



EDINBURGH
STEINER
SCHOOL

Improvement Plan 2020/2021

<p>Priority 1: Conduct and implement a school-wide ‘pedagogical review’. Initiated following a series of discussions at meetings of the College of Teachers, this review includes a wide range of interconnected factors, including whole-school timetabling, curriculum and staffing.</p>		
<p>Key themes: Leadership and management; curriculum; raising attainment and achievement</p>	<p>Quality indicators: 1.2, 1.3, 3.1</p>	
<p>Outcomes and impact on learners:</p> <ul style="list-style-type: none"> • A more appropriate and responsive timetable, if it can be implemented, would provide better ‘breathing’ spaces for pupils and teachers. The current timetable can sometimes be ‘unbalanced,’ with subjects taught according to teacher availability as opposed to what is desirable educationally. A balanced timetable would allow the curriculum to function as intended, with subjects arranged in a harmonious relationship. • The development of a pedagogical ‘road map’ for the longer term (5-10 years) would identify areas for growth, particularly in areas of the curriculum where College the need for sustained improvement (such as Personal, Social and Health Education and Information Technology). A long-term commitment, vision and plan is more likely to see the commitment of resources and staffing, thereby delivering sustained opportunities for learners. 		
<p>Resources (including CPD)</p> <ul style="list-style-type: none"> • Time and commitment from the College of Teachers • Investment in resources and staffing • Consultation on timetable changes and management of changes to current timetabling priorities • Cooperation between College, Management, teachers and parents 		
<p>Monitoring and evaluation impact</p> <ul style="list-style-type: none"> • Sustained engagement by College of Teachers • Feedback from pupils and parents • Trustees 	<p>Tasks/By whom</p> <ul style="list-style-type: none"> • Pedagogical Review will remain an item on the College agenda • Trustees (provide oversight) • Management (coordination) 	<p>Timescale</p> <ul style="list-style-type: none"> • Ongoing: initiatives to emerge from the Pedagogical Review on a regular basis over 5 years, followed by full evaluation

Priority 2: Develop a sustainable and meaningful alternative for pupils in Classes 9 and 10 who do not take French or German exam subjects, and for pupils in Class 11 who have spaces on their timetables. A number of pupils in Classes 9 and 10 (averaging between 3 and 6 per Class) do not take French or German as an exam subject in Classes 9 or 10. This can be for a variety of reasons. Additionally, in some cases, as with visiting overseas students, a pupil may already be a native speaker. A long-term, sustainable alternative is needed which provides meaningful work for pupils in a combined group where the composition is dynamic (a different group of pupils may be present in each lesson). In 2020-2021 the School is piloting an alternative known as 'Upper School Projects.' To facilitate timetabling this alternative, in 2020 the French and German lessons in Classes 9 and 10 were blocked against each other and staffing was provided for the Upper School Projects. In Class 11, a programme is being formalised in 2020-2021 whereby pupils in Class 11 with more than 4 'free' (or 'study') periods a week are expected to help in Lower School Classes.

Key themes: Successes and Achievements

Quality indicators: 2.2, 2.3, 3.1, 3.2

Outcomes and impact on learners:

- Much of the work can be done independently; there is an emphasis on one-one teacher support; pupils have choices and develop their own ideas, timelines and working practices; teamwork is facilitated through remote-working via Gsuite; computing and the development of IT skills is encouraged.
- Learners should become more confident: there is an expectation that each pupil will contribute in a unique way to their individual and group projects. And make oral presentations on a regular basis.
- Learners should develop agency, practical and research skills, and an understanding of responsibility and risk management.
- Interdisciplinary working will help learners identify and understand the links between subjects and apply their knowledge creatively. This should inspire engagement and promote further independent learning and peer tutoring.
- Accreditation and certification (through the IEC, via Crossfields) will be possible for those learners who wish to pursue it. This would deliver an alternative to exam Classes in French and German with an equivalent value for learners in terms of qualifications.
- Where Class 11 pupils help out in the Lower School during their 'free' periods (for example by reading with younger pupils) this fosters a sense of community and self-worth: younger pupils benefit from the support and Upper School pupils learn about their importance as role models.

