

**PINKIE PARENTS  
TUESDAY, 12 OCTOBER 2021 AT 7 PM  
VIA SKYPE**

**Present:**

Pamela Grant (Chair)  
Gaynor Ross (Vice Chair)  
Stephanie Ng (Clerk)  
Kirsty Clark  
Clare Morley

**Staff in Attendance:**

Colette Bonnar (Head Teacher)  
Helen Gordon (Depute Head Teacher)

**Apologies:**

Wendy Barber (Treasurer)  
Suzanne Douglas  
Leigh Cleeton  
Angela Curran  
Michael McGavigan  
Cllr Katie Mackie  
Cllr Stuart Currie  
Cllr Andy Forrest  
Cllr John Williamson

## 1. Welcome and Apologies

1.1 Pamela welcomed everyone to the meeting and apologies above, were noted.

1.2 Meetings usually take place on a Monday, but Pinkie Parents are trialling out Tuesdays and Wednesdays to see if it will increase the attendees. Unfortunately, the numbers were very low tonight and all the councillors had to attend a different meeting. Stephanie Ng will email the councillors to see if they are usually otherwise engaged on Tuesdays. **(Action: Stephanie)**.

## 2. Matters Arising From Previous Meeting

2.1 In order to help spread the word about Pinkie Parents, Pamela and Gaynor have created a draft document on who Pinkie Parents are and what we do. It will be published once the logo has been updated.

2.2 The issue parents were having with the Googlemeet links not specifying which class went with which link for “meet the teacher” was rectified.

2.3 Mrs Colette Bonnar had a sub meeting about the SIP with Pamela, Gaynor and Wendy. This will be covered in the head teacher’s report.

2.4 Mrs Colette Bonnar spoke to Bev Skirrow about whose decision it is to decide on the school uniform supplier and it was stated that there isn’t one “approved supplier” that schools need to use and the parent council can use a different supplier if they wish. It is up to Pinkie Parents who is added or taken away as the uniform supplier in the school handbook. It was therefore suggested that Pinkie Parents ask a few local companies for a price comparison and also if they can feed some of their profit into the school. Pinkie Parents will also ask Patricia if her shop (Patricia Bewsey Designs) will reopen and also if she has a stock of ties that she would be willing to sell to other companies as no one can find school ties anywhere. **(Action: Pinkie Parents)**

2.5 It was noted that the school website needs to be updated, but as Scarlett Palmer has been absent, there hasn’t been chance for this to be done yet. **(Action: Scarlett)**

2.6 Mrs Colette Bonnar raised the suggestion of the P7’s helping out with the library at a staff meeting and everyone agreed it was a good idea and were keen. Once “non-essential” people are allowed in the school again, Mrs Colette Bonnar is also very keen to have some parent volunteers in to help out as well.

2.7 Pamela Grant has set up an account with “Stikins” to help raise some money for Pinkie Parents, and this has been advertised on the Facebook page and the website.

2.8 Pamela Grant has set up an account with “East Lothian Lottery” and this has already raised £80 in the past month. It was noted that this is very easy to sign up to

and 50p from every ticket goes to Pinkie Parents. This has also been advertised on the Facebook page and the school website.

2.9 Pamela Grant will look into the CO-OP scheme where a certain amount of money is donated to a local community group with each swipe of the membership card. **(Action: Pamela)**

2.10 The easy fundraising app was advertised on the Pinkie Parent Facebook page, and Scarlett Palmer will advertise this on the P1 twitter feed when she returns **(Action: Scarlett)**

2.11 A letter has gone out to all P7 parents and carers about P7 fundraising and what is happening.

2.12 All 2020 leavers should now have received their gift cards. Mr Drysdale sent an email to Colette to inform her they have all been paid for and that they were handed into the office at the Grammar, or posted to the child if they don't attend the Grammar.

### **3. Head Teacher's Report**

3.1 Mrs Colette Bonnar gave her report and updated the meeting on a number of issues.

#### **COVID-19 Update**

3.2 If there are any positive COVID-19 cases a letter will be sent to the affected class only. Mrs Colette Bonnar highlighted that although it hasn't been easy recently with staff absences due to COVID she has a great team where everyone pulls together.

