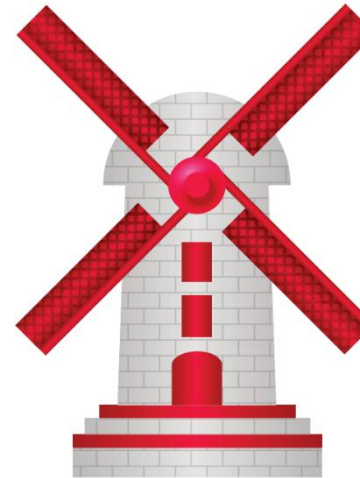




South Lanarkshire Council

Recovery School Improvement Planning August 2021



High Mill Primary School



Improvement Priority 1 - Continuity of Learning

Quality Indicator 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising Attainment and Achievement	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.	School Rationale This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.	Key Recovery Tasks (Action Plan) This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	Desired Outcomes and Measures This section outlines what the desired impact will be for our children and young people and how it will be measured.
<p>2.2 Curriculum</p> <p>Theme 1: Rationale and design</p> <p>Our curriculum is grounded in our commitment to securing children's rights and wellbeing. It takes account of learners' entitlements and the four capacities and reflects the uniqueness of our setting.</p> <p>There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum.</p> <p>We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.</p> <p>Our creative and innovative approaches to curriculum design support positive outcomes for learners.</p> <p>Theme 2: Development of the curriculum</p> <p>Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> Consider the curriculum rationale and how this should/could be adapted for the forthcoming session, considering the varied experiences learners have had during session 20-21. Consider how cross curricular themes can support the delivery of different curricular areas. Think creatively, innovatively and "outside the box" to ensure provision of a wide and varied curriculum. Ensure all curricular areas are being covered. <p>Prioritise, through self-evaluation, any curricular area which should be reviewed or refreshed, considering those that were utilised well during remote learning. (eg. Digital learning, IDL)</p> <ul style="list-style-type: none"> Ensure the curriculum provides all children and young people with breadth and depth in their learning, including experiences which include skill development in a range of contexts and environments. (including outdoors) 	<ul style="list-style-type: none"> Remote Learning and the COVID-19 pandemic more widely highlighted the socio-economic, health and social needs within our school community. <p>IDL – In School & Remote Learning</p> <p>IDL planned across stages with themes identified for whole school focus. Planners included opportunities for personalisation and choice. Approach to curriculum (see above) highlighted a need to 'de-clutter' Social Studies/IDL and Sciences.</p> <ul style="list-style-type: none"> Skilful use of digital technologies and online platforms to support Remote Learning should it be continued. Opportunities for staff to develop proficiency and confidence with increasing range of online platforms and tools to support learning. 	<ul style="list-style-type: none"> Reviewing Vision, Values and Aims (link to HWB Priority). (All stakeholders, October-December 2021) Development of our Curriculum Rationale to reflect the uniqueness of our school and its community. (All stakeholders, October-December 2021) Review curriculum overviews for Social Studies/and Sciences in line with refresh curriculum narrative and new Curriculum Rationale. (HT and Class Teachers) *Pedagogy will be a future improvement priority. (HT, Staff, Pupils and Community, January – March 2022) <p>Digital Schools Award including:</p> <ul style="list-style-type: none"> progressive pathway for Digital Literacy and Computing Science. learning and teaching. ICT hardware and software to support ASN or gaps in learning (link to Equity). (ICT Co-ordinator, All staff, pupils) 	<ul style="list-style-type: none"> Children experience a curriculum which is meaningful and relevant to our school context and community. With a focus on: <ul style="list-style-type: none"> attainment over time wellbeing, participation and engagement socio-economic, political and health needs historical, current, and future influences. Children experience a curriculum which is engaging, relevant and meaningful and which offer opportunities for exciting IDL that make connections locally, nationally and globally and which place value on the past, present and future. (Planning dialogue, Quality Assurance and Views) Learning and teaching in Digital Literacy and Computing Science in progressive, skills based and engaging. Pupils with ASN are effectively supported through assistive technology e.g. immersive reader.

