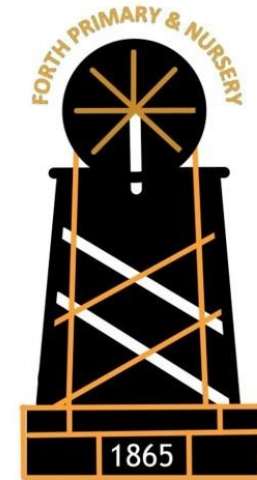




South Lanarkshire Council

Recovery Standards and Quality Report June 2021



Forth Primary School & Nursery

Standards and Quality Report Session 20/21

Forth Primary School is a school in a rural community of SLC. Current roll - 166 over 7 classes and up to 48 nursery aged children. Some who have been allocated full days, from 9am to 3pm and others part days. Up to 5 children, aged 2-3, also attend each day. Throughout the session, adjustments have been made for 1140 hours within the nursery setting.

The local area is a mixture of social and privately owned housing. Access to Forth is limited however; public transport provides links with Lanark and Livingston, which completely ceased during the COVID-19 closure. Facilities include being attached to the public library, being in close proximity to the sports centre and local church. The new school building opened in 2014 and provides an excellent, modern learning environment for our children. Our Forth Family are very proud of our school.

Our shared vision is -

“To achieve together and develop our skills and talents ensuring we reach our goals and realise our potential in an environment where we are valued, included and respected and which fosters a love of learning for life.”

Our shared values are –



Respect	Endeavour
Confidence	Trust



Our school motto is -

IMAGINE BELIEVE ACHIEVE

The senior leadership team has been stable throughout the session. Suzie Wood has now been Head teacher for 4 years and currently there are 2 Acting Principal Teachers following Colin Thomson moving on to become a Head Teacher. The teaching staff consists of 5 full time class teachers and 4 part time class teachers. This session, there has been 2 Newly Qualified Teachers. The nursery team is led by an experienced 0.8 Nursery Teacher and Team Leader. There is a mixture of 10 full time and part time Early Years Workers. The experienced non-teaching staff consists of several members, who work across the office and pupil support team, led by a highly experienced Team Leader. The school has strong links with visiting peripatetic specialists in Additional Support Needs, Behaviour Outreach and Hearing Impairment Services. This year the school has welcomed a teaching student, working with the Primary 6 class.

The school team are incredibly proud of their partnerships built with the Carluke Learning Community, Health Visitor, Educational Psychologist, Additional Support Team, Speech & Language Therapist and Early Years. The Health Visitor has changed four times during the last 18 months. The Speech & Language Therapist and Health Visitor have supported families and children throughout the pandemic, building strong links with the community.

A highly supportive and proactive Parent Council continues to play an important role in the wider life of the school. They are kept fully informed of improvement plan priorities, progress and support the school through many different ways. Working together, we make a difference for our children and the Forth Family Community.

Of our 166 school pupils, 73% of our roll live in a home within a SIMD band 2 and/or are in receipt of Free School Meals. These children are present in all stages and classes. Our average attendance across P1-7 was 94%.

Key Successes/Challenges and Achievements Session 2020/21

- Regular virtual achievement assemblies
- Achievements recognised and posted home weekly
- Success shared through app and website
- HWB and life skills challenges set

- Mindfulness / Mental Health focus
- Partnerships sustained
- Support networks developed
- Connections with families
- Regular consultation
- Creative ways of celebrating success & achievements
- Star Values Awards led by House Captains

Opportunities for personal achievement

Interdisciplinary learning

The Curriculum
'the totality of all that is planned for children and young people throughout their education'

Ethos and life of the school as a community

Curriculum areas and subjects

- Anti-bullying whole school context
- Fairtrade focus
- STEM context across all levels
- Expressive Arts virtual Christmas productions involving all levels
- Health context across all stages
- New ECO committee and action plan

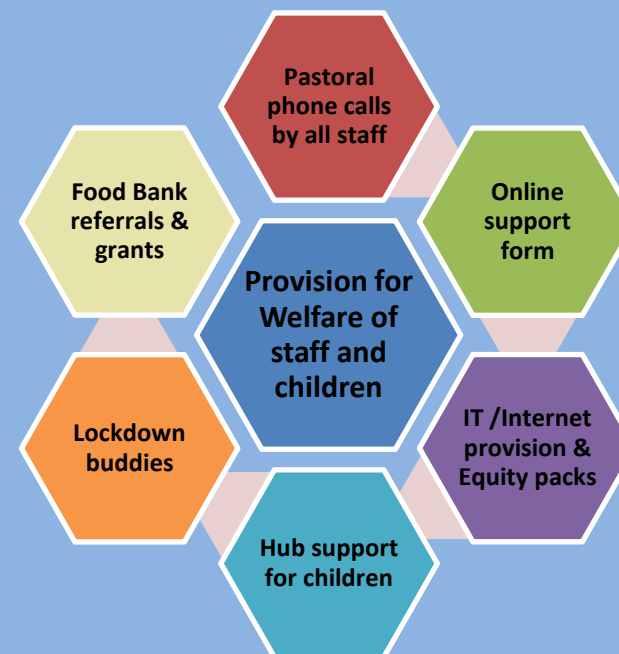
- Nursery to P7 writing showcase
- Number Talk showcase
- Visible learning developed
- Digital learning advanced
- Developing Young Workforce context
- Book Week developing reading culture
- Frobelian approaches in early years
- Religious observance inputs
- Virtual Nature School