3.3 There are currently no new changes regarding COVID-19 restrictions, although this may change during the October half term. Any updates or changes will be communicated after the half term break and if and when they happen.

#### **SIP (School Improvement Plan)**

3.4 It is important to share with the parent forum what the SIP is and how it came about, so everyone knows of its importance and the reason for having it. Soon, the SIP will be published on the website.

3.5 Mrs Colette Bonnar will be talking about the main priorities from the SIP at the Pinkie Parent meetings throughout the year. She will take one part each meeting and this will be shared with the Parent Council beforehand. It was highlighted that all aspects of the calendar work in line with the SIP as well as any training sessions and staff meetings.

3.6 The school collects data from early, first and second level and then uses this data for tracking and monitoring. This then highlights any children that are not achieving at the level they are supposed to, and this will then be looked at during Attainment meetings.

3.7 Nick Trussler, the QIO for East Lothian, will come into the school after the October half term holiday to meet with the Senior Leadership Team and to take a look at what the school has done with regards to raising attainment. It is important that everyone is on the same page.

3.8 The school will look at the children who aren't achieving, and also at the funding available to help with this. The school will be looking at any opportunity to improve attainment, as the children have already missed out on so much and due to the lockdowns the school needs to work doubly hard to get back to where it should be.

3.9 It is important to have consistency across the whole authority and to make sure everyone is aware of what the minimum expectation is through each lesson.

3.10 Different groups within the school will be focussing on different priorities within the SIP.

3.11 One of the priorities is "Showing racism the red card". There will be staff training on this and it will link into the school work. It is important that the community and parents feed into this as well, and looking at how racism/intolerance looks like within the community.

3.12 One of the projects that has really made a difference was "LIFT" (language is fun together) within the nursery, P1 and P2. This was done through story telling etc.

3.13 It is currently hard to get parental feedback, and it was noted that not only does the SIP need to be simplified, ie have a "parent friendly document", but also to ask for more specific input, eg if anyone is a keen writer, or has a particular interest in a priority like "showing racism the red card".

3.14 Mrs Colette Bonnar shared with those present at the meeting an overview of the SIP and "Sails" which can be read in **appendix a**.

3.15 The school has started up a Junior Leadership Team again for this year and it will look at how to use their input within the SIP.

3.16 It needs to be clear in the upcoming agendas what area of the SIP is going to be discussed at the Pinkie Parent meetings as more parents may attend if an area they are particularly interested in was going to be discussed.

3.17 The school do not have the exact figures of how the loss of learning due to the COVID-19 lockdowns has impacted the children. However, the data can be gathered from SEEMIS and filtered to see which child is at the expected levels and which child is not, and also if this is linked to poverty or anything else. The staff at the school know the children well and are aware of the children who need the extra help.

## Questions

3.18 It was noted that some parents weren't happy with the blanket 3:30pm - 6pm times for the parent consultations due to their working hours. Mrs Colette Bonnar said that specific times would not have worked as many people would have reported back saying they wouldn't be able to make it, and also some calls take longer than the designated 7 minutes. The letter given out to parents said to let the school know if they couldn't make the time slot given and staff were being pretty flexible about it. The general feedback has been that phone calls were preferred as childcare was not needed, however the school is hopeful that parents will be allowed in the school the next time parent teacher consultations takes place.

3.19 There has been a P7 letter to update parents / carers on what activities can take place for them. Different authorities are doing things differently and although Edinburgh is allowing the p7's to go to camp, it is not possible for our P7's. The school is devastated that it can't happen but will make the most of what can be done.

3.20 Pinkie Parents are asking parents and carers to think carefully before sending strongly worded messages and emails, particularly through the Facebook page, and to remind people that Pinkie Parents is run by parent volunteers.

## 4. Pinkie Parents Logo

4.1 The Pinkie Parents logo is now about 12 years old and it was agreed that it needs to be updated. Pamela Grant will talk to Rebecca Richmond about getting some new logos designed, as this is an area of Rebecca's expertise. These will then be emailed out to the Parent Council for people to vote for their favourite. **(Action: Pamela and Rebecca)**

## 5. Treasurer's Report

5.1 The bank balance remains at £3,027.02

5.2 The account balance is fine for the upcoming commitments in the next few months.

## 6. Fundraising Update

6.1 Quite a few people have already signed up to East Lothian Lottery and this has already made Pinkie Parents £80 in the past month.

