

ST AUGUSTINE'S RC HIGH SCHOOL

Renewal Plan

Equalities, Equity & Inclusion

Renewal Aspect	Equity and Inclusion	Overall Responsibility	Alison Humphreys (Equity) and Anna Gray (Inclusion)
Outcomes	<p>Short Term:</p> <ul style="list-style-type: none"> The Senior Leadership Team and all teaching staff 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. Ensure that the planning of effective interventions and approaches is based on data and evidence. <p>Medium Term:</p> <ul style="list-style-type: none"> Implementation and ongoing evaluation of interventions through managing resources to support equity of access for all to learning, attainment and achievement post-COVID 19, particularly for those affected by poverty. <p>Long Term:</p> <ul style="list-style-type: none"> PRIMARY: Reduction in the poverty related attainment gap in literacy and numeracy as follows <i>(the tables below are merely examples and entirely optional – schools will create their own measurable long term outcomes/aims, based on the gaps identified in short term outcome):</i> Table for Primary <p>Long Term:</p> <ul style="list-style-type: none"> SECONDARY: Reduction in the poverty related attainment gap in literacy and numeracy as follows <i>(the tables below are merely examples and entirely optional – schools will create their own measurable long term outcomes/aims, based on the gaps identified in short term outcome and/or use attainment vs deprivation measures or positive, sustained destination targets for equity groups):</i> Table for Secondary 		

NIF Priority :-			QIs/Themes	
<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 			<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
<p>1a. Provide opportunities for staff engagement in the effective use of data in identifying the poverty related attainment gap post-COVID-19</p> <p>1b. Set measurable outcomes which relate to improvements in attainment or achievement for those learners in SIMD quintile 1 and the closing of the gap between those in SIMD quintile 1 and those in quintiles 2-5</p>	<ul style="list-style-type: none"> DO Raising Attainment 	<ul style="list-style-type: none"> Post-COVID-19 attainment and achievement data at class and whole school level, based on a range of evidence collected in a sensitive way (Scottish Government Guidance 05/06/20). Tracking and monitoring systems with functions for filtering by SIMD to determine the gap (such as EdICT or school-based systems). <u>NIH excellence and equity datatoolkit</u> Professional dialogue with staff using the baseline data to inform the measurable targets. CEC Pupil Equity Funding: Plan 2020-21 - School Template 	<ul style="list-style-type: none"> October 2020 	<ul style="list-style-type: none">

<p>2. Continue to update existing audit information regarding inequity of digital access and take action appropriately as part of the blended learning model.</p>	<ul style="list-style-type: none"> • School Digital Learning Team 	<ul style="list-style-type: none"> • Table on pg 10 and paragraph on pg 15 of (Excellence and Equity During the COVID-19 Pandemic – A Strategic Framework for Reopening Schools, Early Learning and Childcare Provision in Scotland) • School Data from Digital Access Audit 		<ul style="list-style-type: none"> •
<p>3. Strategically plan interventions taking account of post-COVID-19 evidence and data gathered for those affected by poverty.</p>	<ul style="list-style-type: none"> • DO RA 	<ul style="list-style-type: none"> • PEF National Guidance 2020-21 • PEF City of Edinburgh Council Guidance 2020-21 • Pupil Equity Funding: Plan 2020-21 - School Template • Equity Self-Evaluation Resource (Education Scotland) • Interventions for Equity Diagram • Dan Nicholls (2020) Urgent Action Required. Addressing disadvantage • EEF Impact of School Closures on the Attainment Gap June 2020 and • Scotgov support-for-continuity-in-learning June 2020 	<ul style="list-style-type: none"> • October 2020 	<ul style="list-style-type: none"> •
<p>4. Planning the financial management of resources to support equity.</p>	<ul style="list-style-type: none"> • SLT 	<ul style="list-style-type: none"> • QI 1.5 CEC Self-evaluation Report • QI 1.5 CLPL for HTs and BMs (available from January 2021) • CEC Pupil Equity Funding: Plan 2020-21 - School Template • Challenge questions from HGIOS?4 QI 1.5 • Improving School Empowerment through Self-Evaluation: A Framework for Local Authorities 	<ul style="list-style-type: none"> • September 2020 	<ul style="list-style-type: none"> •
<p>5. Identification of learners affected by poverty post-COVID-19 who may also experience disadvantage for other reasons eg Equity cohorts.</p>	<ul style="list-style-type: none"> • SLT and Pupil Support Team 	<ul style="list-style-type: none"> • Supporting Care Experienced Children and Young People through Covid 19 and its aftermath • Care Experienced Children and Young People 2020 – Self-evaluation toolkit for schools • https://education.gov.scot/improvement/learning-resources/supporting-young-carers-in-education-during-covid-19/ • Equalities Resources 	<p>Ongoing</p>	<ul style="list-style-type: none"> •