Remote Learning Jan-March 2021



Challenges we encountered

- Almost all staff have noted working in isolation difficult at times
- Not working with our parents and carers face to face
- Sustaining momentum online
- Providing variety of learning tasks
- Levels of change and uncertainty
- Some of the staff team felt the use of technology was challenging
- All staff found remote collaboration hard



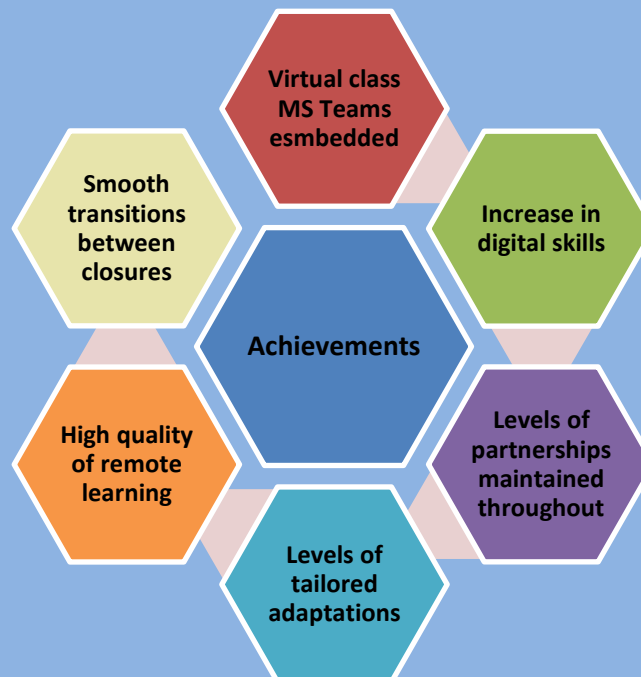
Engagement

Live online sessions with class teacher:

- 73% across whole school attended of which 83% of targeted pupils attended and 85% of non targeted attended

Learning submitted:

- 69% of targeted pupils handed in assignments regularly
- 80% of non targetted handed in assignments regularly




What have we learned?

- Our children are even more adaptable and flexible than we expected
- Our parents and carers appreciate our service and the support we provide
- We have provided a settled and flourishing environment under adverse circumstances
- Strong relationships and partnerships provided individualised packages of support for families
- The power and potential of digital learning
- We are a strong and effective team