6.2 Easyfundraising continues to bring in money.

6.3 For Halloween this year Pinkie Parents will do something similar to last year where the children will have a dress-up/dress-down day in return for a small donation. Pinkie Parents will also provide each child with a small treat and maybe have a prize per year group for the best dressing up. Last year the donations covered the snacks given out and made £60 profit.

6.4 The Christmas card designs will be sent home by Friday 15th October. These must then be ordered online and the form returned to the school by Friday 29th October. The cards and gifts will then be delivered to the school at the end of November / beginning of December.

6.5 An email was sent around to Parent Council members about the possibility of Christmas movie screenings at the Fraser Centre in Tranent. The Connect insurance covers off site, and as we are currently restricted to do anything within the school building this could be a nice way to focus on building up the school community.

6.5a It will cost about £120 for a film broadcasting licence, and £27 per hour to hire the theatre room which is a total cost of £174.

6.5b Tickets will be about £3.50

6.5c The theatre only holds 108 people so not everyone will be able to go. There are two screenings available, one on the 4th of December and one on the 12th of December, so it was suggested to have a screening for younger children and then one for the older children. The children's parents/carers will come along as well.

6.5d It was agreed that this was a nice idea with getting families out into the community again and the ticket price is reasonable. It will have to be first come, first served due to the limited numbers. It was agreed to give it a try and then if it is popular to offer it again another year, or even do it as a treat for a particular year group.

6.6 The school will not be attending the Pantomime this year due to COVID-19 restrictions. Mrs Colette Bonnar will check if there is an online version and will clarify this in the upcoming school newsletter. (**Action:Colette**)

## **7. SIP and PEF Subgroup Update**

7.1 The SIP and PEF was covered under "Head Teacher's Report".

## **8. Next Meeting Date**

8.1 The next meeting will take place on Wednesday 24th November. This is due to take place within the school building in the dining hall, so that the attendees can be socially distanced.



## **Pinkie St Peter's Primary School School Improvement Plan 2021-2022**

### **School Context, Aims, Values**

*Pinkie St Peters Primary School was built in 1956 and consists of a part one and part 2 storey building with a dining room and a gym hall. A large extension commenced November 10th 2014 completed August 2016. This provided 12 new classrooms, a dance studio, larger dining room and gym hall. It has a separate sports pavilion attached which is also used by the wider Musselburgh community. Pinkie St Peter's nursery class, situated within the school building has a 50/50 capacity and a new nursery is soon to be constructed.*

*The school lies at the heart of the Pinkie community which is a mix of private and rented housing. It has a roll of 401 in P1 to P7. We will have 17 mainstream classes next session with composite grouping at P5/6. There is a full time head teacher, 2 full-time and 1 part-time Depute Head Teachesr, and 2 Principal Teachers within Pinkie St Peters School and nursery. Across the School and nursery we are committed to working together as a team to deliver the values, purposes and principles of A Curriculum for Excellence and thereby helping children to develop the four capacities that it sets out. We have a supportive parent body and we seek to be an integral part of our community.*

*At Pinkie St Peter's we have worked with the whole community to establish a shared vision, set of values and aims. We recognise every child is an individual and want each to be successful, achieving their potential both in academic learning and life skills. We want each child to have the confidence to believe in themselves and take ownership, being responsible and proud members of the school and wider community.*

*All of this is encapsulated in:*

***Our Vision Statement: I think, I can, I will***

*Underpinning our vision, is our set of Values and Aims:*

*Nurtured To provide a safe, inclusive and nurturing environment.*

*Resilience To develop an inner strength to cope with challenge, stress and adversity and to bounce back from difficult times.*

*Achieving To aim high and achieve our full potential.*

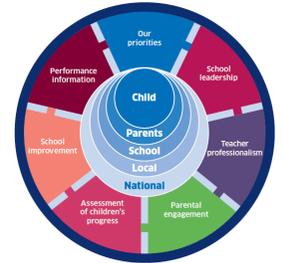
*Responsible To encourage all to use their initiative to take ownership and responsibility in our choices.*

