-style-type: none"> 	Care Experienced Renewal Plan Discussion Tool (pdf) Care Experienced Renewal Plan Discussion Tool (word) Supporting Care Experienced Children and Young People through Covid 19 and its aftermath The Promise Plan and findings from the Independent Care Review https://thepromise.scot/	<ul style="list-style-type: none"> Overall school review – Aug In-Service/termly tracking meetings 	<ul style="list-style-type: none">

UNCRC				
<ol style="list-style-type: none"> 1. All schools should ensure they fully take the UNCRC into account in all their actions through the use of the Children's Rights & Wellbeing Impact Assessment. 2. All schools should plan and identify professional learning pathway based on CRWIA baseline. 	<ul style="list-style-type: none"> • SLT and School Staff SLT and staff	<p>Children's Rights and Wellbeing Impact Assessment.</p> <ul style="list-style-type: none"> • Session 1: Overview of learner participation and leadership • Session 2: Vision and Values • Session 3: The 4 Arenas of Participation • Session 4: Curriculum Design • Session 5: Planning for Improvement <p><i>(Session delivery details will be available in time for August 2021.)</i></p>	<ul style="list-style-type: none"> • Share information at Aug In-Service • CAT (4) • Focus in termly planning sessions 	<ul style="list-style-type: none"> •

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Renewal Plan

Teaching, Learning & Assessment

Renewal Aspect 1		Overall Responsibility	HT
Outcomes	<p><u>Short-Term</u></p> <ul style="list-style-type: none"> • Audit and review current curriculum rationale with the involvement of all stakeholders All staff are continuing to develop digital skills to support the appropriate and effective use of digital technologies in learning, teaching and assessment • All staff are continuing to develop relevant skills in the 4 aspects of the Edinburgh Learns Teaching Charter • All learners are able to engage in remote/blended learning as required • Assessments are undertaken to provide data to ensure progress for all learners, including the identification of gaps in learning. • All learners engage in a range of outdoor learning opportunities <p><u>Medium-Term</u></p> <ul style="list-style-type: none"> • All learners are continuing to develop the relevant digital skills to engage in high quality learning, teaching and assessment • All learners make expected progress in their learning, including those learners in need of personalised support & interventions. • All staff are competent in using digital skills to support the appropriate and effective use of digital technologies in learning, teaching and assessment • All staff make rigorous professional judgements about pupils' level of attainment & achievement • All staff engage in moderation activities to further develop confidence in professional judgements • Raise attainment in Literacy by 5% for P2 & P5 • Raise attainment in Numeracy by 10% for pupils in SIMD quintile 1-2 <p><u>Long-Term</u></p> <ul style="list-style-type: none"> • The school has a clear curriculum rationale which ensures cultural awareness and sensitivity, develops critical literacy and demonstrates a collective commitment to equality, equity and children's rights • The school has ensured that digital learning is a central consideration in all areas of curriculum and assessment delivery, maximising impact of Empowered Learning 1:1 project (P6-S6) • At least 30% of teaching staff should be confident in the 4 aspects of the Edinburgh Learns Teaching Charter • At least 85% of learners achieve expected levels of attainment in Literacy and Numeracy 		