<p>Theme 3: Learning pathways The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.</p> <p>We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.</p> <p>All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.</p> <p>Theme 4: Skills for learning, life and work All staff and partners provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning.</p> <p>We emphasise enterprise and creativity across all areas of learning.</p>	<ul style="list-style-type: none"> • Ensure that identified learning pathways are flexible enough to support <u>all</u> learners – no matter their experience during remote learning or level of engagement over the last session. • Consider the importance of learning through meaningful and real-life contexts (reflecting on the success of this within remote learning period) • Consider the ways to further develop skills for learning, life and work through a variety of contexts. 	<ul style="list-style-type: none"> • The focus on Literacy, Numeracy and HWB (with CCC teachers leading IDL/wider curriculum) during 2020-2021 had a positive impact on attainment across the school. • Analysis of the progressive cohort data pre COVID-19 and in June 2021 showed increased attainment for: <ul style="list-style-type: none"> • P.2 in Reading & Writing • Across Literacy & Numeracy for P.3s, P.4s and P,7s • P.5s in Reading, Writing and Numeracy for current P.5s • Increased attainment in Listening and Talking for P.6 and consistency in Writing and Numeracy 	<ul style="list-style-type: none"> • Revisit Literacy and Numeracy pathways to ensure progression is appropriate. Re-evaluate E&O 'bundles' to maintain coherence, relevance and depth. (Co-ordinators) • Develop HWB Pathway (refer to HWB Priority) 	<ul style="list-style-type: none"> • Pupils experience high quality learning and teaching matched to their strengths and needs within Literacy and Numeracy. (Quality Assurance and Pupil Views) • Class teachers consistently using E&Os and Benchmarks to plan and assess pupil learning to ensure pace, challenge and progression. (Planning and attainment dialogue)
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<p>2.3 Learning, teaching and assessment</p> <p>Theme 1: Learning and engagement Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities.</p> <p>Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> Take into account previously recorded levels of engagement and build upon these, considering how they can support and influence future learning and teaching. Ensure learners' experiences include appropriate levels of <u>challenge</u> and <u>support</u>, linked to current assessment information. 	<ul style="list-style-type: none"> Review of data collected about pupil engagement in Remote Learning showed a very positive improvement compared to the first lockdown (March-June 2020). The number of pupils showing extremely high, high or moderate engagement increased by 30.9% from 32.1% to 63%. 27 children had extremely low engagement. While overall attendance increased to 93.39%, 9 children have attendance below 85% for the session 2020-2021. More than 50% of whom are now being supported in a multi-agency capacity. 	<ul style="list-style-type: none"> Build on tracking of engagement with Remote Learning by developing whole school tracking and monitoring engagement in learning using standardised approach e.g. Leuven's or Schlechty's. Initial focus on 27 children with 'extremely low' engagement during Remote Learning. (CofL Lead, HT and YFCL Worker) (link to Equity) Targeted support and adapting pedagogy including Outdoor learning (link to Equity) with results used to adapt pedagogy, enhance learning and teaching and to raise attainment. Targeted support to all families where attendance is a concern (below 85%). (HT, Parental Engagement Lead, 0.2 FTE YFCL Worker & Multi-agency partners) (link to Equity) 	<ul style="list-style-type: none"> Increased engagement of targeted pupils through agreed interventions and support. Assessment and attainment indicate improvement in learning while Progress and Achievement (SEEMIS) data show increased effort and progress in skills. (Data, Attainment Dialogue) Attendance for all targeted children increases. <ul style="list-style-type: none"> Attendance is over 95% for 4 target pupils Attendance target of over 85% for 5 targeted pupils (SEEMIS Data)
<p>Theme 2: Quality of teaching We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies.</p> <p>Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.</p> <p>We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.</p>	<ul style="list-style-type: none"> Consider which elements of learning and teaching, which were adapted and utilised well during remote learning, could be continued and integrated into common practice. Establish a clear overview of current learning and teaching processes, drawing on robust self-evaluation. Provide opportunities for staff CLPL to ensure effective delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment (Moderation) Cycle. (eg. LI/SCs, questioning, feedback...) 	<ul style="list-style-type: none"> High quality learning and teaching will be a key feature in every lesson within every class. 	<ul style="list-style-type: none"> CLPL /CAT focused on pedagogy and high-quality learning and teaching. (All staff, Ongoing) <p>Key themes planned (* link to Equity):</p> <ul style="list-style-type: none"> Differentiation and engagement Active Literacy refresh *Maths Recovery (Education Scotland Pilot project) *Play (SLC partnership project with Deirdre Grogan, Strathclyde University) *Reading Schools/Reading for Pleasure Feedback & Learner Conversations 	<ul style="list-style-type: none"> All learners experience consistent, effective learning and teaching with appropriate pace and challenge). (Quality Assurance, Peer Visits/Learning Rounds) Children know and can discuss themselves as learners. They understand what they are learning and its relevance. (PLPs, Quality Assurance, Focused Learning Visits/Observations).

<p>Theme 3: Effective use of assessment We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.</p> <p>Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people.</p> <p>Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.</p>	<ul style="list-style-type: none"> • Consider current assessment calendar and assessments used and how these should be adapted to support recovery, establishing new assessment guidelines which take account of the varied learning experiences pupils will have had during last session. • Ensure a range of assessments (both formative and summative) are used to ascertain the learning needs for each learner. • Consider how moderation can be used – internally and across the Learning Community – to support their adapted/refreshed learning, teaching and assessment processes. 	<ul style="list-style-type: none"> • Teacher professional judgements are more secure and lead by pupil progress toward application of Benchmarks. Summative assessment data will continue to be used to support judgements with deeper analysis of evidence to identify strengths and next steps, including patterns within groups, classes and across the school. • Promote a culture of shared planning to support moderation. Continue moderation of Writing from session 20/21. • Review and refine Assessment Framework to support monitoring, tracking to meet pupil needs. Introduce Writing Criterion as approach to tracking progress in Writing. • Key formative assessment strategies need to be reviewed into next session to ensure consistency and relevance. 	<ul style="list-style-type: none"> • Summative Assessment within Reading, Spelling and Maths used to identify ‘summer slippage’, provide a baseline, measure progress and inform judgments. Class Teachers, September 2021 and May 2022) • Moderation of Writing including shared planning. (Class teachers, each planning period) • Introduce Learning Community Moderation partners. • Whole staff training and use Scottish Criterion Scale to support assessment and tracking of progress. • Peer class visits as part of quality assurance and identification of good practice. 	<ul style="list-style-type: none"> • Teachers’ confidence in making and evidencing professional judgments of achievement of Benchmarks increases. • Learning and teaching is informed by assessment evidence, with all lessons effectively differentiated and children experiencing high quality learning and teaching. (Quality Assurance, Peers Visits/Learning Rounds). • Achievement of a level in Writing is moderated locally and against national standards.
<p>Theme 4: Planning, tracking and monitoring As a result of our manageable processes to monitor and evaluate learners’ progress we have clear information on their attainment across all curriculum areas.</p>	<ul style="list-style-type: none"> • Ensure tracking and monitoring processes are well utilised to inform both day to day planning for learning and teaching and longer-term assessment of progress. 	<ul style="list-style-type: none"> • Assessment Framework introduced in 2020-2021 to support COVID Recovery. • Existing tracking and monitoring in place will be revisited and adapted where required to best inform learning and teaching. 	<ul style="list-style-type: none"> • Review and refine Assessment Framework to support monitoring, tracking to meet pupil needs. (HT, Literacy & Numeracy Co-ordinators, September 2021) • Key formative assessment strategies need to be reviewed to ensure consistency and relevance. 	<ul style="list-style-type: none"> • Consistent approach in place across the school. Pupil progress is support by analysis and diagnostic use of assessment data. • Formative Assessment approaches consistent across stage/school. Pupils setting appropriate personal targets based on feedback and knowing themselves as a learner.

