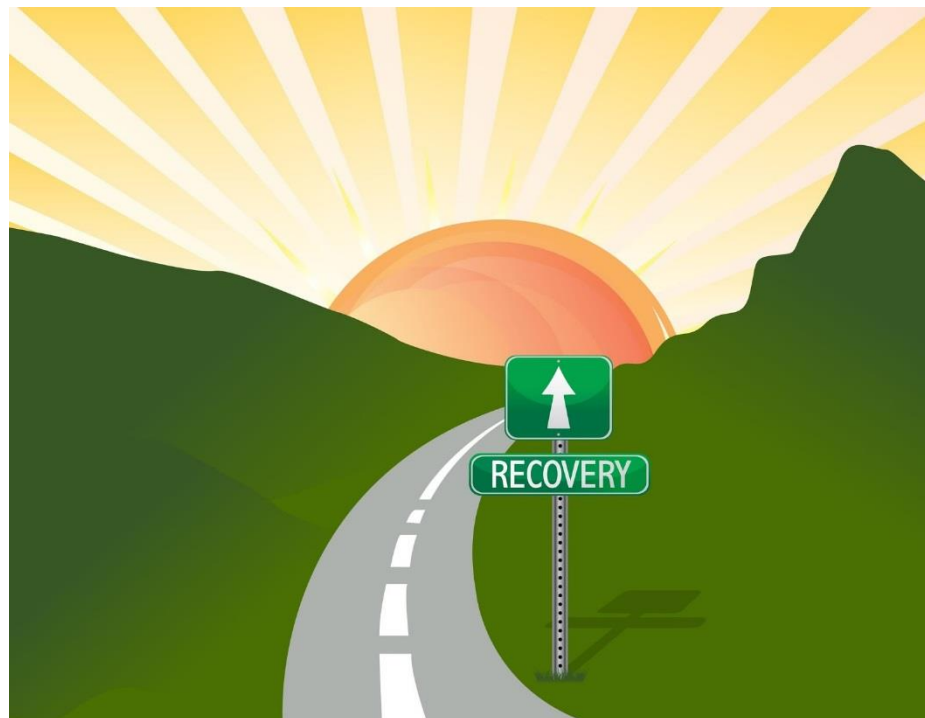




South Lanarkshire Council

Recovery Standards and Quality Report June 2021



Greenburn Primary ASN School

Standards and Quality Report Session 20/21

Our School (Roll/context etc)

Greenburn School is a **non-denominational ASN** School for primary aged children, with a current roll of **60**. The school **serves East Kilbride, Hamilton, Blantyre, Rutherglen and Cambuslang** areas. The pupils have a wide range of abilities. We have pupils who have severe **ASD**, various **medical conditions** and **complex health needs**. We meet the needs of every pupil who attends.

Greenburn School has shared a campus with Maxwellton Primary School since 1989 and as part of South Lanarkshire's modernisation programme our **new building** was opened in October 2013. The school has excellent facilities including a hydrotherapy pool, sensory and soft play rooms, therapy and medical rooms, an eye gaze suite and a designated area for rebound therapy. This was adapted in August 2020. We also have a large team of outside agencies working alongside staff to support our children in helping them develop and achieve in all areas of their wellbeing – physical, emotional, mental and social. This support is invaluable to our children – physiotherapists, speech and language, occupational therapy, nursing staff and music therapist.

Key Successes/Challenges and Achievements Session 2021/22

List these briefly:

Successes

- **South Lanarkshire Disability Scotland Primary School of the Year – 2nd Year Running**

- **Greenburn DID NOT CLOSE** throughout the entirety of the pandemic. We offered places to **Vulnerable Families and Pupils** to attend from **March 2020- March 2021**
- **Pupils were offered a bespoke package of remote learning** to meet the needs of our pupils in a way that families could support their children at home in a meaningful way
- **Video produced by children and staff during lockdown went viral** and was viewed by many. **Tony McDaid** shared the link in his weekly feedback to head teachers.
- **Construction of Billy's Den & Swing set** to ensure outdoor learning embeds all areas of the curriculum
- **Resources purchased to enhance outdoor learning curriculum**
- **Eye Gaze Suite Developed**
- **All areas of the school tidied & cleared out**
- **Curricular Resources audited, purchased and organised. Language & Communication North Lanarkshire Literacy developed and resourced with areas designated and stored appropriately. Sensory Learning stored and organised appropriately. Health & wellbeing purchased and stored appropriately.**
- **REBOUND THERAPY (RT) relocated** to ensure trampoline is set up at all times in the adapted area (Aug 2020). Staff trained appropriately. RT timetable to ensure equity. Aims and Benefits displayed.
- **Introduction of New Assessment, tracking and monitoring tool 'BSquared Connecting Steps'**

Challenges:

- Death of a pupil October 2020. Looking after staff welfare and ensuring his life was marked in a special way suitable for parents, staff & pupils
- As an ASN School many parents complained that their children were vulnerable and should have had placements in the school throughout pandemic – school staff in agreement however guidelines were not flexible.
- As authority made the decision to also take on board the B Squared connecting steps assessment and tracking tool. The money did not come through in time and staff did not have consistency in being able to enter the data all through the pandemic.
- IPROC orders – huge challenge this year to get anything bespoke ordered for ASN specific items

Remote Learning Jan-March 2021

Provide a brief, evaluative commentary on this period. This should cover:


- **What was achieved:** Staff provided excellent bespoke learning opportunities for every child which were differentiated and adapted to the needs of the pupils
- **Any evidence that sits behind this e.g. around pupil engagement, digital learning** All evidence can be seen on teacher created virtual classrooms –an example of room 8 https://docs.google.com/presentation/d/e/2PACX-1vQFdzUOtrUarOzONv2eoEIZzD-BXtCj2JqQTaBgeAEEoNgttqOiff-A1Nztzpw4l80o546NvdE1nEqU/pub?start=false&loop=false&delayms=3000&slide=id.gb52c600d1d_1_4
- An example of room 1 Google Classroom - <https://docs.google.com/presentation/d/1eNHV6Q1s4naVmKhI8bkIXi9V-WFowFJUdkfUZIj2F8g/edit#slide=id.p>
- **Challenges and opportunities:** Most pupils were not able to access the technology alone and required support from parents, many of whom were working from home and/or attempting to home school other children whose learning they saw as a priority.