*Respect To take pride in ourselves, our school and our wider community.*

## National Priorities (NIF)

In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key priorities in session 2021/22:

- **Improve attainment, particularly in Literacy and Numeracy**
- **Close the attainment gap between the most and least disadvantaged children**
- **Improve children and young people's health and well-being**
- **Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18)**



## Local Priorities

### East Lothian Council Plan 2017-2022

#### Reducing inequalities within and across communities

- Implement the recommendations within the Poverty Commission Action Plan

#### Growing our Economy

- Reduce unemployment and improve employability

#### Growing our People

- Reduce the attainment gap and raise the attainment and achievement of our children and young people and improve the life chances of the most vulnerable people in society

#### Growing our Communities

- Extend community engagement and decision making and increase community and individual resilience

#### Growing our Capacity

- Deliver excellent services as effectively and efficiently as possible within our limited resources

### East Lothian Education Service Improvement Plan

- Improve inclusion, wellbeing and equality
- Improve attendance and reduce exclusions
- Raise attainment and achievement, particularly the lowest 20%, LAC and ASN in relation to:
  - Early Level attainment at Primary 1
  - Attainment in Writing for the BGE
  - Closing the poverty related attainment gap for our most disadvantaged learners
  - Closing the gender related attainment gap

- Improving transitions for pupils at BGE S1-S3.
- Improve positive destinations, particularly the lowest 20%, LAC and ASN
- Improve the % of schools and early learning and childcare settings evaluated as good or better across the NIF quality indicators

**School Priorities – identify three or four main priorities only.** Please take account of the new developments towards a self-improving schools approach and focus on curriculum development and pedagogy of learning, teaching and assessment. Use the following HGIOS4 & equivalent HGIOELC QIs as a guide towards addressing the areas for improvement identified:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Inclusion, equality and wellbeing
- 3.2 Raising attainment and achievement

**PRIORITY 1: RAISING ATTAINMENT AND ACHIEVEMENT (3.2)**

Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><b>Develop use of data systems to inform attainment meetings and planning:</b></p> <ul style="list-style-type: none"> <li>- Introduce Termly attainment meetings that will be strategically driven by Progress and Achievement SEEMIS attainment tracker with a focus on Writing and the poverty related attainment gap.</li> <li>- Gain staff feedback and use this to inform moderation sessions throughout the session.</li> <li>- Develop robust moderation processes.</li> </ul>	<p><b>Raising Attainment Driver</b></p> <ul style="list-style-type: none"> <li>• Early Level attainment at Primary 1</li> <li>• Attainment in Writing for the BGE</li> <li>• Closing the poverty related attainment gap for our most disadvantaged learners</li> <li>• Closing the gender related attainment gap</li> <li>• Improving transitions for pupils at BGE S1-S3.</li> </ul> <p><b>NIF Driver</b></p> <ol style="list-style-type: none"> <li>1. School leadership</li> <li>2. Teacher professionalism</li> </ol>	<p>All teachers</p>	<p>All staff are using progress data from termly tracking to plan for interventions. Staff will feel more confident in tracking and monitoring processes (feedback). Support staff voice is evident in forward planning and evaluation.</p> <p><b><u>Impact on Attainment in Writing</u></b></p> <p>Early Level Writing</p> <ul style="list-style-type: none"> <li>• Improve % of children achieving Early Level by end of P1 in Writing from 60% to 70%.</li> </ul> <p>First Level Writing</p> <ul style="list-style-type: none"> <li>• Improve % of children achieving First Level in Writing by end of P4 from 38% to 60%.</li> </ul> <p>Second Level Writing</p> <ul style="list-style-type: none"> <li>• Improve % of children achieving Second Level in Writing by end of P7 from 51% to 65%.</li> </ul> <p><b><u>Impact on our poverty related attainment gap (SIMD 2 &amp; 3 vs SIMD 7-9)</u></b></p> <ul style="list-style-type: none"> <li>• Early Level Writing by end of P1 from 42% to 20%.</li> </ul>