<p>3.2 Raising Attainment and Achievement Theme 1: Attainment in Literacy and Numeracy Raise attainment in literacy and numeracy for all learners</p> <p>Learners make very good progress from their prior levels of attainment in literacy and numeracy.</p> <p>Theme 2: Attainment over time Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.</p> <p>A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.</p> <p>Theme 3: Overall quality of learners' achievements Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.</p> <p>They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.</p> <p>As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.</p>	<p>Schools Should:</p> <ul style="list-style-type: none"> Establish a clear picture of the literacy and numeracy landscape in their own context in order to establish the universal priorities for the year ahead as well as any targeted approaches for stages, groups and individuals. Provide opportunities for CLPL which supports staff to respond confidently to learners' needs, intervening timeously. Ensure tracking and monitoring enables earlier identification of young people who may be at risk of not attaining and apply relevant interventions. Consider how learner participation is emerging (audit) and plan appropriate next steps in the journey towards empowerment of children and young people in decisions about what matters to them most- in school, in the community and globally. Take into consideration experiences of learners whilst at home and how these impact on overall achievements of children and young people. Consider the key personnel and processes which will support learners to reflect on their learning pathway in the light of the varied learning experiences they will have had during 20-21 and, where necessary, reignite learner responsibility for their learning and achievement. 	<p>Achievement of a Level at Key Stages:</p> <p>Primary 1 (10 pupils)</p> <ul style="list-style-type: none"> Reading: 70% Writing: 70% Listening & Talking: 70% Numeracy: 70% <p>Primary 4 (12 pupils)</p> <ul style="list-style-type: none"> Reading: 66.67% Writing: 58.33% Listening & Talking: 91.67% Numeracy: 58.33% <p>Primary 7 (14 pupils)</p> <ul style="list-style-type: none"> Reading: 50% Writing: 42.86% Listening & Talking: 64.29% Numeracy: 42.86% <p>Analysis of the last progressive cohort attainment data e.g. P.1 in 2020 to P.2 in 2021 pre COVID-19 to June 2021 indicates:</p> <ul style="list-style-type: none"> Increased attainment for current P.2 in Reading and Writing Increased attainment across Literacy and Numeracy for current P.3s, P.4s and P,7s Increased attainment in Reading, Writing and Numeracy for current P.5s Increased attainment in Listening and Talking and consistency in Writing and numeracy for current P.6s <ul style="list-style-type: none"> Implementation of Active Literacy could be more consistent to support pupils' development of skills and strategies. 	<p>Universal priorities for 2021-2022:</p> <ul style="list-style-type: none"> Improving attainment in all aspects of Literacy and Numeracy across P.1-7. <p>Targeted approach for following 2021-2022 cohorts:</p> <ul style="list-style-type: none"> Reading: P.3, P.5 and P.7 Writing: P.3-P.7 Listening & Talking: P.3 and P.5 Numeracy: P.3-P.7 <ul style="list-style-type: none"> Assessment Framework used to provide baseline information and identify gaps in learning (September 2021) with progress measure May 2022). Mid review introduced for pupils not on track. <ul style="list-style-type: none"> CLPL in Active Literacy Reading and Writing offered to new staff. Re-refresh offered to existing teacher who have changed stage. 	<ul style="list-style-type: none"> Attainment at P.1 (Early Level) increased by 10% across all subjects. Attainment at P.4 (First Level) increased by 10% in Reading, Writing and Numeracy. Attainment at P.7 (Second Level) increases by 7% across all subjects. <ul style="list-style-type: none"> Gaps in learning supported by using assessment data diagnostically and to plan learning and teaching. <ul style="list-style-type: none"> Consistent high-quality practice across the school. Quality Assurance, Peer Visits, Data and Views
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		<ul style="list-style-type: none"> Developing pedagogy in Numeracy to raise attainment, including targeted interventions. Relaunch of 'Change Makers' pupil voice group. Reintroduction of Pupil Focus Groups to share views on learning and teaching. 	<p>Good practice visits to be arranged. (Class Teachers, Ongoing)</p> <ul style="list-style-type: none"> Whole school focus on Developing a Reading Culture as a recovery priority based on teacher professional judgements of attainment. CLPL in Maths will focus on Maths Recovery (Education Scotland Across Authority Pilot Project), Outdoor Learning in Numeracy, Active Learning and embedding Number Talks. Practitioner enquiry linked to Maths Recovery. CLPL on differentiation and pedagogy for Stage 1 interventions reviewed, with a focus on Early interventions. (Clydesdale Extended Team, Class Teachers and HT, Ongoing) Pupil Focus Groups met with HT to discuss learner experience following class visits. (HT, Pupils, October 2021, January 2022 and March 2022). 	<ul style="list-style-type: none"> Children benefit from promotion of a reading culture across the school, through daily in class approaches and whole school initiatives. Learning and teaching is more active and engaging for pupils. Pupils can articulate maths strategies. (Quality Assurance, Peer Visits, Views and Planning and Attainment Dialogue). Targeted pupils have improved attainment in Numeracy. (Maths Recovery Assessment/Videos) Greater consistency in Stage 1 interventions. Class teachers can identify and implement a broader range of strategies in class to support pupils' learning. (Planning, attainment and ASN dialogue meetings) Pupils know themselves as learners and can discuss their strengths, next steps and strategies/experiences that help them move forward.
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Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<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 should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>Theme 1 Wellbeing</p> <p>As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families.</p> <p>Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> <p>We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people.</p> <p>Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.</p> <p>All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.</p>	<p>Schools should:</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 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. Provide opportunities for CLPL 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. Have overt plans in place to support the wellbeing needs of staff and learners. 	<ul style="list-style-type: none"> We anticipate next session to have COVID-19 related restrictions in place, therefore we will continue with the systems put in place this session. Health & Wellbeing of pupils and staff needs to remain a priority to ensure everyone is best placed to teach and learn. Key features of Attachment Informed practice were beginning to be included within HWB programme. Staff changes necessitates review of remits The Recovery Curriculum Yearly Overview was developed based in August 2020 baseline. Emotion Works, Helathy Schools and Practical Mindset used to supplement learning and teaching, and to support children in developing additional wellbeing strategies. These should now be drive by E&Os and Benchmarks. 	<ul style="list-style-type: none"> Continue to prioritise HWB of staff and pupils through Attachment-Informed Practice and reviewing and renewing School Values. (School Community, August-May 2022) Identify new HWB Co-ordinator/Lead and communicate to pupils, staff and parents (September 2021) Review HWB Recovery Rationale to ensure continued relevance. Develop HWB Curriculum - creating knowledge and skills progression within Mental, emotional, social and physical wellbeing taking cognsance of E&Os and Benchmarks (HWB Group, Class Teachers, September to March 2022) Link Wellbeing Indicators to pathway and signpost the range of programmes available to support (HWB Group, Class Teachers, September to March 2021) 	<ul style="list-style-type: none"> A smooth transition back to school for pupils and staff. (Views and observations). All staff, pupils and families feel safe, supported and valued. (Views and observations). A positive and welcoming ethos permeates school and is based upon principles of Nurture (refer to Equity) and SLC Attachment Strategy. (Views) All children, staff and families are aware of HWB Co-ordinator and the responsibilities of the role. (School communication data) Children experience a progressive emotional health curriculum and be able to discuss their own emotional wellbeing and its effect on their physical wellbeing. (Class Teacher Assessment, SLT observations)