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	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>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>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>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 needs 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. Plan how best to promote an attachment-informed ethos and environment that nurtures reconnection, transitions and 	<p>Key Recovery Tasks (school specific)</p> <p><u>Whole School Wellbeing</u> (Direct reference to national re-opening schools' guidance)</p> <p>School Ethos and Values (Respect, Confidence, Trust, Endeavour, and 'Forth Family' are used as the vehicle to re-engage with our stakeholders and promote belongingness and connections throughout our families and community.</p> <p>SLT carried out Risk Assessments with LA partners. Public Health measures considered with sanitation stations accessible for all children. Initial HWB practical session to be implemented on pupil return to school to share guidelines and encourage</p>	<p>Desired Outcomes and Impact</p> <p>Getting it right for every child Children's needs are addressed immediately with appropriate support identified. Wellbeing indicators are used to assess and identify areas of concern. (Profiling & Observation)</p> <p>Developed sense of security and safety Children are confident about the substantial new ways in which they interact with others and can do so independently. Effective systems make it easy for pupils to be clear about what is expected of them with staff reinforcing expectations regularly and modelling best practice. These new ways of doing things become part of their daily routine with the safety of themselves and others being considered at all times. (Focus groups and questionnaires)</p> <p>Staff are confident that they are equipped with the necessary guidance and skills to work</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>	<p>belonging within their unique context, based on the SLC attachment strategy.</p> <ul style="list-style-type: none"> • 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. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place 	<p>compliance. Assessment will be reviewed daily by all practitioners.</p> <p>Classroom modifications made respecting 2m guidance with contingencies made for potential 1m distancing should this be adopted. Shared resources restricted and pupils allocated areas within the classroom to store belongings in line with distancing regulations. Staff interventions to convey rules and appropriate behaviours in first session of pupils' return.</p> <p>Children split into cohorts with robust rationale. Blended Learning Model agreed upon with 2 days in school: 3 days at home agreed. Wednesday deep clean day with all pupils on blended learning focus.</p> <p>Consideration given to minimising interaction, circulation and transitions. Class breaks at staggered times with catering recovery plan agreed with kitchen staff. This may need to be evaluated with possible potential changes being made to minimise risk.</p> <p>Timetabling: Drop off and pick up times staggered. Social time limited to class cohort in defined outdoor area in the playground with social distancing restrictions.</p>	<p>safely and confidently in the school environment. (Audits and opinion surveys)</p> <p>Split cohorts will allow for intensive teaching which will focus on H&WB as well as numeracy and literacy. This will establish the focus for off campus blended learning and extend learning.</p> <p>Clarity and strong communication All stakeholders will be clear of the new procedures, with any changes being explicitly communicated to all stakeholders in advance.</p> <p>Staggered drop off and pick up with reduce congregating parents and carers in the playground. With special arrangements for P1 to reduce the anxiety associated with crowds of adults in a small space for a short time.</p> <p>(Views will be canvassed through MS Forms)</p> <p>Early tailored interventions Staff will be able to identify concerns with pupil's wellbeing and intervene quickly to provide adapted support.</p> <p>Nurture principles will inform all colleagues practice with Emotion Works providing a framework for lessons in class and online learning.</p> <p>(Tracking & professional judgement)</p>
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	<p>which support all personnel functions, and which allow staff to be included and consulted.</p>	<p><u>Attachment</u> Attachment training delivered to all staff via educational psychology team on 15th June. Attachment informed practice to be used by all practitioners with informed restorative and nurturing approaches utilised. Ongoing provision which guarantees a secure base and safe haven with consistency of approach throughout school and nursery. Utilise staff expertise in nurture with dedicated in-house specialists and appropriate resources i.e. nurture base and existing whole school use of Emotion Works programme to support learner's mental and emotional health.</p> <p><u>Staff Development</u> Staff will continue to engage with ongoing SLC Webinars such as 'Accessibility for All'</p> <p>Staff collaborative wellbeing session on 22nd June on ways to promote whole school wellbeing. Vulnerable children already identified through ongoing communication during lockdown with families being supported through online support form. SMT calling families and liaising with SW teams to support needs and enlist the support of other agencies. Initial face to face assessment of wellbeing will be made in first week of school contact with appropriate support identified.</p>	<p>Consultation and response Staff will regularly be presented with opportunities to seek CLPL opportunities and canvassed on their own development needs. (MS form)</p> <p>Strong relationships & collaboration External partners will assist with our learners who have the greatest needs. Staged intervention procedures will continue to support judgements and staff regularly speak to SMT about concerns on individual pupils. (SMT gatehouse meetings and monitoring)</p> <p>Enhanced role for Parent Council as they become consultative partners in responding to school and community needs. Utilisation of community groups such as Healthy Valleys and St Paul's Church to help support the wellbeing of our children. (Parent Council minutes and agreements)</p>
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		<p><u>Partners Beyond School</u> Continued partnership with Clydesdale Specialist Support Team and focus on H&WB needs of our children with targeted interventions. H&WB recovery kit gives staff confidence in understanding resources and interventions available.</p> <p><u>Parents and Carers</u> Regular communication through school app with updates on H&WB issues and links to support. Health week held on 15th June. Recent updates on Summer Reading Challenge, Mindfulness, Internet Safety and Social Stories. Consulted parents with COVID response survey W/B 27th May. Parent Council key partnership group with ongoing regular meetings and consultation on views in response to changing COVID guidance. Additional support in the new school year to focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils.</p> <p><u>Staff Wellbeing</u> Ongoing staff and 1-1 meetings with SMT to assess colleague's wellbeing, provide tailored</p>	<p><u>Integral pastoral care</u> Staff refer to the Education Workforce Support Work stream document and continue to review their own wellbeing on a daily basis.</p> <p>(HT drop ins / coaching coffees / referrals)</p>
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		support and highlight potential resources. Compassionate leadership approach which has prioritised time for staff to reconnect and assist in the contextualisation and delivery of the recovery curriculum. Buddying with stage partners set up to allow better transition to 'new' norm. Time being allocated to transition staff to readjust and reflect on new ways of working and the challenges that may arise.	
<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><u>Recovery Curriculum</u></p> <p>Staff undertaking 2-day collaborative session 22 & 23 June to re-examine benchmarking statements and make H&WB links to literacy. Organise learning into small blocks of study with clearly defined assessment aims. Provide tailored learning pathways for children who need additional support.</p> <p>Re-engagement and unpacking of the 4 capacities and CfE with a range of experiences that are tailored to the needs of the children we teach. (See Education Scotland – Reimagining Cfe document)</p> <p>Planning developed taking into consideration the principals of HWB recovery using attachment informed practice through; 1) Relationships 2) Metacognition 3) Reassurance 4) Partnerships</p>	<p>Streamlined, manageable learning with HWB at centre at all times.</p> <p>(Quality assurance of planners)</p>