**Embed framework for the setting / sharing of targets in Numeracy, Literacy and HWB.**

**Develop opportunities for personal achievements and the sharing of these.**

**Extend use of digital technology for supporting children with ASN.**

- 3. Parental engagement
- 4. Assessment of children's progress
- 5. School improvement
- 6. Performance information

**East Lothian Sails**

- Leadership
- Learning
- Relationships

- Early Level Reading by end of P1 from 37.5% to 20%.
- Early Level Numeracy by end of P1 from 30% to 20%.
- First Level Writing by end of P4 from 14% to 10%.
- First Level Reading by end of P4 from 23% to 15%.
- First Level Numeracy by end of P4 remains under 10%.
- Second Level Writing by end of P7 remains under 10%.
- Second Level Reading by end of P7 remains under 10%.
- Second Level Numeracy remains under 5%.

All children will know their Numeracy, Literacy and HWB targets.

All children will know the steps to success for achieving their targets.

Parents/Carers will be aware of Numeracy, Literacy and HWB targets – evidence e.g. from comments on Google Classroom, feedback at parents evening.

Evidence within forward planning for opportunities for personal achievements and wider achievement.

Evidence from whole school events.

Observation – more children using digital

<p><b>Continue to embed LIFT Project in Nursery</b></p> <p><b>Continue to embed Oral Storytelling approach and Teaching Children to Listen in P1 and P2.</b></p>			<p>technology to support.</p> <p>Observation – high quality interactions will be evident between nursery staff and children. Early Level Talking &amp; Listening in Nursery will improve by 10%.</p> <p>Observation – children following the listening techniques, children using the boost words within play. Impact will be seen within writing and Listening &amp; Talking achievement of a level.</p>

<b>PRIORITY 2: Learning, Teaching and Assessment (2.3)</b>			
Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><b>Deliver high quality Learning &amp; Teaching consistently at Pinkie.</b></p> <p><b>Create our Pinkie Promise for Teaching and</b></p>	<p><b>NIF Driver</b></p> <p>1. School leadership</p>	<p>pupils</p>	<p>Appropriate evidence of:</p> <p>Language of Learning</p>

<p><b>Learning</b></p> <ul style="list-style-type: none"> <li>- Create blueprint of a lesson at Pinkie, including a professional reflection sheet.</li> </ul> <p><b>Embed purposeful play throughout the school, following the Pinkie Play Promise.</b></p> <p><b>Develop a Robust Framework for Assessment at Early, First and Second Level</b> Including: what we assess, the principles of assessment, when we assess, rich assessment across learning, reporting on P&amp;A and how we assess.</p>	<ol style="list-style-type: none"> <li>2. Teacher professionalism</li> <li>3. Parental engagement</li> <li>4. Assessment of children's progress</li> <li>5. School improvement</li> <li>6. Performance information</li> </ol> <p><b>East Lothian Sails</b></p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Learning</li> <li>• Relationships</li> </ul>	<p>All Teachers</p>	<ul style="list-style-type: none"> <li>- High quality feedback, children involved in target setting / next steps across the curriculum</li> <li>- Learning Intentions and Success Criteria</li> <li>- Peer/Self Assessment</li> <li>- Holistic Assessments</li> <li>- Differentiation - support/challenge</li> <li>- Agreed HOTS/MTV/Blooms language displayed and used consistently across school.</li> <li>- High expectations for all children</li> <li>- Children's involvement in planning</li> <li>- Outdoor Learning</li> <li>- Use of Digital Technologies</li> <li>- Creativity</li> </ul> <p>Observation - use of Pinkie Play Promise seen in all classes. Shared classroom practice with a play focus. Parental feedback after open lessons, parents evening etc. Questionnaires at the beginning and end of the year to see staff confidence in using play in the classroom.</p> <p>Observations of pupils self and peer assessing work and identifying next steps/recording. Dialogue and confidence of this. Agreed list of formative assessment strategies on blueprint for lesson observations. Evidence in jotters of peer and self-assessment. Shared classroom practice on differentiation, challenge, assessment etc.</p>
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**PRIORITY 3: Wellbeing, Equality and Inclusion**

Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><b>Continue to embed nurturing ethos throughout the school. Develop use of the Boxall Profile as an assessment/planning tool.</b></p> <p><b>Continue to develop 'communication friendly school' - silver visual support project.</b></p> <p><b>Reduce Cost of the School Day Project</b></p> <p><b>Show Racism the Red Card - whole staff training</b></p>	<p><b>NIF Driver</b></p> <ol style="list-style-type: none"> <li>1. School leadership</li> <li>2. Teacher professionalism</li> <li>3. Parental engagement</li> <li>4. Assessment of children's progress</li> <li>5. School improvement</li> <li>6. Performance information</li> </ol> <p><b>East Lothian Sails</b></p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Learning</li> <li>• Relationships</li> </ul>		<p>Improved engagement of children within their class setting. Progress seen against Boxall Profile targets. Observation of nurturing principles within class settings, e.g. use of safe space, attention to transition times. HWB measure of progress, e.g HWB webs.</p> <p>Consistent visuals will be in place and used throughout school and Nursery. Silver accreditation will be achieved. Feedback from children around benefits of visuals.</p> <p>Less barriers to learning. Project – evidence TBC</p> <p>Improved staff confidence in dealing with racist incidents, consistent approach &amp; procedure when dealing with racist incidents. Less recorded incidents on SEEMIS.</p> <p>All children, staff and members of the school</p>

<p><b>Rights Respecting School</b></p>		<p>community have an understanding of the UNCRC. Language of UNCRC is consistently used across the school, is reflected in school vision and values. Learning and teaching is linked to Rights of the Child. Children understand what their Rights are but also have an understanding about respecting the rights of others. Children feel valued, listened to, included - use of wellbeing indicators. Prior knowledge of rights questionnaires/ end of session questionnaires to analyse whether children feel they know more about the UNCRC.</p>
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**PRIORITY 4: 1.1 SELF-EVALUATION AND 1.3 LEADERSHIP OF CHANGE**

Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><b>Develop a system for collaborative self-evaluation with full involvement from children, staff, parents/carers and partners.</b></p> <p><b>Renew Quality Assurance Programme</b></p> <p><b>Develop opportunities for children to lead learning (leadership sail) - e.g. Digital Ninjas, JLT, House Captains. Children using</b></p>	<p><b>NIF Driver</b></p> <ol style="list-style-type: none"> <li>1. School leadership</li> <li>2. Teacher professionalism</li> <li>3. Parental engagement</li> <li>4. Assessment of children's progress</li> <li>5. School improvement</li> <li>6. Performance</li> </ol>	<p>All Staff, Children, Families and Partners</p> <p>JLT</p> <p>SLT</p> <p>All class teachers:</p>	<p>Evidence – self-evaluation toolkit with staff, children, families and partners involved. Shared understanding of strengths and areas for development.</p> <p>High quality teaching, learning and experiences for all children.</p> <p>Improved opportunities for personal and wider achievements.</p> <p>Feedback from children</p>

<p><b>consistent language of 'leading learning'. All children being part of a group leading in an area? The Leader in Me, children applying for posts.</b></p> <p><b>Fully adopt a practitioner enquiry approach, linked to PRD (leadership sail). Extend PRD process with mini PRD meetings.</b></p>	<p><b>information</b></p> <p><b>East Lothian Sails</b></p> <ul style="list-style-type: none"> <li>● <b>Leadership</b></li> <li>● Learning</li> <li>● Relationships</li> </ul>	<p>All staff</p>	<p>Improved engagement (Leuven Scale)</p> <p>Improved leadership at all levels Evidence of improvements across SIP. Staff feedback on PRD process.</p>



# LEARNING

## PLANNING

- Learning is differentiated in order to meet individual strengths and needs.
- Learning experiences are structured appropriately to be challenging enough to stretch learners and ensure progress.
- Learners contribute to the planning of their learning, supporting effective engagement.
- Practitioners continuously reflect on their practice and use data to improve the learners' experience.

## ASSESSMENT

- Learners have regular opportunities throughout the learning process to demonstrate their progress and achievement through well planned and varied assessments, appropriate to individual needs.
- Learners are supported by timely and tiered interventions, informed by quality data and information.
- Learners engage with timely, ongoing, actionable feedback to understand their progress and next steps.