- **Learning arising from this period/next steps:** Use of GC as a tool to liaise with parents on a daily basis as a form of communication and updates.

Planning for and Evaluating improvement

As children and young people returned to our buildings in August 2020 following the first National lockdown, we prioritised three key areas for development: Health and Wellbeing, Equity and ensuring Continuity of Learning for children/young people. These priorities formed the basis for our School Improvement Plan.

What follows is a copy of this plan and a review of our successes in delivering on what we set out to achieve. As part of this review, we have identified new priorities, and these will form the basis of our new School Improvement Plan for Session 2021/22.

		Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff		How will we know we've been successful?
Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact	
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would look like and how it will be measured.</p>	
<p>Theme: Whole School Wellbeing</p> <p>Rationale: School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community.</p> <p>A sense of Belongingness and Connectedness is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through Quality Relationships, and a range of Attachment Informed Practices.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs. 	<p>Key Recovery Tasks (school specific)</p> <p>Staff to take part in personal inquiry – Attachment Strategy Rollout to all staff and how this has an impact on our school.</p> <p>Staff wellbeing sessions – Mindfulness Wednesday sessions in school. Charan Padran to lead in these sessions for staff.</p> <p>Wednesday sessions in /out of school with teams meeting where professional</p>	<p>Desired Outcomes and Impact</p> <p>Staff will understand the various elements of the attachment strategy and implement them into their daily plans. Pupils will benefit from a whole school approach to wellbeing ensuring that their voice is heard,.</p> <p>Pupils, staff and parents will start to recover and return to a new set of norms within the school. Whole school community will benefit from an increased understanding of Wellbeing as a whole school initiative</p>	

<p>Staff will have had a range of experiences during this period and will need a flexible and personalised approach that emphasises the ongoing importance of self-care.</p> <p>It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some.</p> <p>Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.</p>	<ul style="list-style-type: none"> • Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. • Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. • Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. • Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. 	<p>dialogue on how our pupils may be affected.</p> <p>Re-establishing parent/carer groups through teams meetings or other to ensure the parent forum are acknowledged and meetings are established. This kind of meeting may be the way forward for Greenburn as meetings prior to Covid were not well attended HT to contact parent who would be interested in meeting digitally.</p> <p>Parent groups/OT Physios and whole school community to be made aware of SLC's Attachment Strategy</p> <ul style="list-style-type: none"> • Parents accessing Greenburn: Facebook • School App • School Website • School phone to text/WhatsApp <p>Four families not accessing all of the above as ESL given training and workshops to engage more with school. Continued input from Universal solutions.</p>	<p>Parents will benefit from feeling secure that the school is a support to the children and their whole school community.</p>
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	Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and which allow staff to be included and consulted.		
<p>Theme: HWB CURRICULUM</p> <p>Rationale: The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is underpinned by recognition that all Behaviour is Communication.</p> <p>Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.</p> <p>Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Contextualise the ‘Reconnection & Recovery’ guidance to develop a recovery curriculum within a unique context. Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing Enable opportunities for children and young people’s voices to influence decisions and ensure the curriculum is responsive to needs. 	<p>HWB Programme – Use of Outdoor Space as a means to socially safe distance but also falls in line with Year 2 of HWB programme.</p> <p>Appropriate staff training on Outdoor Learning completed. Working Party set up to take OL forward for year 2.</p> <p>Planning for pupils own HWB targets are prioritised for the first term.</p> <p>Use of Pivotal MAPA and SLC PPRUDB in making BASPs and ensuring pupil and staff safety when pupils’ in distress</p>	<p>Pupils can access the outdoor space while learning takes place to try to bridge the gap Pre COVID</p> <p>Staff will understand the intricacies involved in outside learning and understand that the knowledge and skills they planned for, can be easily transferred to the outdoor situation.</p> <p>Pupils will settle into the school term with support from understanding staff, making sure that their needs are fully met.</p> <p>Progress seen in individual targets. Decrease in distressed behaviours due to high quality engagement and motivating curriculum.</p> <p>Formal/informal visit to classrooms by SLT.</p>



Improvement Priority 1 - Health and Wellbeing

Progress Report June 2021



What did we actually achieve?	How do we know?	What do we need to do next?
<p>THEME: Whole School Wellbeing Staff to take part in personal inquiry – Attachment Strategy Rollout to all staff and how this has an impact on our school.</p> <p>Most staff within Greenburn attended SLC on-line training on Attachment Theory using inservice days in February and May. Awareness on attachment theory has been raised continually throughout the school year with staff – especially in line with updated School Behaviour Policy and South Lanarkshire’s Promoting Positive Relationships and Understanding Distressed Behaviours. There have been many opportunities throughout the year for all staff to discuss attachment informed practice and use this to help and support all children within Greenburn – importance of positive relationships, better understanding of distressed behaviours – why they may occur – and more empathy towards children’s unique situations and circumstances.</p> <p>Staff Wellbeing sessions – Mindfulness Wednesday sessions in school . Charan Padran to lead these sessions for staff.</p> <p>Due to the continual COVID restrictions throughout the year, Charan was unable to attend mindfulness sessions on a Wednesday in school. Staff were also encouraged to leave the school after their work to minimise the spread and risk of COVID.</p> <p>Closer relationships developed between class teams and SL as a result of frequent and continued meetings, thus having a positive impact on pupils.</p> <p>Wednesday sessions in/out of school with Teams Meeting where professional dialogue on how our pupil’s wellbeing may be affected.</p> <p>There were many opportunities throughout the year for professional dialogue between staff members – teaching and support staff to discuss children’s wellbeing. The class team meetings were extremely beneficial in highlighting issues and concerns that arose through lockdown and the impact on the children. They also allowed time for class teams to discuss progress, achievement and any lost learning that had occurred. Regular behaviour meetings between</p>	<p><i>Staff engaging in professional dialogues and meetings, minuted at CAT Nights, teacher meetings, Team meetings and behaviour meetings.</i></p> <p><i>Non attendance in school</i></p> <p><i>Regular meetings timetabled into school calendar. Behaviour meetings set up for every class each term to discuss children’s wellbeing with staff class team and SLT. Minutes from</i></p>	<p><i>Further develop staff’s attitude and ethos of school by training and knowledge of Nurture Schools.</i></p> <p><i>DHT and PT to develop an Excellence in Nurture approach, in line with an emotional literacy programme.</i></p> <p><i>Charan to develop mindfulness Wednesday sessions for staff and parents.</i></p> <p><i>PPRUDB meetings to continue next session. Regular Team Meetings to discuss children’s wellbeing.</i></p>