<p>We consider each child and young person as an individual with his/her own needs, risks and rights.</p> <p>We ensure children and young people are active participants in discussions and decisions which may affect their lives.</p>		<ul style="list-style-type: none"> • GMWP introduced in 2020-2021 however an accurate comparison of improvement couldn't be taken as not all children completed survey during Remote Learning. • Data available from GMWP indicated: • Almost all pupils at P.4, P.5 and P7 tracked green (high) across all Wellbeing Indicators • In P6, a few tracked green (high) across all Wellbeing Indicators, with most pupils tracking on yellow (medium score). • SSAs beginning to use terminology during breaks. Pupil Voice groups identified that staff use the visual cogs in the playground to support children in managing emotions. 	<ul style="list-style-type: none"> • Continued implementation of Emotion Works with a focus on application of vocabulary and strategies to social situations e.g. play time and lunch time. • Targeting HWB in P.7 through implementation of 'The Compassionate and Connected Classroom'. • Develop whole school approaches to evidencing learning, assessment and tracking and analysis of HWB for all learners, with pupils engaging with this process. (HT, Class Teachers and pupils). • Closely monitor children's HWB using Staged Intervention as appropriate with interventions targeted to support specific pupils (where identified) (HT, Class Teachers) • CLPL for teachers on Glasgow Motivation and Wellbeing Profile and Edinburgh Resilience. • Implementation of GMWP across P.3-7 • Develop progressive vocabulary for emotional literacy (Emotion Works). Refresh 'Listen to Me' with tracking of use, intervention and impact. • Standardised approach to Daily Check-Ins with regular analysis of data to identify patterns, trends and to plan interventions. 	<ul style="list-style-type: none"> • P.7 pupils have a solid understanding of trauma and adversity its impact on wellbeing. Greater levels of empathy, compassion and tolerance in their relationships with others. • Children's health and wellbeing will be tracked and monitored and where necessary, appropriate interventions will be targeted to children as required (Planning and Attainment Tracking Meetings Meetings) • Staff confidence and skill in assessing pupil wellbeing increased. • Children's emotional literacy is developed. Consistency of vocabulary is used and become increasingly sophisticated as children move through the school. • Children can articulate their emotions and discuss incidents of dysregulation.
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<p>Theme 2: Fulfilment of Statutory Duties We comply and actively engage with statutory requirements and codes of practice.</p> <p>Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.</p>	<ul style="list-style-type: none"> Ensure all staff are aware of and fully trained in all current SLC and National Child Protection advice and guidance. Ensure a sharpened focus on learner wellbeing and responsiveness to changes in circumstances. 	<ul style="list-style-type: none"> Change in leadership structure necessitates update in procedures should HT (Child Protection Co-ordinator) be out of school Refine whole school assessment, monitoring and tracking of HWB. More strategic analysis of HWB data to identify strengths, needs and interventions. 	<ul style="list-style-type: none"> Annual Child Protection training delivered by HT (Child Protection Co-ordinator) (August 2021) Child Protection and PREVENT Learn Online course undertaken by all staff including catering and facilities (August 2021) Child Protection Co-ordinator posters updated to reflect reviewed process required due to change in leadership structure, posters and displayed Child Protection and PREVENT training programme delivered to volunteers and partners (when COVID-19 mitigations permit) Closely monitor children’s HWB using Staged Intervention as appropriate with interventions targeted to support specific pupils (where identified) (HT, Class Teachers and SSAs, Ongoing 2021-2022) Create framework of support within HWB including identification of staff trained in supports/programmes as link for colleagues. HWB Lead, Ongoing) 	<ul style="list-style-type: none"> 100% of staff will complete Child Protection and PREVENT training online and in person Staff are knowledgeable about and confident in implementing Child Protection guidelines All children continued to be safeguarded by well trained and vigilant staff and volunteers Children’s HWB needs are met through relevant, timely interventions which are planned, implemented and evaluated. (STINT evaluations, Data e.g. SDQs/Boxalls, Views).