## LEARNERS' EXPERIENCE

- Practitioners and learners have a common understanding of the purpose of the learning in order to progress.
- Learners' curiosity and understanding is enhanced through high quality questioning.
- Learners and practitioners build a common understanding of learning by identifying, sharing and clarifying the learning goals and success criteria.
- Learners progress through high quality learning opportunities to enrich knowledge, promote curiosity and develop skills for learning, life and work.
- Learners are given opportunities to apply their learning in new and unfamiliar contexts to add depth and challenge.
- Learners are given opportunities for sustained thinking and periods of reflection.



# LEADERSHIP

## YOUNG PEOPLE AS LEADERS

- Learners have a clear understanding of their leadership skills and abilities
- Learners have the opportunity to regularly use their leadership skills in real life contexts and reflect upon their strengths and next steps
- Learners have the opportunity to use their leadership skills to engage in meaningful learning experiences where they can demonstrate resilience, respond to changes and collaborate with others in the learning process
- Learners have opportunities to apply creativity and diverse thinking through innovative learning experiences
- Learners have opportunities to identify and lead improvements across all aspects of the school exploring their ability to lead, innovate and collaborate

## YOUNG PEOPLE LEADING LEARNING

- Learners have regular opportunities to lead learning including a focus on enquiry and personalisation and choice
- Learners systematically engage in challenging dialogue about their learning with others including adults in school, peers, and family
- Learners are responsible for leading learning by setting clear targets and assessing progress
- Opportunities for reflection and evaluation take place throughout the learning experience to allow learners to adapt, refine and improve
- Opportunities for reflection are essential to lead to a clear understanding of leadership skills, application and academic next steps

## PRACTITIONERS AS LEADERS

- Practitioners said will deepen and develop subject, curricular and pedagogical knowledge through enquiry, research and evaluation to be able to lead learners and the learning of colleagues
- Practitioners are responsible for creating an ethos where leadership for learners is at the heart of experiences and learning opportunities
- Opportunities for practitioners to lead throughout our learning community are highly valued and will be supported through the PRD process
- Teachers will demonstrate how engagement with appropriate GTCS Standards has impacted upon practice to advance career long professional learning
- To effect improvement at school and system level, practitioners critically examine data, research and good practice.

## SENIOR AND MIDDLE LEADERS AS LEADERS

- To lead effective teams, senior and middle leaders create a culture of collaborative, professional learning through participatory leadership.
- To effect improvement at school and system level, senior and middle leaders critically examine data, research and good practice.
- To lead systemic improvement senior and middle leaders participate in and facilitate improvements in all of our schools.



# RELATIONSHIPS

## SHARED VALUES, VISION AND ETHOS

Positive relationships are at the heart of East Lothian's core values, vision and ethos. Key to this is working collaboratively with partners within our communities.

- It is the responsibility of all to develop nurturing approaches and promote equity to reduce barriers.
- We demonstrate and model positive relationships through kindness, trust, warmth, challenge and empathy.
- Our relationships convey our genuine belief that all stakeholders are valued, respected and heard.

## WELLBEING

Our relationships are underpinned by the philosophy of GIRFEC (Getting it Right for Every Child) and the wellbeing indicators – safe, healthy, achieving, nurtured, active, respected, responsible, included.

- It is the responsibility of all to support and promote health and wellbeing through safeguarding and child protection procedures.
- The mental health and emotional literacy of all members of the school and wider community are valued and supported within our learning environment.
- We recognise that building positive relationships provides a platform for developing resilience for all.

## INCLUSION

Positive relationships acknowledge and value the strengths and needs of individuals.

- It is the responsibility of all to challenge discrimination and celebrate diversity
- Additional support needs and protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) are not barriers to relationships, participation or achievement.
- Through positive relationships we foster a sense of belonging and safety in order to allow all individuals to meet their full potential.

## RESTORATIVE APPROACHES

Restorative approaches are central to building and maintaining positive relationships across the school and wider community.

- It is the responsibility of all to engage in restorative approaches.
- All stakeholders model mutual respect, honesty, accountability and appreciation in order to sustain and empower positive relationships.
- Restorative approaches enhance relationships and maintain high expectations, leading to a purposeful learning environment.