<p>Senior Leadership Team and class teams also allowed frequent opportunities to discuss children's emotional wellbeing and if interventions and strategies were required for children who were in regular periods of distress. This again, allowed for discussion around best practice and further developed attachment and nurture principles within the school community.</p> <p>Re-establishing parent/carer groups through teams meetings or other to ensure the parent forum are acknowledged and meetings are established. This kind of meeting may be the way forward for Greenburn as meeting prior to Covid were not well attended. Head Teacher to contact parents who would be interested in meeting digitally.</p> <p>There was very little engagement from parents in relation to informal parent meetings and parent council meetings, throughout the year in an online capacity – averaging two parents at parent council meeting. It is extremely difficult for parents to engage with online meetings when the children are at home with them.</p> <p>Parent groups/OT Physios and whole school community to be made aware of SLC's Attachment Strategy</p> <ul style="list-style-type: none"> • Parents accessing Greenburn: Facebook • School App • School Website • School phone to text/WhatsApp <p>All information was shared successfully throughout the school community using above methods.</p> <p>Four families not accessing all of the above as ESL given training and workshops to engage more with school.</p> <p>Continued input from Universal solutions.</p> <p>Principal Teacher e-mailed, sent text messages, many phone calls to encourage parents to access Google classroom, e-mails, website, Facebook page and app. Doorstep visits were also completed by SLT during lockdown and school closure in January – March 2021.</p>	<p><i>meetings highlighting concerns and showing next steps and strategies. Behaviour concerns tracked and monitored carefully. Behaviour strategies noted.</i></p> <p><i>Head Teacher met with parents through Google Meet and using the Google Assembly Class room – meetings were set up in advance with dates and times sent out to all parents through e-mails, website, school app and social media sites.</i></p> <p><i>Feedback from parents/carers and external health professionals.</i></p> <p><i>As a result of the direct input, only four parents/carers refused/were unable to access Google Classroom.</i></p>	<p><i>Continue to work on parental engagement within the school. Re-establish informal parent groups through social media platforms.</i></p> <p><i>Continue raising awareness using school's social media platforms.</i></p> <p><i>Engage new parents to school and ensure they can access Google Classroom. Provide work shops for parents to develop skills.</i></p>
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THEME: HWB CURRICULUM**HWB Programme –**

Use of Outdoor Space as a means to socially safe distance but also falls in line with Year 2 of HWB programme.

Appropriate staff training on Outdoor Learning completed.

Working Party set up to take OL forward for year 2.

Extra space in playground allowed for ample outdoor learning opportunities this session. Outdoor Learning fully embraced by all staff. Outdoor Learning beginning to be embedded throughout lessons and curriculum and support staff making excellent use of resources during play times. Most staff completed Outdoor Learning training. Working Party has met regularly throughout the session, comprising of teachers and support staff. This should continue into 2021/2022 session.

Planning for pupils own HWB targets are prioritised for the first term.

All children have individual targets for Health and Wellbeing. This year, there was a focus on the child's physical health as many had been more inactive during lockdown and also their social and emotional wellbeing. Children were assessed before targets were written by class teachers focusing on these three areas. HWB targets were developed through all areas of the curriculum and teachers met with SLT for moderation and to review and update targets when needed. Open Area within school was adapted enabling trampoline to be used continually in space, thus ensuring more opportunities for children to access rebound therapy.

Use of Pivotal MAPA and SLC PPRUDB in making BASPs and ensuring pupil and staff safety when pupils' in distress.

SLT met with class teams at start of session to discuss behaviour within class and any concerns regarding individual children. Children who needed BASPs and extra support were identified and

Fencing extended to allow a bigger space and access to playground from downstairs classrooms. Accessed daily by pupils and staff. Pupils engaged in motivating and exciting activities.

Evidence in targets of increased involvement in PEPAS. Photographic evidence throughout the year. Principal Teacher – Pamela Walker driving HWB curriculum – Health Week, active schools co-ordinator etc.


Training schedule devised. Appropriate behaviour strategies observed by SLT. A decrease in violent

Further develop staff skills in Outdoor Learning. Firmly embed processes throughout the curriculum. Working Party to continue to source resources and begin to engage with parents regarding the Outdoor Learning Curriculum.

PT to continue to provide varied HWB opportunities and experiences. Rebound Therapy will be further developed next session. More staff trained and hopefully achieve Excellence in Rebound Therapy status. Rebound Therapy targets to be added to targets and Personal Learning Plan for specific children.

New staff will be fully trained in MAPA by November 2021 and existing staff will have MAPA training refreshed by September

<p>strategies and supports were discussed. Most staff received refresh MAPA training in the September inservice day – only 6 staff in the school are now untrained in MAPA. All staff received awareness training in the SLC's new Promoting Positive Relationships and Understanding Distressed Behaviour. BASPs have been regularly updated throughout the year, each term or when required if distressed behaviour has increased. Staff are aware that behaviour MUST be carefully tracked and monitored and paperwork completed.</p>	<p><i>incidents and Physical Interventions reported.</i></p>	<p><i>2021. BASPs will continue to be used as working documents, encouraging staff to discuss behaviour strategies and concerns during their team meetings. PPRUDB will be a standard agenda item at team meetings which will be funded by PEF. All staff will continue to track and monitor behaviour concerns.</i></p>
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 Improvement Priority 2 - Planning for Equity			How will we know we've been successful?
Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p>2.4 Personalised Support</p> <ul style="list-style-type: none"> • Universal Support • Targeted Support • Removal of barriers to learning <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Re-identifying the poverty-related attainment gap.</p> <p>Rationale: To plan effectively to address the "gap" there needs to be a clear understanding of what the current "gap" is. Learners will have had a varied experience during their home learning period, and won't</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider the experiences learners have had during the school closure period, drawing on for example: <ul style="list-style-type: none"> - Engagement data - Home-school communication - Home-learning submissions 	<p>Key Recovery Tasks (school specific)</p> <p>Literacy – developing a Greenburn bespoke literacy programme using NLC literacy programme – Year 1</p>	<p>Desired Outcomes and Impact</p> <p>Pupils will demonstrate increased confidence and better communication resulting in increased responsibility for learning and greater access to Literacy across the curriculum.</p>