		<p><u>Effective Planning</u></p> <p>Staff collaborative HWB Recovery planning activity carried out by all teachers in June. Social, Emotional, Mental and Physical planners created by Early/First/Second Level with exemplification of suggested teaching tasks for use with pupils in August.</p> <p>4 Stage model for curriculum progression shared with staff.</p> <ol style="list-style-type: none"> 1. Focus on HWB with aspects on Numeracy & Literacy (Week 1 Priority) 2. Gradual shift to learning across literacy, numeracy and HWB with increasing learning areas across 4 capacities 3. A wider range of learning experiences across 4 capacities including cross curricular links 4. All aspects of curriculum are experienced as appropriate <p><u>Pupil Voice</u></p> <p>Greater need to consult with pupils and take into account their views. Teachers to engage in regular conferencing as a part of the 2-day teaching block with increased opportunities to work with other staff members to facilitate their needs and provide solutions.</p> <p>Class charters will take into account our pupils' voice and ensure that they have an integral part in shaping the curriculum.</p>	<p>All practitioners have increased understanding and cohesion of a Forth approach and expectations which ensure recovery is manageable. (Staff opinions and views – Exit passes)</p> <p>Increased collaboration reconnecting the staff team.</p> <p>All aspects of mental wellbeing and health are considered including quality and rich sources and interventions to support children. (Quality assurance of teaching & learning)</p> <p>Valuing our children's rights and voice</p> <p>Class charters underpin children's UNCRC rights within ongoing life changing situation.</p> <p>Article 12 – I have the right to be listened to and taken seriously.</p> <p>Children's ideas, opinions and preferences are heard. (Class charters)</p>
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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?
<ul style="list-style-type: none"> • High levels of focus on school values and ethos during remote learning and when in school • Wellbeing indicators were utilised when planning and implementing wellbeing support and learning • Support for families e.g. referrals, food bank, access to warm clothing, grants etc. • Rigorous observations were carried out of individuals monitoring transitions back into the classroom environment • Children were quickly identified and tailored support plans devised for child and parent where appropriate • Security and safety were key priority providing the school community of with reassurance and tireless supports • PPRUDS training / professional dialogues carried out • Counselling input from Wellbeing Scotland for individuals • Stakeholders were consulted regularly to encompass views and to ensure all voices were heard • Focus on mental and emotional wellbeing as well as mindfulness transferring key elements of nurture principles and rights of the child • Strong and clear communication in a variety of ways to suit different preferences • Access to coaching and mentoring for staff team • Staff access to national wellbeing support e.g. The Hive • HT involvement in available coaching provided by Education Scotland • Quality assurance of balance of health and wellbeing within planning and context 	<p>Teachers and SLT spoke to families regularly reaching out and offering additional help and support</p> <p>Telephone consultations were successfully carried out, parents & carers voiced their appreciation</p> <p>Numerous app and website posts and information shared</p> <p>Continuation of programmes of Anti-bullying, Bikeability where possible</p> <p>Priority of 2 hours of effective physical education protected outdoors</p> <p>87% of parents reported that HWB support had a positive impact on their child's return to school</p> <p>Successful referrals for grants such as Gregg's Hardship Fund as well as Gregg's Holiday Support</p> <p>All staff completed attachment training</p>	<p>Emotional and mental wellbeing embedded into the curriculum through Mindfulness Mondays & Wellness Wednesdays</p> <p>Ongoing social and emotional support for children and staff</p> <p>Ensure Relationship & Sexual Health Programme has been completed with no gaps</p> <p>Connectedness – building confidence, partnerships and relationships throughout the ongoing recovery process</p> <p>Use the Glasgow Scale alongside Lueven Scale, Boxall Profiles as well as teacher professional judgements and observations</p>



Improvement Priority 2 - Planning for Equity

How will we know we've been successful?

Quality Indicator 2.4 Personalised Support <ul style="list-style-type: none"> • Universal Support • Targeted Support • Removal of barriers to learning 3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality 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	Key Recovery Tasks	Desired Outcomes and Impact
<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 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.</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 - 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) 	<p>Key Recovery Tasks (school specific)</p> <p><u>Learners Experiences</u> Engagement data has been tracked through ‘insights’ add on within MS Teams for all primary stages and monitored by teachers and SMT. SMT produced contact log to track those children who had not been on Teams or engaging with Glow Platform and also recorded key information/needs/concerns from conversations with families. Variety of learning approaches delivered through MS Teams.</p>	<p>Desired Outcomes and Impact</p> <p>Robust monitoring and tracking</p> <p>Teachers will be able to identify and monitor times when pupils have engaged with home learning. This will allow SMT to contact families directly and offer support to promote full engagement in all tasks set by class teachers.</p> <p>(T & M systems)</p>