<p>NIF Priorities:-</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people 			<p>QIs/Themes</p> <p>QI 1.1 Analysis and evaluation of intelligence and data</p> <p>QI 1.3 Strategic planning for continuous improvement</p> <p>QI 2.2 Rationale and design</p> <p>QI 2.2 Learning pathways</p> <p>QI 2.3 Learning and engagement</p> <p>QI 2.3 Quality of teaching</p> <p>QI 2.3 Effective use of assessment</p> <p>QI 2.3 Planning, tracking and monitoring</p> <p>QI 2.4 Universal support</p> <p>QI 2.4 Targeted support</p> <p>QI 2.5 Engaging families in learning</p> <p>QI 3.2 Attainment in literacy and numeracy</p> <p>QI 3.2 Overall quality of learners' achievement</p>	
Tasks	By Whom	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> With the school community, collaboratively create a refreshed curriculum rationale, to ensure Equalities, Equity & Inclusion 	<ul style="list-style-type: none"> Parent/Staff /Pupil working group 	<ul style="list-style-type: none"> Link to Level 5 Illustration QI 2.2 Theme 1 HGIOS4? Developing in Faith document 	<ul style="list-style-type: none"> Aug-Dec '21 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> Apply the school's curriculum rationale to plan high quality Teaching, Learning & Assessment approaches (including remote/blended learning model as a contingency plan). Issue staff with L, T & A booklets to ensure consistency across school. 	<ul style="list-style-type: none"> All staff 		<ul style="list-style-type: none"> June 2022 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Carry out Digital Schools self-evaluation to identify priority actions for school digital strategy 	<ul style="list-style-type: none"> S. Clark/N. Kehoe 	<ul style="list-style-type: none"> Link to Digital Schools Self-Evaluation 	<ul style="list-style-type: none"> Aug/Sept 	<ul style="list-style-type: none"> <i>Registered on Digital Schools Award Website – draft strategy in place. Skills audit taken.</i>
<ul style="list-style-type: none"> Access appropriate digital professional learning for staff to ensure all can use relevant digital platforms and tools in preparation for Empowered Learning project rollout 	<ul style="list-style-type: none"> All staff Coordinated/ supported by Digital Learning Lead/ Digital Learning Coordinator Empowered Learning project team 	<ul style="list-style-type: none"> Link to Digital Professional Learning (self-directed and webinars) Empowered Learning project WTA time (4 hours) 	<ul style="list-style-type: none"> January 2021(In-Service) Staff CPD 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> • Access/deliver appropriate professional learning for all staff to ensure they have the skills to deliver high quality learning, teaching and assessment as defined in the EL Teaching Charter • P5 Staff to engage in Numeracy & Maths CLPL • Ensure CLPL discussed and recorded as part of the PRD process • Staff to be issued with, 'Good Leadership Pathway Reflective Journals' – 4 elements of vocational leadership as staff discern their personal call to work/lead in Catholic schools 	<ul style="list-style-type: none"> • All staff • Coordinated by DHT L&T(Secondary)/CLPL Coordinator • P5 Staff 	<ul style="list-style-type: none"> • <u>Edinburgh Learns Professional Learning Offer 2021-22</u> • <u>Revised GTCS PRD Guidelines</u> • <u>PRD Roles & Responsibilities: Link to PRD Roles and Responsibilities Table</u> • <u>Professional Learning Planning Cycle</u>: this can be used to facilitate on-going professional dialogue and learning to ensure that CLPL, as part of the PRD process, is planned and evaluated against the impact on students • <u>GTCS PRD Resources</u> • EL Professional Learning on Leading Teacher Development as a Middle Leader -<u>Edinburgh Learns Professional Learning Offer 2021-22</u> 	<ul style="list-style-type: none"> • By June 2022 • Oct In-Service <p>Discuss at staff meeting – Sept '21</p>	<ul style="list-style-type: none"> •
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<ul style="list-style-type: none"> Plan/deliver safe and effective outdoor learning opportunities to meet (and enhance) the needs of the reviewed curriculum and mitigations as defined by current SG guidance. Provision should be regular, progressive and equitable. 	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> Edinburgh Outdoor Learning Team (Contacts) Link to Edinburgh Outdoor Learning SORT resources Link to latest Edinburgh Coronavirus Excursions Toolbox Link to Edinburgh Outdoor Learning Phase 2 T&L resources School's Progressive OL Programme 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Staff to engage in school level moderation activities to support teachers' professional judgements. Embed new writing resource. Continue to moderate. Staff to engage in 2 cluster moderation activities focusing on Literacy/Numeracy or Literacy/Numeracy across learning Staff to engage in EL Assessment & Moderation CLPL Staff to engage in EL Engagement with the Benchmarks CLPL 	<ul style="list-style-type: none"> All staff 	<ul style="list-style-type: none"> EL Assessment & Moderation Framework Edinburgh Learns Assessment & Moderation Resources (Practitioner Moderation Template and Example, Facilitator Moderation Guidance, Template and Example) Edinburgh Learns Engaging with Benchmarks Professional Learning Edinburgh Learns Supporting Teacher Judgement in the BGE Professional Learning 	<ul style="list-style-type: none"> Moderation sessions: Dec, March & June Cluster CAT Sessions Nov/ Mar LA CLPL Sept/Oct 	<ul style="list-style-type: none">