<p>necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point; with others showing limited progress if any. Schools therefore, need to reconsider their “gap” and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.</p>	<ul style="list-style-type: none"> - Engagement at hubs • Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of: <ul style="list-style-type: none"> - Learners’ wellbeing (e.g. Boxall profile, observations, wellbeing indicators) - Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments) - Engagement (e.g. Leuven scale, observational data) - Participation (home-learning participation data) <p>Purple text gives examples of how schools may tackle this; this isn’t exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.</p> <ul style="list-style-type: none"> • Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school’s new “gap” position. This will enable identification of groups/learners/stages requiring targeted additional support. 	<p>Communication and Language – Year 4 maintenance</p> <p>Tracking and Monitoring – Developing an appropriate tracking and monitoring and evidence collating system – Year 1 – B Squared</p> <p>DHT to lead working party on new initiative.</p> <p>Use of system to measure engagement of attainment and participation.</p> <p>Staff meetings set up regarding transition pupils. Information is shared at every level. Staff compile ASP’s as soon into session as possible</p>	<p>Providing the pupils with pedagogically appropriate planning, assessments, next steps to ensure progress in learning.</p> <p>Staff will understand the needs of all children at points of transition to ensure a consistent approach to learning is adopted. One member of the pupils last team always moves up with them to ensure their emotional and social wellbeing.</p>
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<p>Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning.</p> <p>Rationale: As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the current needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. • Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. • Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. • Review staff training needs. • Review current partnership working. • Consider how you will measure and evidence impact; plan this into home and school approaches. • Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this. 	<p>PEF Plans</p> <p>HWB</p> <p>Use of outdoor learning Programme/Outdoor Learning space to minimise the risk of the spread of COVID</p> <p>Audit the current OL practise.</p> <p>Use of new programmes by all teachers.</p> <p>Promote teaching strategies on OL with all staff.</p> <p>Share ideas and programmes with parents.</p>	<p>Pupils will benefit from the experiences gained from various external services.</p> <p>New programmes in Outdoor Learning.</p> <p>Programmes, tracking and assessment will give a clear view of where pupils are in their learning and how they are progressing especially in the light of COVID and the effects it may or may not have had on and PE programmes.</p>
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<p>Theme: Tracking and monitoring impact of equity approaches.</p> <p>Rationale: To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy. • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. • Consider points in planning section to find alternative approaches. 	<p>Implementation of B-Squared online system for planning, reporting and assessing.</p>	<p>Whole school community will be able to see using digital means the assessment strategies, process towards meeting the needs of every learner at every stage in the school. The online system will provide pupils with depth targets and data collection will show progress of each child, at each level providing rich data for collection by SLC and Scottish Government.</p>
<p>Theme: Cost of the School Day</p> <p>Rationale: The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren't before. As a result, cost of the</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Revisit Child Poverty Action Group Website • Read CPAG article on impacts of school closures. • Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families. • Consider how you will equip learners with the tools required to undertake home-learning. • Consider how our actions can inadvertently alienate families in poverty. 	<p>Set up lending banks for various events e.g.</p> <p>Halloween Christmas Jumper Day</p>	<p>P7's set up lending banks as an enterprise business</p> <ul style="list-style-type: none"> • Halloween • Christmas Jumper Day • Christmas Party

<p>school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.</p>	<ul style="list-style-type: none"> • Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts. • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider staff training needs – ensure all staff are consistent in their approach to poverty. • Consider what changes will need to be made to the school calendar in light of changes to family income. 	<p>All staff aware of COSD and Poverty gap through research and development CPAG Article is distributed.</p> <p>All supports regarding poverty are posted on all school media platforms PT/ICT co-ordinator to ensure parents are informed.</p> <p>HT to offer personal support where appropriate through local intelligence and 1:1 contact.</p>	<p>Pupils will benefit from awareness from whole school community on how to reduce costs within school.</p> <p>Parents no longer require purchasing expensive logo crested school jumpers. Families will benefit from pressure from the school to take part in fund raising activities. Use of ‘just giving’ pages will encourage friends, benefactors to raise money on behalf of the families.</p>
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Improvement Priority 2 - Equity

Progress Report June 2021



What did we actually achieve?	How do we know?	What do we need to do next?
<p>THEME: RE-identifying the poverty related attainment gap Literacy – developing a Greenburn bespoke literacy programme using NLC literacy programme Year 1. Working party created with teaching and support staff. Resources, learning and teaching, and assessment and moderation and the ability to differentiate for specific children. Teacher led a CAT night with all staff to raise awareness of programme and resources in school. This programme requires further development.</p> <p>Communication and Language – Year 4 maintenance Providing pupils with pedagogically appropriate planning, assessments, next steps to ensure progress in learning.</p> <p>Due to various reasons, the focus on AAC assessment strategies and materials has been delayed to next session (2021-2022)</p> <p>Several areas of communication and language have been developed this year:</p> <p>AAC information and advice made more accessible to parents and staff.</p>	<p><i>Resources collated and organised. Pupil targets, evaluations, and assessments reflect progress and evidence in photographic form from throughout the session.</i></p> <p><i>Information on AAC and useful resources and links have been made accessible to parents and staff through an update to the school website. A Google Slides version of this key information has been created and will be sent out to parents before the end of the school session 2020-2021.</i></p> <p><i>Programme of signs with Boardmaker symbols, associated resources and activities developed or enhanced for Terms 1.2, 2 and 3.</i></p>	<p><i>Further develop literacy programme and training for all staff. Launch of programme to parents.</i></p> <p><i>To have coherent forms of assessment, tracking and monitoring for a wide range of communication areas</i></p> <p><i>Encourage parent participation through use of School website, app, Google Slides</i></p> <p><i>Further develop and build on Makaton resources</i></p>