Resources (including CPD)

- Sustained commitment to staffing.
- Administration of any future assessment to allow for certification: time and further training.
- IT infrastructure: Chromebooks, reliable Wi-Fi connections, access to computer room, advice and input from school IT Coordinator
- Craft materials, stationery, books; access to specialist subject spaces and equipment and expertise as required
- For Class 11 programme: participation by future Class 11 Guardians

Monitoring and evaluation impact

- College of Teachers/Management
- Pupil feedback through regular written self-evaluation and oral presentation
- Overseas visiting pupils via evaluation (feedback questionnaire)

Tasks/By whom

- Hester Machin and Alistair Pugh will continue to lead the development of the Upper School projects
- Deirdre Hill (Class 11 pupils)

Timescale

- Ongoing

<p>Priority 3: Introduce ‘settling in’ reviews for all new Seedlings (Playgroup) and Kindergarten pupils (as distinct from ‘trial’ reviews). A checklist of areas of wellbeing to ensure all new pupils are observed and supported.</p>		
<p>Key themes: Successes and achievements</p>	<p>Quality indicators: 1.5, 3.1</p>	
<p>Outcomes and impact on learners:</p> <ul style="list-style-type: none"> • Focused support, derived from observations intended to promote wellbeing, should help new pupils make a smooth transition between home and their new setting. • At the present time, due to the restrictions imposed by the Covid-19 crisis, there are fewer opportunities for practitioners to get to know children and their families before they start in school. These reviews should help raise awareness if a child is not settling. The process will be transparent and shared with parents, allowing for collaborative support. • Reviews will feed into support plans and for planning to address additional needs as required. The focussed, individualised nature of the reviews will allow for more targeted allocation of resources at an early stage. • A consistent and equitable approach to observation across the Early Years settings will be ‘visible’, making the process transparent and accountable and therefore more effective for learners. • Successful implementation in Early Years could allow this approach to extended across the School in an age-appropriate way. 		
<p>Resources (including CPD)</p> <ul style="list-style-type: none"> • Observation time, and time to discuss with Pupil Support Department and other staff. • Feedback time for parents 		
<p>Monitoring and evaluation impact</p> <ul style="list-style-type: none"> • Pupil Support Department • Early Years practitioners • College of Teachers to review 	<p>Tasks/By whom</p> <ul style="list-style-type: none"> • Charlotte Willson (coordination on behalf of PSD) • Dawn Morrison, Aki Ippolito, Hannah Zajackowski, Synnove 	<p>Timescale</p> <ul style="list-style-type: none"> • The reviews will take place every four weeks during a pupil’s first term in the setting.

	Frankel (practitioners)	
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Priority 4: Embed age-appropriate digital literacy. Following the recommendations of the Digital Literacy Group (DLG), a Working Group established by The College of Teachers in 2019, the School is committed to developing an infrastructure which will deliver programme for age-appropriate digital literacy, including preparing pupils to understand and use responsibly computer and media-based technologies with confidence.

Key themes: Curriculum; raising attainment and achievement

Quality indicators: 1.2, 2.2, 2.3, 3.2

Outcomes and impact on learners:

- Over recent months, the School has accelerated the pace of change in respect of digital technology: all pupils now have secure email addresses; a Virtual Learning Environment is in place, and continues to be developed; secure Wifi has been installed in school to support some lessons with enhanced elements of ICT; there has been extensive staff training in digital literacy; resources have been upgraded and enhanced. These improvements have been a necessity during the Covid-19 crisis. However, there are potential benefits of appropriate online learning, file sharing, collaborative group work and digital communication, and these will be identified so that some aspects of working practices which became the norm during 2020 are retained in the future.
- Building on the improvements in resources and infrastructure, the DLG recommends additional allocation of lesson time (including Main Lessons) for computing and IT teaching in the Middle and Upper Schools.
- The DLG also recommends a programme of staff training and improved access to technology for staff and pupils in school. This will enable learners to apply the skills they learn and provide opportunities for independent working where appropriate.

Resources (including CPD)

- A commitment to invest in hardware and software
- Additional time by skilled members of staff to install programmes, maintain IT systems, troubleshoot problems
- Trained members of staff with the skills necessary to teach aspects of ICT
- Space in the timetable for ICT lessons, including Main Lessons

<p>Monitoring and evaluation impact</p> <ul style="list-style-type: none"> • College of Teachers, oversight (via the Digital Literacy Group reporting to College) • Management Group and Trustees (finance) • Feedback from parents and pupils 	<p>Tasks/By whom</p> <ul style="list-style-type: none"> • Digital Literacy Group (Bruce Houldsworth, Kirsty Macdonald-Russell, Jamie Clark-Bowers) 	<p>Timescale</p> <ul style="list-style-type: none"> • Ongoing
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