<p>This provides a clear foundation for improvement and planning.</p>	<ul style="list-style-type: none"> - 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>Learning grids and differentiated Teams with assignment driven tasks shared with children on a weekly basis with daily feedback. Vulnerable children targeted with support for IT as well as referrals to support hubs where needed. Direct intervention by SMT in seeking support through communication with senior manager of pupil support.</p> <p><u>Qualitative & Quantitative Assessments</u></p> <p>School Assessment decisions based on Education Framework for BGE June 2020</p> <p><i>Learners' wellbeing</i> Established practice in school of conducting Boxall profiling tools to identify children who would benefit from nurture intervention. Wellbeing indicators will be used to assess all children through pupil and teacher judgements in first teaching session in August. Learners wellbeing profiles will be updated with short term targets established and these shared and monitored in collaboration with parents.</p> <p><i>Attainment</i> Range of assessments will be employed to ascertain pupil progress. Literacy – NGRT, PM Benchmarking, SWRT and NLC diagnostic tools. Numeracy- PM</p>	<p>Needs are identified</p> <p>All children and families will receive the support they require. (Support online form)</p> <p>Robust evidence delivering personalised SM ART targets for individuals</p> <p>Wellbeing assessments will provide qualitative judgements which teachers can use to generate short term targets for all of our learners. These will be shared with families and maintained with an individual wellbeing profiling document. Teachers will track progress and SMT will support. (Pupil profiles)</p> <p>Data will provide teachers with insight and data to set children into differentiated groups based on their current needs.</p>
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		<p>Maths and MALT Tests. SNSA Testing will be used where possible to check on progress of previous P1 (now P2) and P4 (now P5) cohort if possible.</p> <p>Engagement Cross referencing of engagement within MS Teams and ongoing Leuven Scale judgements with cohorts in August. Furthermore, detailed data will be gathered on pupil's ability to explore, realise, anticipate, initiate within the classroom as well as show ongoing persistence and resilience. Assessments will be clearly planned and structured, which make sense of pupils' responses and ensure wider assessment through other staff members observations. Employ Education Scotland Tool as a framework for practitioners to effectively observe our pupils</p> <p>Analysis of Data Data will take into account qualitative and quantitative assessments with personal targets generated and shared with pupils and parents. Differentiated tasks developed on the basis of new groupings and pupil needs.</p>	<p>Reliable teacher judgements Staff will have greater confidence in making informed judgements about pupil engagement and the interventions that they may use to support pupils. (Tracking & monitoring)</p> <p>Gap analysis Data will allow gaps to be identified which in turn will inform next steps.</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><u>Consultation with Stakeholders</u> Cost of the school day survey completed with parents which informed PEF Funding and priorities for school year 20/21.</p> <p><u>Evidence based approaches</u> SMT Reference to Education Endowment Fund provides up-to-date information on the best available evidence on the things that "work" to improve teaching and learning and outcomes for learners. There is a wealth of support available on the website; it signposts schools to the best approaches and provides information and support on the impact of school closures and how best to support at-home learning.</p> <p><u>Review of staff training and partnership working</u> See Priority 3- Continuity for Learning – Staff CLPL Section for further details.</p> <p><u>Measuring & Evidencing Impact</u> Toolkit identified to support SMT and teachers in judgements about the impact of interventions.</p>	<p>Responsive, sensitive and reactive approaches</p> <p>All stakeholders are valued, involved and kept well informed. (Surveys & focus groups)</p> <p>Constructive professional dialogue.</p> <p>Approaches are well considered and sourced from high quality sources. (Quality assurance)</p> <p>Constructive tailored training will increase staff capacity. (PRDs)</p> <p>Improved and refined digital learning approaches.</p> <p>Creative and innovative use of MS Team platform. (Quality assurance)</p>
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		<p><u>Blended learning Considerations</u></p> <p>Blended Learning advice with consideration to West Partnership document. Technical (Ensuring participants can successfully engage with online materials), Organisational (Managing and monitoring participants), Instructional (Focus on how to teach through digital means not what to teach), Ongoing Assessment and continuous evaluation of the MS Teams platform.</p>	
<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><u>Tracking & Monitoring the impact of equity approaches</u></p> <p>The Pupil Equity Funding has enabled us to provide additional targeted interventions for identified pupils. The core literacy, numeracy and nurture initiatives and interventions introduced have been based on the identification of individual pupil needs and their development and learning gaps. Success is being measured through precise tracking and monitoring of progress that ensures adaptations and modifications are made as required. Measures are collated through recording a variety of data involving engagement, participation, attendance as well as attainment. Moving forward the priority is to continue and build</p>	<p>Responsive and rigorous</p> <p>Key measures are in place allowing approaches to be proactive as opposed to reactive.</p> <p>Valuable relationships reconnect and become stronger.</p> <p>Regular review and reflection will provide a robust moderation process.</p> <p>Children across all stages receive the support they require to succeed and progress. (Poll)</p>