<p>Makaton sign of the week programme further developed (bespoke programme to provide sign of the week and activities and resources to exploit use of the specific sign)</p> <p>Core Word teaching resources and materials developed</p> <p>Maintenance and development of whole-school initiatives, methods and resources</p>	<p><i>Resources adapted in line with guidance regarding Covid (i.e. format of the sign changed to digital to avoid hand-to-hand contact).</i></p> <p><i>Staff were reminded or introduced to many Core Word resources; boards, symbols, signs, activities.</i></p> <p><i>Outdoor communication boards have been requested – waiting to hear back from manufacturers.</i></p> <p><i>Core words with associated activities were the focus of Term 3 Makaton Sign of the Week.</i></p> <p><i>Resources created/ updated/ replaced – Objects of Reference, symbols, signage</i></p> <p><i>Eye Gaze - Basic training for staff widely undertaken</i></p> <p><i>Boardmaker – ongoing issues highlighted to staff. Links to training on the new Boardmaker highlighted to staff.</i></p>	<p><i>Re-apply for Makaton Friendly Award</i></p> <p><i>Ensure staff are aware of key vocabulary signs (refresher or introduction for new staff)</i></p> <p><i>Maintenance and development of whole school initiatives, methods and resources</i></p>
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Tracking and Monitoring – Developing an appropriate tracking and monitoring and evidence collating system – Year 1 – B Squared

B-Squared Tracking, Monitoring and Assessment tool introduced to all teaching staff in August Inservice Day. Discussed, using for tracking instead of school's traditional 'red' folders. Targets were set by teachers, using B-Squared as a tool to help set meaningful and relevant targets which clearly show next steps. Unfortunately, license expired throughout the session as the company had not been approved by I-Proc until March 2021. Staff have assessed and baselined all children in class by June 2021. The programme Evisense will be used for gathering and collecting evidence from August 2021.

DHT to lead working party on new initiative.

DHT led in service day training in August, two CAT nights and a further training session in May. Staff are aware of training videos and approach DHT for help and support. DHT works with teacher who are struggling to baseline the children working between frameworks.

Use of system to measure engagement of attainment and participation.

This is an ongoing process. The targets which are set by teachers correlate with activities and tasks which are designed to engage and motivate children ensuring participation in set work. Once staff are more confident in using system and now that the license is no longer expiring each month, it will be easier to measure engagement of attainment.

Staff meetings set up regarding transition pupils. Information shared at each level. Staff compile ASP's as soon into session as possible.

Most ASP's were written by class teachers by the September weekend 2020. Teachers had formal and informal discussion with each other regarding pupils transitioning to their classes in August. Pupil Passports were completed and passed on to new class teams and one member of support staff, who had previously working with a pupil, was part of the new class team, ensuring a smooth transition for all.

ASP's are currently under review by the Senior Leadership Team and slight changes will be made next year to ensure appropriate information is included.

Baselines set for all pupils.

SLT monitoring of B-Squared.

Children's progress which is monitored during regular moderation meetings between SLT and class teachers. Observation by SLT in class and using system.

ASP's and Pupil Passports completed and saved onto Google Drive.

Baselines to be set for new pupils. Extend use of programme for other curricular areas – HWB. Train staff in version 5.

New system Version 5 to be shown to teachers in August 2021.

Calendar to be created for SLT to incorporate B-Squared into monitoring schedules.

APS's developed to ensure more information is given as part of child's general profile

<p>THEME: Planning to close the poverty related attainment gap and reduce learners' barriers to learning,</p> <p>PEF Plans</p> <p>HWB</p> <p>See HWB priority</p> <p>Use of Outdoor Learning Programme and Outdoor Learning space to minimise the risk of the spread of COVID 19. All classes were timetabled for at least two sessions outside each week to utilise the outdoor space. Playground was also extended during the summer holidays to account for the increase of pupil numbers. Throughout the year, classes also made use of walks round the community as a way of extending their outdoor programme – Glen Esk was a favourite. This gave the classes further opportunity for outdoor learning and all areas of the curriculum were explored, numeracy and mathematics, communication, literacy etc.</p> <p>Audit the current Outdoor Learning practise Outdoor Learning is beginning to become embedded within the curriculum – staff take children into the outdoor environment every day to enhance their learning, ensuring engagement and participation. This has helped develop attainment and achievement levels in, not only, children's health and wellbeing targets, but also for all areas of the curriculum. Outdoor Learning Working Party audited resources before using PEF money to purchase motivating and engaging outdoor resources to ensure children could participate fully in meaningful lessons outside. This helped to facilitate the Outdoor Learning Programme. Also, resources were purchased for use during children's free play at playtimes, support staff were given the responsibility of ensuring children had access to resources and were interacting with them in meaningful ways.</p> <p>Use of new programmes by all teachers. Outdoor Learning Programmes available for all teachers - allowing for a wide scope of teaching and learning ideas linked to CfE experiences and outcomes. Extra resources brought in by</p>	<p>See HWB priority</p> <p><i>Photographic evidence, review reports and Power Point presentation. Observation by SLT.</i></p> <p><i>Class teachers from Outdoor Learning Working Party, delivered purposeful programme for Outdoor Learning. PEPAS programme adapted by PT.</i></p>	<p>See HWB priority.</p> <p><i>ASN staff record pupil progress when playing outside. JASS awards to be piloted by class teacher Leanne Whiteford.</i></p> <p><i>Teachers to continue using new programmes.</i></p>
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Working Party to help enhance children's experiences. New programmes discussed with teachers at CAT Nights.

Promote teaching strategies on Outdoor Learning with all staff.

There have been several teacher meetings throughout the session where Outdoor Learning was the focus - allowing staff to hold professional discussions, sharing ideas and collaborate on Covid friendly Outdoor Learning Sessions, working in bubbles – *Miles for May, All together again, etc.*

Share ideas and programmes with parents

Parents were privy to outdoor learning activities as teachers happily shared photographs and lessons on Google Classroom with short descriptions. Some activities were also shared on the school's Facebook Page. Parents were invited to comment and leave feedback regarding outdoor learning tasks.

THEME: Tracking and monitoring impact of equity approaches

Implementation of B-Squared online system for planning, reporting, and assessing.


This is ongoing. The introduction of B-Squared this session, has allowed teaching staff to plan, track and monitor children's assessment and to plot next steps using relevant and meaningful targets. B-Squared provides a framework for teachers to use to help set targets for our more complex learners and allows us to carefully track and monitor even the smallest steps of progress. B-Squared also, reduces bureaucracy and paperwork for teachers, as we no longer use our paper versions of tracking and monitoring. Using B-Squared has also allowed teachers to be flexible in their responses when planning and draws attention to gaps in children's learning. It has provided teachers with a tool to help them enable our complex learners to access the curriculum. DHT added the Education Scotland descriptors for the Continuum of Engagement achievement levels.

Working Party to involve parents in Outdoor Learning benefits.

Through B-Squared programme. Descriptors of Continuum of Engagment saved within personalised B-Squared programme.