<p>Theme 3: Inclusion & Equality All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best.</p> <p>Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.</p> <p>We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.</p>	<ul style="list-style-type: none"> • Consult with all stakeholders to gain an understanding of need based on experience during lockdown. • Consider the universal Rights of the Child and where the work of the school could be influenced by it. • Identify opportunities to celebrate diversity. 	<ul style="list-style-type: none"> • COVID-19 pandemic has highlighted the socio-economic, health and social needs within our school community. This is a catalyst for reviewing and renewing our Vision and Values and Curriculum Rationale to ensure that these reflect the priorities, needs and uniqueness of our school context. 	<ul style="list-style-type: none"> • Following refresh of School Values (see above), review approaches to celebrating attainment and achievements with the aim of recognising and celebrating learning, behaviour and wider interests. (HT, Teaching Staff, SSAs, pupils and parents, November 2021 the Ongoing) • Further staff training in PPRUDB policy and embed Attachment Informed Practice/theory. (Links to Theme 1). (All staff, Ongoing). • Refresh of Relationships Policy. Pupil relationships (including Anti-Bullying) and emotional dysregulation (behaviour) are tracked with additional supports introduced where required. (All stakeholders, November 2021, Ongoing) • Whole school assemblies with HWB focus will be initiated (in line with COVID-19 mitigations). 	<ul style="list-style-type: none"> • Increasing (to all) pupils feeling recognised and valued through the school year. (Data and pupils views) • Staff are trained and show an understanding of PPRUDB policy and Attachment theory. • Approach to managing and supporting dysregulation and bullying incidents are clear, consistent and understood by all stakeholders. (Views, Data from all stakeholders). • Pupils benefit from positive relationships with peers and positive school ethos including high standards of behaviour. (Data and Views).
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Improvement Priority 3 - Planning for Equity

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
1.3 Leadership of Change 1.5 Management of Resources to Promote Equity 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment and Achievement	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.	This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	This section outlines what the desired impact will be for our children and young people and how it will be measured.