		upon interventions within nurture and core areas as pupils return in August.	
<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 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>	<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. • 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><u>Cost of School Day position Statement</u></p> <p>Current cost of school day position statement established in school with reflection on toolkit to reconsider how we can continue to support families.</p> <p>Pupils with no access to electronic devices have been canvassed with a list of families shared with HQ.</p> <p>Majority of learners have accessed MS Teams. Those who have found access challenging have been emailed materials or handed physical packs. Collaboration with local Co-op store to provide stationery packs for children who had run out of resources and as stated earlier online school enquiry form allowed families to contact the school, even though the premises were closed. Staff responded to these requests usually within 24 hours. Equity packs issued to a number of vulnerable families to support learning at home.</p>	<p>Financial constraints are removed.</p> <p>Families have a variety of ways to communicate with school removing barriers and stigmas.</p> <p>Pupil Equity Fund is used wisely and targeted support result in reduced poverty.</p> <p>Stakeholders are consulted and involved consistently.</p> <p>Children have suitable IT devices and access as appropriate.</p> <p>COTSD steering group are instrumental in decision making and consulted being sensitive to the needs of individuals and the community.</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>Learner's experiences</p> <ul style="list-style-type: none"> Tracking and monitoring of all children took place monitoring engagement, participation within Microsoft Team virtual classroom ensuring there were no barriers to learning. Engagement was closely monitored and responded to as appropriate for identified children. Online learning was tailored to support families and circumstances. <p>Qualitative & Quantitative Assessments</p> <ul style="list-style-type: none"> Individual targets devised and in place for periods of in school learning. Range of assessments carried out providing insight that informed teacher professional judgements and planning Some Boxall profiling took place as and when necessary Leuven Scale has been used to track engagement of targeted pupils <p>Cost of the School Day</p> <ul style="list-style-type: none"> Equity packs were issued to families and additional resources made available within the community Additional events and fundraising stopped in consultation with all stakeholders Winter clothing support provided alongside additional funds to support with food, with support of Greggs Foundation Scheme Families have been signposted to additional supports available within the locality and community 	<ul style="list-style-type: none"> Data shows that all families were contacted regularly and staff worked tirelessly to ensure that families who required additional support received it. This meant some children received paper packs and additional resources. IT devices and wi-fi were issued to all families who requested it. There is evidence that all teachers sought opinions and feedback, through online questionnaires and voting systems, about learning experiences to ensure learning was specifically tailored promoting engagement and participation. Analysis of data has identified gaps and informed interventions Rigorous reading and numeracy interventions put in place as soon as in school learning resumed Precise monitoring and tracking of individuals has been carried out Uptake of packs were well received and restocked showing they were utilised Pupils had access to resources required for home learning Close link/partnerships throughout session with the Forth Community Trust 	<p><u>Attendance and Punctuality</u></p> <ul style="list-style-type: none"> Attendance and punctuality figures will be monitored weekly by HT – any patterns of non-attendance/lateness will be identified. Parents/carers and pupils will notified when improvements in attendance /punctuality take place to encourage more of this. Good news stories will be shared with home. Equity Lead will work with CYFL worker to support identified families. <p><u>Literacy</u></p> <p>A number of interventions will be carried out including e.g. 5 minute Boxes, Rapid Readers, Common Words, additional reading, writing sessions etc. Children will be exposed to the new library areas and resources to foster a love of reading. Strong emphasis on Number Talks alongside use of Numicon to support visual understanding of number.</p> <p><u>Health and Wellbeing:</u></p> <p>P1-3 nurture class re-established once bubbles are permitted to mix. Bubble groups until then. Boxall profiling will be used to identify needs, plan interventions and specific strategies that will be implemented within class for individual children.</p>



Improvement Priority 3 - Continuity of Learning

How will we know we've been successful?

Quality Indicator

2.2 Curriculum

- Rationale and design
- Development of the curriculum
- Learning pathways
- Skills for learning, life and work

2.3 Learning, teaching and assessment assessment

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

3.2 Raising Attainment and Achievement

- Attainment in Literacy and Numeracy
- Attainment over time
- Overall quality of learners' achievements
- Equity for all learners

Recovery Priority

Key Recovery Tasks (School specific)

Desired Outcomes and Impact

Theme: Learning In School

Rationale:

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

Schools need to:

- 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.

Key Recovery Tasks

Staffing & Pupil Numbers

Pupils split into two learning cohorts to facilitate social distancing. Clear rationale provided to ensure all siblings have same cohort time and balance given to each cohort in terms of gender and social group considerations.

Desired Outcomes and Impact

Health & safety is adhered to under the most up to date guidance. (Audits)