The Evisense, Evidence sharing and gathering tool will be introduced to all teaching staff at the start of 2021/2022 session. Share with all ASN schools and bases.

<p>THEME: Cost of the School Day</p> <p>Set up lending banks for various events: Halloween, Christmas Jumper Day This was achieved with parents happy and willing to donate costumes and jumpers. Children who arrived at school were then given the opportunity to choose their own costume jumper etc.</p> <p>All staff aware of CoSD and Poverty Gap through research and development. CPAG Article is distributed Achieved, all staff were made aware at meetings – Whole staff meetings, teacher meetings.</p> <p>All supports regarding poverty are posted on all school media platforms. PT/ICT co-ordinator to ensure parents are informed. Principal Teacher and ICT co-ordinator used the school’s social media platforms– facebook, twitter – the school app and the school website to successfully share information with parents. Parents have been updated with regular e-mails.</p> <p>Head Teacher to offer personal support where appropriate through local intelligence and 1:1 contact. Achieved. Head Teacher kept in close contact with families throughout. CHROME books delivered to homes as required.</p>	<p><i>Donations and resources received by school from parents and distributed.</i></p>	<p><i>Set up clothing rails for various events.</i> <i>School uniform displayed for parents to add or take from at school.</i> <i>At inductions, it is stressed to new parents that there is no requirements to purchase specified school badge merchandise.</i></p>
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 Improvement Priority 3 - Continuity of Learning			How will we know we've been successful?
Quality Indicator 2.2 Curriculum <ul style="list-style-type: none"> Rationale and design Development of the curriculum Learning pathways Skills for learning, life and work 2.3 Learning, teaching and assessment assessment <ul style="list-style-type: none"> Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring 3.2 Raising Attainment and Achievement <ul style="list-style-type: none"> Attainment in Literacy and Numeracy Attainment over time Overall quality of learners' achievements Equity for all learners 	Recovery Priority These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation. Links are included where appropriate. Please note - there are 2 Head Teacher consultative groups currently working with senior officers to produce Local Authority suggested recovery phase 'curriculum models' for both the Primary and Secondary sectors. As soon as the recommended models have been assessed for operational practicalities (including services such as cleaning, transport, catering etc) they will be emailed to all Head Teachers.	Key Recovery Tasks (School specific) This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.	Desired Outcomes and Impact This section should give a brief indication of what success would like and how it will be measured.
Theme: Learning In School	Schools need to:		Desired Outcomes and Impact

<p>Rationale: <i>The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment. Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible</i></p> <p><i>It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.”</i> The Recovery Curriculum, Think Piece</p>	<ul style="list-style-type: none"> • Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision. • Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. • Consider if communal and social areas could be repurposed to provide additional learning space. <p>https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/</p> <ul style="list-style-type: none"> • Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. • Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. • Consider planning for longer blocks of learning over a longer-term timetable where possible (i.e. for secondary – 3hrs of a face to face learning of a subject once every 2 weeks) 	<p>ASN Specific Guidance to be adhered to at all time.</p> <p>All Risk Assessments completed</p> <p>Through initial assessment and targeting staff will find out where the gap is. Pupils are changing classes and meetings with staff teams regarding transition will be set up.</p> <p>Staff will plan targets using Bsquared new assessment tool</p>	<p>Pupils, staff and wider school community safe Whole staff community access school and school supports in a safe and secure manner</p> <p>Pupils. Staff and wider school community safe in knowledge that all appropriate risk assessments have been carried out in all areas of the school. All protocols regarding COVID are adhered to at all times. RA discussed at all staff meetings. Whole staff community access school and school supports in a safe and secure manner.</p> <p>HWB programmes prepare pupils emotionally scarred by COVID taking into account the traumas pupils may have faced through lockdown. Comprehensive HWB programme implemented within the school with appropriate awards earned.</p> <p>Increase in successful targets achieved.</p>
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<p>Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.</p> <p>Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.</p> <p>This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.</p> <p>It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.</p> <p>Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period.</p>	<ul style="list-style-type: none"> • Review your school's learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment. • Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated. • Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school. 	<p>Ann Topping DHT to lead in school new assessment package.</p> <p>Package used in the first instance to log the targets.</p> <p>Training for BSquared throughout the sessions.</p> <p>Purchase of new active maths resources and audit of Maths Programme within the school Maths Working Part set up. Lead Ann Topping</p> <p>Audit of current Literacy Programmes</p>	<p>Pupils will benefit from a well-planned assessment programme taking cognisance of the traumas and hardships also celebrating any achievements occurring during lockdown and the subsequent return to school.</p> <p>Input to the Bsquared system ensures that pupils are provided with effective targets to promote highly individualised teaching and learning.</p> <p>Innovative system being trialled in the ASN sector specific with intention of rolling out to the bases and eventually mainstream schools.</p> <p>Pupils will benefit from highly motivating and engaging maths resources which will extend and encourage the learner to participate fully in all aspects of the maths programme.</p>
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<p>Ensure as leaders you gather views learners in their recovery, along with parents/carers.</p>	<ul style="list-style-type: none"> Consider how to take account of parental views and pupil voice when developing the learning in your school. 	<p>Literacy working party set up Lead – Donna Kelly</p> <p>As a result of COVID sensory programmes/physio will be unable to go ahead. PT to take individual sessions ensuring PPE is worn to facilitate this work.</p> <p>Charan, Nepalese dancer to continue to provide high quality experiences. Further develop programmes for all classes. Staff to look for ways they can carry out strategies and skills in Charan’s absence.</p> <p>Hear My Music to develop programmes of music to classes providing his quality learning experiences and advise staff on possibilities of sustainability. An increase in one session this year denotes the impact seen and the positive evaluations form the staff.</p> <p>Beats of Brazil, to embed drumming and Brazilian dance throughout the school</p>	<p>Pupils will benefit from positive teaching approaches by external providers to deliver various exciting Expressive Arts Programmes. This allows class teachers to focus on the assessment and impact of the sessions and plan next steps for learning.</p> <p>Input from external services provide pupils with essential sessions on HWB dealing with emotions and general wellbeing through an arts focus.</p>
<p>Theme: Learning At Home</p> <p>Rationale:</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Consider how you will facilitate home learning given the staffing you have available both within 	<p>Continued use of Google Classroom to support individual pupil tasks and activities taken place while in school</p>	<p>Pupils will benefit from a consistent approach to learning in that, learning from home will be a continuation and extension</p>