<p>6a. Establish or build upon existing family learning programmes- adapt to a COVID context</p> <p>6b. Involve all stakeholders fully in self-evaluation to analyse impact of COVID 19.</p>	<ul style="list-style-type: none"> Family Liaison Support Officer and Pupil Support Team 	<ul style="list-style-type: none"> Engaging Parents and Families: A Toolkit for Practitioners (Family Learning) 'How to' video clips created for parents to help them build skills and confidence in accessing digital learning platforms such as Teams. 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 EEF working-with-parents-to-support-childrens-learning 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none">
<p>7. 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>	<ul style="list-style-type: none"> SLT and all staff 	<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 (School Leaders, Class Teachers, PSAs/PSOs – available later in session 2020/21) https://cpag.org.uk/scotland/CoSD/evaluation National Improvement Hub – Stirling Outcomes and Measures Toolkit 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none">
<p>8. Include regular tracking dialogue meetings with all relevant staff as an aspect of the Quality Assurance calendar.</p>	<ul style="list-style-type: none"> JLT 	<ul style="list-style-type: none"> WTA 20-21: Negotiating Committee to agree Quality Assurance Calendar Collegiate Calendar 	<ul style="list-style-type: none"> August and ongoing 	<ul style="list-style-type: none">

<p>9. Inclusion</p> <p>9a. Identify learners with specific learning difficulties who require Individualised Educational Programmes or CSPs; review and update targets.</p> <p>Monitor learners who may require/have previously required SfL support at pathway 2 to facilitate early intervention and planning to address any emerging difficulties accessing learning.</p> <p>9b. Termly review of progress towards IEP or CSP targets as part of multi-agency planning process.</p>	<ul style="list-style-type: none"> SfL staff with support from ASL Service colleagues as required 	<ul style="list-style-type: none"> Learning at home pathways to support AR&R Guidance to Support Inclusion During Covid-19 https://education.gov.scot/parentzone/learning-at-home/covid19/supporting-children-with-additional-support-needs/ https://www.callscotland.org.uk/home/ https://www.gov.scot/publications/coronavirus-covid-19-support-for-continuity-in-learning/ Planning for Learning part 3: Individualised educational programmes (IEPs) https://education.gov.scot/parentzone/Documents/CfEbri efing13.pdf 	<ul style="list-style-type: none"> August and ongoing 	<ul style="list-style-type: none">
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CEC Priority :-

- Implement revised Equalities Action Plan (SRP)

QIs/Themes

QI 2.2 Curriculum

QI 3.1 Inclusion, Equality and Wellbeing

Tasks	By Whom	Resources	Time	Progress & Impact
1. Appoint an Equalities Lead	• HT	• DHT and PSL Remit, time	Aug 2020	
2. Establish a pupil group to examine Equalities and Anti Bullying Policy	D McKillop PSL	• Respect Me Training resources, time, CEC template	Aug 2020 and Oct 2020	
3. Deliver Professional Learning around Equalities	SLT and all	• CEC resources, Inset/CAT time	TBC	

<p>4. Review Curriculum content around equalities</p>	<p>L+T Group and JLT</p>	<ul style="list-style-type: none"> Working Group Time, SLT and JLT time, SQA Guidelines, departmental time 	<p>Ongoing</p>	
<p>5. Tackle Racist Incidents - establish school procedures and train appropriate staff on use of SEEMIS antibullying and equalities management</p>	<p>SLT</p>	<ul style="list-style-type: none"> SEEMIS documents/modules, CEC materials 	<p>By 30 Sept 2020</p>	