<p><i>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> <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>	<ul style="list-style-type: none"> • 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/coronaviruss-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) • 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. 	<p>Support Assistant timetable formalised to support teaching blocks and learners who need extra support.</p> <p><u>Optimising Learning Spaces</u> Classrooms have been re-purposed with desks ensuring 2 meters social distancing and easy access for all to sinks for handwashing. P.E facilitated outdoors where possible with timetabled daily mile.</p> <p>Learning pods have been identified in nursery adhering to Early Years guidance</p> <p><u>Collegiate Opportunities</u> Staff have been paired up with stage partner to complete curriculum planning task for first 2 weeks of in-class teaching. This was moderated by looking at learning across levels and ensuring a consistent approach with H&WB teaching and assessment as the first stage in the recovery planning process.</p> <p><u>Assessment</u> Initial assessments will focus on using health and wellbeing indicators to judge areas of</p>	<p>Staff and children feel reassured and safe within the school environment.</p> <p>Spaces in school and nursery are optimised.</p> <p>Staffroom spaces are extended and adapted resulting in increased confidence. (Reviews)</p> <p>Flexibility and agency</p> <p>Procedures will be adapted to meet the needs of an ever-changing landscape. (Planning meetings)</p> <p>Reflect, review and respond</p> <p>Realistic yet robust systems will be established, providing insight and key information to ensure a tailored recovery for learners.</p>
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<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. Ensure as leaders you gather views learners in their recovery, along with parents/carers.</p>	<ul style="list-style-type: none"> • 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. • Consider how to take account of parental views and pupil voice when developing the learning in your school. 	<p>concern. Staff will carry out individual wellbeing wheel assessments.</p> <p>H&WB assessment focus will bookend 2-day teaching block to update wellbeing at the start and end. What I Think Tool used for those most vulnerable learners to acquire a deeper knowledge of factors impacting on their wellbeing.</p> <p><u>Staff CLPL</u> Staff consulted on CLPL Needs on 23rd June. Identified that staff would benefit from updates on Number Talks, Emotion Works using 4 cogs, NLC Active Literacy Programme. Resources identified from previous sessions with PowerPoint CPD sessions and notes to be shared with staff who need it. Some new probationer teachers need access to MS Teams and links to training video tutorials.</p> <p><u>In School/ Online Learning Continuity</u> Recovery Planning session carried out with staff on 22nd and 23rd June to determine planning in numeracy, H&WB and Literacy for the first 3 weeks back in August. Collegiate Timetabling exercise completed to plan balance of these areas and opportunities for assessment and</p>	<p>Consensus</p> <p>Team engaged in professional dialogue, research and CLPL to devise a tailored streamlined curriculum bespoke to our context and learners.</p> <p>Advice and specialist support will be accessed and utilised.</p> <p>Views are sought and valued</p>
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		<p>reflection as well as joining up home learning opportunities Staff revisiting a variety of sources to inform their planning such as 'The Refreshed narrative for Curriculum for Excellence' and 'Curriculum for Excellence in the recovery phase'.</p> <p><u>Parent & Child Views</u> Evidence will be taken from 2 recent surveys completed by pupils and parents in early June 2020 on experiences during lockdown. Data from these surveys will allow us to plan responsive next steps for their return to school.</p>	<p>All stakeholders are consulted regularly through a variety of means.</p> <p>Parent Council and parent/carer body are involved throughout developing process.</p>
<p>Theme: Learning At Home</p> <p>Rationale:</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</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 your establishment and across the locality. What will this look like at various stages across the school? 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. 	<p><u>Facilitation of Learning at Home</u> Virtual Learning Environment (VLE) using MS Teams platform already well established with 65% of pupils regularly engaging with site.(As of May 2020). As stated earlier, staff have begun to plan blended learning week that focuses on 2 day in class teaching block that will set up opportunities to consolidate and extend learners experiences through interaction with Teams. Some pupils will be provided with hard copies of materials should digital learning prove challenging.</p>	<p>Home learning is re-established in August with increased vigour and depth.</p> <p>All children have home access to ICT. (Monitored)</p> <p>Home learning is re-established in August with increased vigour and depth.</p>

<p>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>	<ul style="list-style-type: none"> • 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><u>Resources</u> Where possible resources will be scanned to digital documents (where copyright allows) to promote paperless learning. Some pupils will be provided with hard copies of materials should digital learning prove challenging It is clear that we need to assess the reasons behind some learners/families choosing not to engage with online materials and how we can overcome these objections in August. SMT are already aware of a number of these objections and contingencies/solutions need to be provided on a family to family basis due to bespoke needs. EEF Summary of Resources for schools used as a guide for staff.</p> <p><u>CLPL for home learning</u> MS Teams training sessions were held in March 2020 to quickly up-level staff skills. Most teaching staff have independently engaged with online tutorials to learn about the functionality of the software with differentiated groups, setting assignments and collegiate class notebooks. Maintenance activity needs to be carried out in August to realign pupils to new classes and teams with archive activity to be organised by SMT. All staff agreed that this should be easily carried out at collegiate session on 22nd June. Existing teams will run</p>	<p>All children have home access to ICT. (Monitored)</p> <p>Equity for all</p> <p>Bespoke family support that is solution focused. (Record of input and support)</p> <p>New MS Teams are established.</p> <p>CLPL webinars and opportunities are accessed.</p> <p>Notebook functionality is developed and adding collaborative learning spaces.</p>
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		<p>over summer so pupils can review work previously carried out from March onwards.</p> <p><u>Review and plan work</u> Review session will be planned into class teaching session to unpack and exemplify tasks the children will encounter in their days online learning. Class teachers and support assistants will deliver feedback via online assignments. Results of these learning experiences will inform teachers next steps for class based learning the following week. Pupils will have the opportunity to use 'posting' function within their MS Teams to communicate with their teacher and peers. This feedback will not be immediate due to teachers being committed to in class learning. MS Teams provides 'one stop shop' for all children's learning activities to be undertaken at home with insights tab creating 'virtual' register to track pupil engagement and assignment submission.</p>	<p>(Quality assurance)</p> <p>Consistent approach to feedback and marking is implemented across different class Teams online.</p> <p>Innovative and varied engaging learning supports parents and carers while motivating children.</p> <p>Teachers know their learners well not only face to face in class but their online learning profile and journey. (Recovery attainment meetings)</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><u>Theme - Learning at home</u></p> <ul style="list-style-type: none"> A range of flexible virtual daily classrooms and interactive timetables were provided for each class. A range of new learning target tasks set daily differentiated focused on key areas and skills. Teachers provided lessons through recording narratives and personalised videos. Assignments tab as well as class notebook utilised in Microsoft Teams where relevant and appropriate Through self evaluation and professional dialogue, target tasks were introduced including an increase in independent tasks following consultation with parents and carers. Teachers ensured they were utilising national learning e.g. E-Sgoil and appropriate quality digital learning. Moderation was completed across all classes and levels ensuring there was consistency and progression. Support was given to teachers alongside additional training, time for planning and preparation. Teachers gave substantial individual feedback on learning and spent considerable time communicating with parents and carers through a variety of means throughout the week. Teachers provided live interactions twice a week. SLT & class teachers worked tirelessly keeping in touch with all families throughout home learning period. Wrap around support for families and staff team. Support learning packs provided where appropriate. 	<p><u>Theme - Learning at home</u></p> <p>All children had access to internet and a digital device. 26% of pupils were supported with IT devices 35% of the total were within the targeted group.</p> <p>Staff took part in CLPL linking to digital learning & IT skills.</p> <p>Almost all parents (apart from 2 who were unsure) noted they received regular feedback from their child's teacher.</p> <p>Some families (24%) completed an evaluation of remote learning. Here are some of the comments received -</p> <ul style="list-style-type: none"> Brilliant range of challenges keeps my son engaged for most of the day. The home timetables, choice of work and the sound clips of the teacher is really good. Audio message feedback is brilliant. Feel very well informed and supported. Online class team is easy to understand and can communicate. <p><u>Engagement & participation</u></p> <p>73% of pupils across whole school attended live check-ins. 83% of targeted pupils attended whereas 85% of non targeted attended.</p> <p>69% of targeted pupils handed in learning assignments regularly whereas 80% of non targeted handed in assignments regularly.</p>	<p>Create new virtual classroom spaces to support home learning.</p> <p>Ensure breadth of curriculum is being planned and taught providing variety of opportunities and rich learning experiences.</p> <p>Real life contexts, local community and IDL to be embedded, maximising the use of our local area and community.</p> <p>Involve parents, partners and carers in home learning, providing relevant support, guidance and resources as appropriate.</p>