<p>A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support.</p> <p>While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.</p> <p>Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.</p>	<p>your establishment and across the locality. What will this look like at various stages across the school.</p> <ul style="list-style-type: none"> • Can staff who are shielding work on developing and leading on online learning opportunities? • Take account of the existing resources you have access to and how these can be used to support learning at home. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated. • Review and plan how you will deliver and set work at home and how feedback will be given to learners. • Establish a baseline on the number of pupils and staff who have home access to ICT. • Consider how to take account of pupil voice in their learning at home. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home. • Consider how you will measure and track engagement with home learning 	<p>Consolidation of the learning in school.</p> <p>Pupils who do not access technology at home to be given school I-pad.</p> <p>All staff fully aware of all aspects of Google Classroom.</p> <p>Continued progression of staff skills using team meets appropriately</p> <p>Bespoke individual training for parents who are not yet accessing Google classrooms from teaching staff.</p> <p>SLT to gain information of who and when parents/pupils are accessing.</p> <p>Home learning tracked informally through observation and logged on new BSquared system</p>	<p>from their lessons in school. Activities and tasks set by the teacher will be individual and child centred. Pupils who require IT support will have access to I-Pads, laptops as distributed by school.</p> <p>Progress will be measured by staff through observation and assessment of learning.</p> <p>Whole school approach to tracking and monitoring encourages a manner of collecting data which is credible and valid in terms of data collection for the authority and Scottish government.</p>
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Improvement Priority 3 - Continuity of Learning

Progress Report June 2021



What did we actually achieve?	How do we know?	What do we need to do next?
<p>THEME: Learning in School</p> <p>ASN Specific Guidance to be adhered to at all time. All Risk Assessments Completed.</p> <p>Achieved. Whole school risk assessments completed and updated when necessary taking into account our ASN specific resources – hydro pool, sensory room, soft play room. All South Lanarkshire and Scottish Government guidelines adhered to by SLT and staff within school. Any concerns raised by staff were acted on accordingly and promptly by SLT.</p> <p>Through initial assessment and targeting staff will find out where the gap is. Pupils are changing classes and meetings with staff teams regarding transition will be set up.</p> <p>Formal and informal dialogue between staff regarding children transitioning into their class. Previous targets from March 2020 shared and discussed. Transition passports updated and children and parents were sent transition information relating to staff team and other children.</p> <p>Staff will plan targets using B-Squared assessment tool.</p>	<p><i>COVID files compiled with all authority and Scottish Government guidelines.</i> <i>Risk Assessments completed and updated as and when necessary.</i> <i>COVID cleaning regimes of specific rooms monitored. Concerns logged on minutes during meetings.</i></p> <p><i>Transition documents completed. Professional dialogue</i></p>	<p><i>SLT to keep updated with and inform staff about changing guidelines for ASN in South Lanarkshire Council and from the Scottish Government.</i></p> <p><i>Continue with rigorous transition planning for all pupils.</i></p>