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Renewal Plan

Health, Wellbeing & Resilience: session 2021-2022

Renewal Aspect 3	Health, Wellbeing & Resilience	Overall Responsibility	HT
Outcomes	<p>Short term Staff are given opportunity to debrief regarding their own HWB. Staff & learners feel supported in relation to their own health and wellbeing. Systems are put in place to ensure children’s rights and participation are the heart of school life. All staff understand the 6 nurture principles and have planned how these can be used to support learners. The curriculum is adapted, through learner voice to meet the needs of our learners in a post-covid context.</p> <p>Medium term Relationships have been reconnected across the school community. All learners feel listened to, reassured and supported (acknowledging their experiences). The nurture principles underpin the learning environment. Learners social and emotional skills are developed through the curriculum.</p> <p>Long Term Children’s rights and participation are at the heart of school life. The curriculum is reviewed and adapted to meet changing learners needs. All learners, and staff, demonstrate greater resilience.</p>		
<p>NIF Priorities:</p> <ul style="list-style-type: none"> Improvement in children and young people’s health and wellbeing 		<p>QIs/Themes</p> <p>1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching & Assessment 2.4 Personalised Support 2.6 Transitions 3.1 Ensuring Wellbeing, Equality and Inclusion</p>	

Tasks	By Whom	Resources	Time	Progress & Impact
<p>Staff debrief regarding their own HWB. Assess strengths and needs in relation to health and wellbeing. Revisit as appropriate.</p> <p>Revisit the 4 key messages regarding renewal and HWB to ensure a consistent approach;</p> <ul style="list-style-type: none"> • Reconnect relationships • Acknowledge experiences • Create a nurturing environment • Support our learners to build resilience 	All staff lead by SLT	<p>Working time agreement/ Collegiate calendar</p> <p>Supporting Learners - Resources</p> <p>Supporting Anxiety resources</p> <p>Additional HWB Resources</p>	<p>August IS Day</p> <p>IS Day/Ongoing</p>	<ul style="list-style-type: none"> •
<p>Develop learners social and emotional skills through the curriculum. In P5-P7 children were less likely to talk to an adult if they were upset. 25% of pupils say they keep their feelings to themselves- with proportionately higher amounts of children saying this in P4. Focus on these stages next session.</p>	Staff	Primary Building Resilience resource	Assembly programme	

<p>Focus pupil groups can articulate understanding of school aims: growth, resilience, community in relation to, 'Equalities' development work started this session.</p>	<p>HT/DHT/CTs</p>	<p>7 Golden Rules of Participation</p>	<p>Termly meetings Pupil Council meetings House captain meetings</p>	
<p>Identify additional personalised support approaches which may be required: Whole school ASD training</p>	<ul style="list-style-type: none"> • Pupil support/SFL/SLT • ASL services • Educational Psychologist • Partner agencies 	<ul style="list-style-type: none"> • ASL Nurture Guidance • Supporting Care Experienced • Edin Learns Inclusion Hub • 	<p>Ongoing Training tbc with LA</p>	<ul style="list-style-type: none"> •
<p>Audit practice in 'Celebrating & Worshipping' and identify key areas to develop</p>	<ul style="list-style-type: none"> • CTs led by J.Reville/ Fr Jamie. 	<ul style="list-style-type: none"> • 'Developing in Faith' • SCES Exemplars 	<p>CAT (2)</p>	<ul style="list-style-type: none"> •