Closing the Poverty-related Attainment Gap

<p><u>3.1 Ensuring, wellbeing, equality and inclusion</u> Theme 3: Inclusion and Equality We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.</p>	<p>Schools should:</p> <p>Identify groups/learners/stages requiring targeted additional support and identify which barriers are poverty-related through a rigorous analysis of all relevant available data (quantitative and qualitative) which takes account of:</p> <ul style="list-style-type: none"> - Learners' wellbeing (Boxall profile, observations, wellbeing indicators) - Attainment (standardised assessments, class work, use of benchmarks, in-school assessments, SNSA) - Attendance and Punctuality (in-school at hubs) - Engagement (Leuven scale, observational data) - Participation (remote learning participation data) 	<ul style="list-style-type: none"> • Of our 99 pupils 77 (77.78%) of children are from our Equity Cohort (SIMD1-2+FSM). Consequently, many of interventions often appear universal rather than targeted. • Of the 27 children with 'extremely low' engagement during Remote Learning, all are from our targeted group. Most were boys from P.5-7. • All 9 children with attendance below 85% for the session 2020-2021 are in our Equity Cohort. 	<ul style="list-style-type: none"> • Administer Leuven's Scale or Schlechty's alongside the Glasgow Motivation and Wellbeing Profile to identify children and families most at risk of disengagement. (Class Teachers, HT, YFCL Worker, September 2021 and May 2022). • CLPL for specific staff in Nurture and HWB interventions (Drawing and Talking and Lego ABC). • Interventions and pedagogy will be planned based on Engagement Data and level re-assessed to measure impact. Including Drawing and Talking and Lego ABC and Pupil Counselling (Class Teachers, HT, Termly). • Targeted support to all families where attendance is a concern (below 85%). (HT, Parental Engagement Lead, 0.2 FTE YFCL Worker & Multi-agency partners) (link to Equity) 	<ul style="list-style-type: none"> • Increased number of children are engaged, and their wellbeing effectively supported. Prompt identification of needs with regular review to ensure progress. (Data, Views, Pupils, Staff and Parents) • Attendance for all targeted children increases. • Attendance is over 95% for 4 targeted pupils • Attendance target of over 85% for 5 targeted pupils (SEEMIS Data)
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		<ul style="list-style-type: none"> Of our pupils who are Care Experienced, all received support for Health and Wellbeing either as part of enhanced planning (ASP) or through Equity targeted approaches. 	<ul style="list-style-type: none"> Family Learning and Parental Workshops to support raising attainment, engagement and wellbeing. (Identified staff, YFCL Worker, Ongoing) Outdoor Learning focus initially targeted boys at P.6 and P.7 whose engagement in remote Learning was 'extremely low', poor attenders and those most at risk based on wellbeing and motivation data. (Equity and Outdoor Leads, YFCL Worker, 6 weekly blocks) Boxall Profile Action Plan tool will be used with all children to identify needs and set SMART targets to improve health and wellbeing. HWB interventions implemented. (HT, Class teachers and HW Co-ordinator, September-October 2021) 	<ul style="list-style-type: none"> Increased % of parents involved in school life including sharing of views during consultations and self-evaluation. Increased % of parents participating in Family Learning events and workshops Increased % of parents feel skilled and confident to support children's learning. Termly review of STINTs and/or ASP targets for health and wellbeing indicated targets are either partially or fully achieved.
<p>3.2 Raising Attainment and Achievement Theme 4: Equity for all learners</p> <p>We have effective systems in place to promote equity of success and achievement for all our children and young people.</p> <p>We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.</p>		<ul style="list-style-type: none"> Teacher Professional Judgement is supported by assessment data from MALT, SWST, NGRT, SNSAs and ongoing evidence of learning. Benchmarks are used during professional dialogue (refer to CofL for ACEL Data) <p>Gap Analysis for 2020-2021 <i>+/-% gap between children on track in SIMD 1-2+FSM compared to % on track in Deciles 3-10.</i></p>	<p>Improved pedagogy focusing on raising attainment for all will be a focus for CLPL:</p> <ul style="list-style-type: none"> Active Literacy (Class Teachers, August 2021 onwards) Number Talks (Class teachers, ongoing) Maths Recovery for targeted pupils (Education Scotland Pilot project) (Class Teachers, 	<ul style="list-style-type: none"> Active Literacy approach to Reading, Writing and Spelling/Phonics is used consistently across P.1-7 All classes use Number Talks session daily to improve mental application of number concepts and strategies. (Quality Assurance visits, Pupil Views) Maths Recovery leads to valued added increased in Maths Age.