<p>Staff started using B-Squared assessment tool in August 2020. Unfortunately, it was a 'bumpy' ride to start, as the license would expire frequently due to the company not being processed on I-Proc until February/March 2021. This made accessing and using B-Squared very difficult and staff became frustrated. However, this has now been corrected for next session.</p> <p>Ann Topping, DHT to lead in school new assessment package. DHT led in service day training in August, two CAT nights and a further training session in May. Staff are aware of training videos and approach DHT for help and support. DHT works with teacher struggling to baseline the children who are working between frameworks. DHT is also part of the Council's 'B-Squared Champion' group, run by Aisling Boyle. She is willing to offer advice and support to staff and SLT from other schools and establishments.</p> <p>Package used in the first instance to log the targets. Baselines for all children are now complete. Teachers have been using programme to help set targets and next steps for children.</p> <p>Training for B-Squared throughout the sessions. Staff were given regular updates and training sessions throughout. Spreadsheet of training videos was distributed among staff. DHT offered support throughout year and contacted Dale Pickles for support if struggling with programme. DHT attended training session on Version 5 during the May Inservice Day. As teaching staff were just becoming more confident with version 4, decision was made to introduce version 5 in August.</p> <p>Purchase of new active maths resources and audit of maths programme within the school. Maths working party set up. Lead Ann Topping. Full audit of maths resources and programme was completed by December 2020. This determined the gaps in the school's Numeracy and Mathematics Programmes. All staff were using B-Squared to track and monitor children's progress in numeracy and mathematics, to help set targets and plan for next steps. Numeracy and Mathematics targets were moderated and discussed between SLT and class teachers</p>	<p><i>Professional dialogue amongst staff.</i></p> <p><i>Completed Baselines in Numeracy and Mathematics and Literacy and English.</i></p> <p><i>Resources audited, purchased and organised by working party. Numeracy and Mathematics targets set appropriately.</i></p>	<p><i>Staff trained in Version 5 of B-Squared</i></p> <p><i>Add HWB to assessment procedures.</i></p> <p><i>Numicon training for staff. Audit resources and purchase for Complex Learning Pupils.</i></p>
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<p>and progress was tracked and monitored. Targets were explored in depth and weekly/daily planning and activities discussed to ensure there was correlation between target and task and planning clearly showed Learning Intentions and Success Criteria.</p> <p>A new Numeracy and Mathematics Curriculum Rationale was written for the school and money was spent from the school budget acquiring new active maths resources for general use and also for updated maths programmes – Numicon – to support teachers with their planning and to help provide motivating and engaging lessons for our learners. Resources were bought after consultation with teachers.</p> <p>Audit of current Literacy Programmes Literacy Working party set up, lead – Donna Kelly Ongoing. Donna Kelly, lead a CAT night, exploring current literacy resources and the NLC Literacy Programme – what has been adapted for children at Greenburn.</p> <p>As a result of COVID, sensory programmes/physio will be unable to go ahead. Principal Teacher to take individual sessions ensuring PPE is worn to facilitate this work.</p> <p>Principal Teacher was class committed for much of the session – covering maternity leave, long term absences and the many absences caused by COVID. Sensory groups were reintroduced in the final term – working in ‘bubbles’.</p> <p>Once children on the shielding list began to return to schools so could the Physios and other health teams. Although restricted in how and who they could work with, they liaised with PT on new programmes and she was then able to pass on to the child’s other key workers. Once in level 2 our sensory group has restarted with four children benefitting from a calm quiet environment to do their physio exercises and follow their sensory programmes with the PT and ASN staff allowing one to one support for this time.</p>	<p><i>Progress shown through assessment, evaluations, evidence, and B-Squared tracking and monitoring.</i></p> <p><i>Audited, purchased and organised resources.</i></p> <p><i>Evidence in absence folder</i> <i>Sensory groups re-established in term 3.</i> <i>PPE ordered and stored for staff use.</i></p>	<p><i>Further work is needed at creating and gathering relevant resources.</i> <i>Training all staff on NLC literacy package.</i></p> <p><i>GAS goals for sensory complex learners to be set, sensory teacher to work in partnership with health.</i> <i>AM and PM sessions to recommence.</i></p>
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<p>Charan, Nepalese dancer to continue to provide high quality experiences. Further develop programmes for all classes. Staff to look for ways they can carry out strategies and skills in Charan's absence. Not achieved - unable to work with Charan due to the continual COVID restrictions throughout the session.</p> <p>Hear My Music to develop programmes of music to classes providing high quality learning experiences and advise staff on the possibility of sustainability. An increase in one session this year denote the impact seen and the positive evaluations from staff. Online <i>Hear my Music</i> sessions were created for every class on a Thursday. Most children were motivated by sessions.</p> <p>Beats of Brazil, to embed drumming ad Brazilian dance throughout the school. Not achieved. Unable to work with <i>Beats of Brazil</i> due to the continual COVID restrictions throughout the session.</p> <p>THEME: Learning at Home</p> <p>Continued use of Google Classroom to support individual pupil tasks and activities taken place while in school consolidation of the learning in school. This has been successful across the school. All teachers are now using Google Classroom when planning - virtual classroom, links to curricular areas, sharing information with parents, setting individual, group and whole class work tasks and projects. Also sharing school information using Google Classroom. An 'assembly' google classroom was created to allow children to attend remote assemblies on a Friday.</p> <p>Pupils who do not access technology at home to be given school I-Pad Chrome books were given to children unable to access technology at home.</p>	<p><i>Non-attendance</i></p> <p><i>Successful online sessions which motivated pupils. Pupil enjoyments and engagement observed. Good parental feedback</i></p> <p><i>Non-attendance</i> <i>Videos recorded to use with children, to re-create within own class.</i></p> <p><i>Most pupils engaging in classroom – daily register attendance during lockdown.</i> <i>Most parents use Google Classroom as a way to communicate with class teacher and teachers use it to share learning and activities throughout the day.</i></p>	<p><i>Re-establish sessions next year 2021/2022.</i> <i>Charan to work with sensory learners.</i></p> <p><i>Emily to continue working with classes.</i> <i>Children have been identified for 1:1 sessions next year when COVID restrictions have been eased.</i></p> <p><i>Beats of Brazil reinstated for events and special occasions within the school.</i></p> <p><i>Continued use of Google classroom as a planning and communication tool with parents.</i> <i>Create parent workshops for ICT.</i></p> <p><i>CHROME books used in school by pupils to help facilitate learning.</i></p>
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<p>All staff fully aware of <u>all</u> aspects of Google Classroom</p> <p>Staff were given individual training and we were able to use a google classroom to host an online inservice using google meet. Some classes are using Google Classroom for daily planning and support staff are accessing the planning when working with the children within the classes. Some support staff use Google Classroom to comment on a class teacher's post. See below for an example of class daily planning using Google Classroom</p> <p>https://docs.google.com/presentation/d/1_39g8SqW3Rm8aTMfErAULb-mwQEDacjdkqbW85icDVM/edit#slide=id.p</p> <p>https://docs.google.com/presentation/d/e/2PACX-1vQFdzUOtrUarOzONv2eoEIZzD-BXtCj2JqQTaBgeAEEoNgttqOiff-A1Nztzpw4I80o546NvdE1nEgU/pub?start=false&loop=false&delayms=3000&slide=id.gb52c600d1d_1_4</p> <p>Continued progression of staff skills using teams appropriately.</p> <p>All staff are able to use teams. Restrictions from RM – unable to download the 'Teams App' and lack of space on shared and staff drives – made accessing this technology and holding video meetings quite complicated at times. Also, there was the inconvenience of being unable to invite professionals not in education (health, social work) and parents due to the restrictions. We could only hold a Teams video meetings with staff who had an educational e-mail address, all others were restricted. As a school we decided to use Google Meet when holding online meetings with staff, parents, and other professionals as everyone could access this platform.</p> <p>Bespoke individual training for parents who are not yet accessing Google Classrooms from teaching staff.</p> <p>Principal Teacher spent time contacting parents by phone and then setting up Google Classroom for them, giving step by step instructions for those who were struggling to access.</p> <p>Most parents are now able to access Google Classroom and have used it to comment on posts from class teacher and to engage their children with learning at home.</p>	<p><i>CHROME books delivered to home for children requiring technology.</i></p> <p><i>Digital/Virtual classrooms monitored regularly by SLt.</i></p> <p><i>Positive feedback from parents.</i></p> <p><i>HT had two successful Google Meet parent council meetings.</i></p> <p><i>All reviews were completed using Google Meet.</i></p> <p><i>Data shows an increase in numbers attended for reviews from 2019 (No reviews in 2020).</i></p>	<p><i>Achieve Digital School award.</i></p> <p><i>Train parents in ICT.</i></p> <p><i>Google Meet to be offered to parents as an alternative for face to face meeting due to ASN child care.</i></p> <p><i>Parent Council meeting on Google Meet.</i></p> <p><i>Provide workshops for new parents and non-engaging parents. Home visits where necessary.</i></p>
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<p>SLT to gain information of who and when parents/pupils are accessing PT has a list of parents accessing Google Classroom. During lockdown from January 2021 – March 2021, teachers and SLT could see which parents and child were accessing Google Classroom and who were engaging in online learning.</p> <p>Home learning tracked informally through observation and logged on new B-Squared system. Ongoing – new Evisense programme, linked to B-Squared will be further explored next sessions and discussed with teaching staff.</p>	<p><i>Class teachers and SLT could see ‘daily engagement’ using the register on Google Classroom and knew which children had managed to complete work activities.</i></p> <p><i>Three teachers have been piloting the Evisense programme</i></p>	<p><i>Evisense to be used by all teachers – staff will be trained in Evisense by teachers currently piloting programme.</i></p>
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