<p><u>Theme - Learning at school</u></p> <ul style="list-style-type: none"> • Smooth transitions back into school. Additional support was put in place for children with ongoing attachment issues. • Robust assessments carried out in reading, writing, spelling and numeracy which contributed to teacher's professional judgements and pupil evidence. The data gathered was analysed and used as a tool to identify gaps in learning and help form targeted interventions for individual pupils. • Bubbles and learning pods provided consistency and structure ensured social distancing and safe environments. • Social and emotional wellbeing context allowed for reassurance and reinforcement of school values and ethos. • Through assessment it was identified that some learning completed at home required consolidation and further teaching. • Prioritisation of literacy, numeracy and health and wellbeing throughout the session. • Key learning continued as set out in the original annual calendar. • Two hours of PE lessons were accessed by all classes. • Parent consultation took place as planned by telephone with almost all families taking part. • Summary report issued through new progress and achievement tracking system. 	<p><u>Theme - Learning at school</u></p> <ul style="list-style-type: none"> • Almost all children come in to school on a daily basis. • Robust tracking and monitoring profiles as well as assessment folders. Productive professional dialogue between SLT and class teachers as well as between class teachers. • Low levels of infection across school community and clear evidence of children adapting to the procedures and routines. Parent body reported they were happy with staggered drop offs and pick ups. • Variety of opportunities and experiences were incorporated within learning. Use of new digital learning platforms and online resources were transferred from home learning into the classroom. • Regular attainment dialogues took place between HT and class teachers. • Teachers noted they benefitted from time allocated for them to meet with colleagues to plan collaboratively in stages and across the levels ensuring consistency of approach and progression. • High quality Number Talks, writing showcase, Developing Young Workforce assemblies took place across all levels sharing practice and developing understanding of progression. • Tracking children under the new progress and achievement application completed throughout the year. • Teachers continue to give children feedback and have learning conversations. • Consultations between stakeholders has continued with Parent Council also meeting regularly. 	<p>Attendance and lateness Analysis of data and targeted interventions supporting families.</p> <p>Participation & Engagement Robust and regular tracking to be completed.</p> <p>Feedback Yellow box approach to be re-introduced in literacy and numeracy. 'Green for good' and 'Think Pink' to be used consistently.</p> <p>Target setting Pupils will agree learning targets with their teacher, recording when achieved and setting next steps regularly & consistently.</p> <p>Quality assurance programme will set specific opportunities for reflection, self-evaluation and professional dialogue with SLT. Robust tracking and profiling of individual pupil's progress.</p> <p>Moderation to take place both in school and as a learning community.</p> <p>ASN Utilising the support services new website resources, strategies and interventions e.g. Dyslexia Toolkit</p> <p>Practitioners to access National Improvement Hub as appropriate as well as new Support Services resources and guidance.</p>
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