<p>2.4 Personalised Support Theme 2: Targeted Support Our targeted support builds on robust, embedded universal support. Learners' needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required.</p> <p>Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.</p> <p>Theme 3: Removal of barriers to learning Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised.</p> <p>Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty.</p>	<ul style="list-style-type: none"> • Ensure equity approaches are additional and provide targeted, accelerated support to learners affected by poverty. Move away from universal to more targeted approaches. • 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. • Ensure barriers to learning are identified and regularly reviewed to reflect changing circumstances. 	<p>Due to high numbers in the Equity Cohort compared to Core Group, sharing this data would make children easily identifiable. We have year groups where all children or almost all children are part of the Equity Cohort. A summary of whole school is provided:</p> <p>The targeted group (Equity) are attaining better than the core group in Reading (+0.46%) and Numeracy (+6.15%). The gap in Writing is -10.87% and in Listening and Talking -6.8%</p> <p>Equity Cohort Termly planning meetings with SMT with a focus on recovery teaching plan. Gaps targeted through interventions. Impact on our Equity cohort from October 2020 to June 2021:</p> <ul style="list-style-type: none"> • Across P. 1, P.4 and P.7, the % of pupils in the Equity cohort attaining the nationally expected level increased in all aspects of Literacy and in Numeracy. • At P.2 and P.3 and 5 of pupils in the Equity cohort on track to attain the next CfE Level at the Nationally expected stage increased across all aspect fo Literacy and for Numeracy. • At P.5 the % of pupils on track to attain Second Level Listening and Talking increased while Reading and Numeracy remained the same. • At P.6 the % of pupils on track to attain Second Level Reading and Listening and Talking at the Nationally expected stage increased. 	<p>Numeracy Co-ordinators, HT, September onwards)</p> <ul style="list-style-type: none"> • Play (SLC partnership project with Deirdre Grogan, Strathclyde University) (P.2/1 Teacher and SSA) • Outdoor Learning • Creating a Reading Culture (Literacy Co-Ordinator, Class teachers, October 2021—Ongoing) <p>10 children at P.2-P.3 from SIMD1-2+FSM included in Reading interventions – Small group teaching, 5 Minute Box, Nessy, Catch-Up Literacy, IDL Cloud (PEF Teachers, HT, September 2021-March 2022)</p> <p>4 children at P.4-P.5 from SIMD1-2+FSM included in Reading interventions –Nessy, Catch-Up Literacy, IDL Cloud (PEF Teachers, HT, September 2021-March 2022)</p> <p>4 children at P.4-P.5 from SIMD1-2+FSM included in Reading interventions –Nessy, Catch-Up Literacy, IDL Cloud (PEF Teachers, HT, September 2021-March 2022)</p> <p>8 children at P.6-P.7 from SIMD1-2+FSM included in Reading interventions – Small group teaching, Nessy, Catch-Up Literacy, IDL Cloud (PEF Teachers, HT, September 2021-March 2022)</p> <p>11 children at P.2- P.3 from SIMD1-2+FSM included in Writing interventions – Small group teaching and/or 1-to-1 support (PEF Teachers, HT, September 2021-March 2022)</p> <p>6 children at P.4-P.5 from SIMD1-2+FSM included in Writing interventions – Small group teaching and/or 1-to-1 support (PEF Teachers, HT, September 2021-March 2022)</p> <p>12 children at P.6-P.7 from SIMD1-2+FSM included in Writing interventions – Small group teaching and/or 1-to-1 support (PEF Teachers, HT, September 2021-March 2022)</p> <p>9 children at P.2- P.3 from SIMD1-2+FSM included in Listening & Talking interventions</p>	<ul style="list-style-type: none"> • Increased engagement of pupils at P.2/1 <p>2021-2022 Equity Cohorts</p> <p>Primary 2 Attainment Increase</p> <ul style="list-style-type: none"> • Reading 20% • Writing 20% • Listening & Talking 20% • Numeracy 10% <p>Primary 3 Attainment Increase</p> <ul style="list-style-type: none"> • Reading 23% • Writing 23% • Listening & Talking 17% • Numeracy 17% <p>Primary 4 Attainment Increase</p> <ul style="list-style-type: none"> • Reading 15% • Writing 23% • Numeracy 15% <p>Primary 5 Attainment Increase</p> <ul style="list-style-type: none"> • Reading 8% • Writing 8% • Numeracy 8% <p>Primary 6 Attainment Increase</p> <ul style="list-style-type: none"> • Reading 10% • Writing 15% • Listening & Talking 5%
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			<p>(PEF Teachers, HT, September 2021-March 2022)</p> <p>10 children at P.5- P.7 from SIMD1-2+FSM included in Listening & Talking interventions (PEF Teachers, HT, September 2021-March 2022)</p> <p>8 children at P.2-P.3 from SIMD1-2+FSM included in Numeracy interventions – Small group teaching, 5 Minute Box, Maths Recovery, Catch-Up Numeracy, IDL Cloud (PEF Teachers, HT, September 2021-March 2022)</p> <p>5 children at P.4-P.5 from SIMD1-2+FSM included in Numeracy interventions – Small group teaching, 5 Minute Box, Maths Recovery, Catch-Up Numeracy, IDL Cloud (PEF Teachers, HT, September 2021-March 2022)</p> <p>7 children at P.6-P.7 from SIMD1-2+FSM included in Numeracy interventions – Small group teaching, 5 Minute Box, Maths Recovery, Catch-Up Numeracy, IDL Cloud (PEF Teachers, HT, September 2021-March 2022)</p> <p>Individual target setting adopted to measure impact of planned interventions. Limit number of simultaneous interventions (2) to facilitate accurate measuring or impact. (PEF Teachers, HT, September 2021-March 2022)</p> <p>Regular Equity Meetings to discuss barriers and analyse progress and impact prior to whole school monitoring and tracking. Introduce Intervention Impact Record. (PEF Teachers, Class Teachers, HT, September 2021 then Ongoing)</p>	<ul style="list-style-type: none"> ● Numeracy 10% <p>Primary 7 Attainment Increase</p> <ul style="list-style-type: none"> ● Reading 15% ● Writing 15% ● Listening & Talking 15% ● Numeracy 7%
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<p>1.3 Leadership of Change Theme 3: Implementing Improvement and Change Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.</p> <p>1.5 Management of Resources to Promote Equity Theme 1: Management of finance for learning</p> <p>We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate.</p> <p>Financial expenditure is carefully planned to improve the quality of learning and teaching and increase attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners.</p>	<ul style="list-style-type: none"> Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding, with a minimum of 5% of PEF subject to participatory budgeting. 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 for learners. Ensure sound financial management of all sources of funding 	<ul style="list-style-type: none"> Annual staff and parent PEF survey undertaken (prior to introduction of Participatory Budgeting) Review the current intervention resources/programmes, using the EEF Teaching & Learning Toolkit and professional reading from Rowntree Foundation, to ensure they are having maximum impact. Developing staff knowledge of interventions. 	<ul style="list-style-type: none"> Results retained and will used to support initial discussions with Participatory Budgeting (PB) Group. Interventions regularly reviewed to ensure positive impact (6-8 weeks) Equity Lead Teacher establish Participatory Budgeting stakeholder group. (pupils and parents) (September 2021) PB Steering Group meet twice termly to review spend and agree further decisions. PB Information communicated to parent body through monthly school newsletter and with children at assemblies 	<p>Sound financial decisions made around PEF to meet learners' needs</p>
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Being a poverty-aware school and reducing/mitigating the Cost of the School Day

Schools are being asked to undertake PB for a minimum of 5% of their Pupil Equity Funding. Please highlight in any colour the outcomes, measures, tasks and rationale related to PB in the following section.