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Renewal Plan

Equalities: Session 2021 - 2022

Renewal Aspect	Equalities	Overall Responsibility	Annemarie Procter
Outcomes	<p>Equalities:</p> <p>Short Term:</p> <ul style="list-style-type: none"> • The Senior Leadership Team and all staff use Equalities data and other information effectively to inform planning • There is increased awareness amongst all staff of Equality and Diversity • There is increased awareness amongst all staff of an inclusive curriculum and decolonised curriculum <p>Medium Term:</p> <ul style="list-style-type: none"> • Ongoing implementation of revised school procedure for preventing and responding to bullying and prejudice. • Improved reporting, recording and monitoring of incidents of bullying and prejudice • Pupils say that incidents of bullying and prejudice are dealt with effectively • Pupils feel confident to report bullying and prejudice • Staff have shared understanding of an inclusive curriculum and decolonised curriculum and what this looks like in practice <p>Long Term:</p> <ul style="list-style-type: none"> • Reduction in number of reported and recorded incidents of bullying and prejudice • Improved pupil health and wellbeing. 		

NIF Priority:- <ul style="list-style-type: none"> • Improvement in attainment, particularly in literacy and numeracy • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in Children and Young People’s Health and Wellbeing 			QIs/Themes <ul style="list-style-type: none"> • QI 1.1 Analysis and evaluation of intelligence and data • QI 1.3 Strategic planning for continuous improvement • QI 1.5 Management of resources to support equity • QI 2.3 Learning and engagement • QI 2.3 Quality of teaching • QI 2.5 Engaging families in learning • QI 3.2 Attainment in literacy and numeracy • QI 3.2 Overall quality of learners’ achievement 	
Tasks	By Whom	Resources	Time	Progress & Impact
Equalities				
1. Provide opportunities for staff to build on core training (CECiL Equality and Diversity modules) by using GTCS professional learning modules on their Equality and Diversity Hub and/or other training	<ul style="list-style-type: none"> • SLT 	<ul style="list-style-type: none"> • CECiL Equality and Diversity Modules (Sharepoint) • GTCS Equality and Diversity Hub: • Equalities Tile: Professional Learning section 	<ul style="list-style-type: none"> • CAT (3) 	<ul style="list-style-type: none"> •

<p>2. Provide opportunities for staff to develop their knowledge of an inclusive curriculum and decolonised curriculum what this looks like in practice.</p> <p>3. Review and implement revised school procedure for preventing and responding to bullying and prejudice to ensure improved reporting and recording of incidents. <i>'Launch' revised, 'Equalities' policy at start of session to ensure all in community understand policy and procedure around anti-bullying and tackling racism.</i></p> <p>4. Monitor school SEEMiS Bullying and Equalities module data to evaluate impact of revised school procedure and identify next steps.</p> <p>5. Set measurable outcomes related to improvements in pupil health and wellbeing with a particular focus on pupils with protected characteristics.</p> <p>6. Agree with parent working group next steps from survey.</p>	<ul style="list-style-type: none"> • All school staff • SLT and relevant staff • SLT and relevant staff <p>HT/SfL/CTs</p> <p>HT/Parents/S taff group</p>	<p>https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/ProfessionalLearning</p> <p>Equalities Newsletter (bi-monthly), Equalities Staff Reference Group</p> <p>https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/Anti-bullying</p> <p>Pupil Wellbeing Survey results/tracking meeting information</p> <p>School Survey</p> <p>Library service, National Library service</p>	<ul style="list-style-type: none"> • Dec 2021 (CAT 3) • Aug. 2021 • from Aug. 2021 • Oct. 2021 <p>Ongoing</p> <ul style="list-style-type: none"> • Aug-Sept 2021 	
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7. Continue to improve provision of 'diversity' in library- books about different ethnicities, fact and fiction	L. Haniff/pupil group		Aug – Dec '21	
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