<p>2.5 Family Learning Theme 2: Early Intervention and Prevention</p> <p>Our staff are aware of the factors causing child poverty within our community.</p> <p>We work with parents and other agencies to help parents minimise the effect of poverty on our children.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> Revisit Child Poverty Action Group Website and other relevant reading. Revisit their CoSD Position Statement in relation to: <ul style="list-style-type: none"> Getting dressed for school Fun events Eating at school 	<ul style="list-style-type: none"> Cost of the School Day position statement developed in 2019-2020 took cognisance of costs related to school uniform, stationery, lunches and snacks, outings, activities, overcoming period poverty and fundraising. Revisit position statement in light of COVID-19 pandemic, which further illustrated the socio-economic needs of our school community. 	<ul style="list-style-type: none"> Review CoSD Position Statement with all stakeholders. (Equity Lead, YFCL Worker, HT, October-November 2021) Provision to supply water bottles to all pupils living in SIMD 1-2+FSM. 	<p>All school events and activities take cognisance of advice from Child Poverty Action Group to ensure no child misses out due to financial barriers to learning.</p>
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<p>Our staff has an informed understanding of local demographics that informs more targeted support when appropriate.</p>	<ul style="list-style-type: none"> - School trips - Learning at school - Travelling to school - Attitudes - School clubs - Travelling to school - Home-learning <ul style="list-style-type: none"> • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider what changes will need to be made to the school calendar in light of changes to family income and how you will communicate this. 	<ul style="list-style-type: none"> • YFCL Worker and Equity Lead provide key role in supporting families through universal and targeted supports. • Continued partnerships with Universal Connections, Kit for Kids Clydesdale, Healthy Valleys and Homeless Project Scotland to support families living in disadvantage and in danger of missing out. 	<ul style="list-style-type: none"> • Family support offered by YFCL Worker and Equity Lead to those Families living in SIMD 1-2+FSM. (YFCL Worker, Equity Lead, September 2021-June 2022) • Ongoing sensitive communication with families offering supports through confidential forms and signposting. • Review school calendar to reduce/minimise costs. Awareness raising approach to charities over traditional fundraising. Focus on local groups and organisations. 	<ul style="list-style-type: none"> • Financial burden/pressure on families reduced (or eradicated).
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Improvement Priority – Impact of Additional Recovery Staffing

Recovery Allocation (How much?)	School Rationale and Planned Interventions (What will they do and why?) <small>All schools are expected to track and monitor the recovery progress of individual Care Experienced learners and ensure their ASN plans are regularly reviewed.</small>	Desired Outcomes and Measures (What difference will it make and how will you know?) <small>This section should outline what the desired impact will be for your children and young people and how it will be measured. It should focus on the key measures of attendance, attainment, exclusions, participation and engagement.</small>	Actual Impact (What difference did it make?) <small>This section should give an evaluative statement based on qualitative and quantitative data. This will be collected by central staff as part of SLC accountability to SG for recovery monies.</small>
0.6 FTE Teacher	<ul style="list-style-type: none"> Small group teaching (4 x weekly) for Reading Comprehension Strategies and phonics/spelling at P.4/3 based on ACEL data (47.06% of P3s on and 76.92% of P4s on track to attain in Reading). 	<ul style="list-style-type: none"> Increased (valued added improvement) in Reading and Spelling ages for specific learners. (SWST, Salford and PM Benchmarking data). 35.28% (6 pupils) increase in number of children on track in Reading at P.3 (Benchmarks, Teacher Professional Judgements). 15.38% (2 pupils) increase in number of children on track in Reading at P.4 (Benchmarks, Teacher Professional Judgements). 	
	<ul style="list-style-type: none"> Targeted support in Writing through small group work at P.6/5 based on ACEL data (58.33% of P.5 and 63.16% of P.6) on track to attain in Writing). 	<ul style="list-style-type: none"> 33.32% (4 children) more children at P.5 achieve First Level and are Writing with Second Level. (Benchmarks, Scottish Criterion Scale, Teacher Professional Judgements). 21.04% (4 children) increase in P.6 pupils Writing within Second Level. (Benchmarks, Scottish Criterion Scale, Teacher Professional Judgements). Engagement in Writing increase for 8 targeted children. (Leuven's or Schlechty's and Observation) 	
	<ul style="list-style-type: none"> Team teaching Writing at P.7 due to ACEL data (38.46% of P.7 children on track to attain in Writing). 	<ul style="list-style-type: none"> 23.07% (3 children) increase in number of children at P.7 achieve Second Level Writing. (Benchmarks, Scottish Criterion Scale, Teacher Professional Judgements). 30.76% (4 children) achieve First Level Writing and are Writing within Second Level. (Benchmarks, Scottish Criterion Scale, Teacher Professional Judgements). Engagement in Writing increase for 7 targeted children. (Leuven's or Schlechty's and Observation). 	
	<ul style="list-style-type: none"> 1-to-1 and small group teaching of emotional literacy and social communication for targeted children at P.3, P.4, P.6 and P.7 to increase engagement. 	<ul style="list-style-type: none"> Children's emotional literacy is developed. (Observation). Increased number of children can articulate their emotions and discuss incidents of dysregulation. (Pupil, staff and parental views), Pupil wellbeing and engagement increases. (Leuven's or Schlechty's and GMWP). 	
	<ul style="list-style-type: none"> Support wellbeing of Care Experienced pupils within the school, by leading (or facilitating) 1-to-1 interventions including Lego ABC and Drawing and Talking. 	<ul style="list-style-type: none"> Children are engaged in learning. (Leuven's or Schlechty's). Children experience positive wellbeing. (Daily Check-ins, GMWP and Views). 	