South Lanarkshire Council

Recovery Standards and Quality Report June 2021

West Mains School

Learning Together to be the Best

learning | together | best

Standards and Quality Report Session 20/21

Our School *(Roll/context etc)*
West Mains is an ASN school in East Kilbride. There are 59 pupils on roll who come from a wide area across SLC, most from Hamilton, Rutherglen or East Kilbride.

The Curriculum for Excellence baseline levels suggest that a universal approach to raising attainment is appropriate given all pupils at West Mains have significant additional support needs. The nature of these Speech, Language and Communication needs mean that all have significant barriers to their learning. Many pupils experience significant deprivation in wider life experiences and opportunities which research suggests is a greater barrier to progression than economic deprivation for these children.

The data for the benchmarking of Curriculum for Excellence levels indicates how significant receptive and expressive language delays and disorders impact all aspects of literacy. Attainment within Early Level Numeracy is more consistent, especially as much is supported with practical apparatus. As concepts become more abstract and mathematical language becomes more complex, the attainment within levels begins to diverge from the typical developmental profile.

The fact that placements for pupils with Speech and Language/Phonological challenges are only up to the end of P3 also affects the attainment gap profile of West Mains School. As soon as pupils are assessed as having made sufficient progress with Speech and Language aspects of their ASN they transition back into their local mainstream school. Some pupils make this transition at the end of P1, some during P2 and all remaining at the end of P3 with some of these presented to the ASN allocations forum, as other ASN become more significant barriers to learning. Those who continue to be supported in West Mains beyond P3 tend to have other significant barriers to learning in addition to Speech and Language Delay/Disorder. Most of these pupils have a diagnosis of ASD with a complex learning disability. The projected progression through levels therefore slows, as pupils remain longer at West Mains, with data suggesting that at present the attainment gap widens exponentially between P1 and older groups within West Mains.

Other pupils in West Mains have a diagnosis of complex Autism with associated challenges with all aspects of functional and pragmatic language/communication skills. Most also have challenging behaviours, and some pupils presenting with extreme/distressed behaviours. These barriers significantly influence learning and contribute to the gap in attainment within West Mains School. There are pupils within the complex Autism cohort who are complex sensory learners and find interactions of any kind very challenging. Engagement is fundamental to working with and supporting learners to make meaningful progression, albeit in much smaller steps than may be with a child with a more typically developing profile.

Key Successes/Challenges and Achievements Session 2020-2021

List these briefly

- *Increased levels of staff confidence and understanding in numeracy learning and teaching through CLPL led by Lynda Keith, with a focus on early numeracy progression, number sense, and Maths through Stories.*
- *Enhanced Outdoor Learning environment and resources.*
- *Teacher leadership skills enhanced through appointment of 2 PT (Equity) posts: Numeracy and Nurture/Outdoor Learning.*
- *High quality remote and digital learning offer that supported the complex learning needs of pupils. Rapid and amazing increase in staff knowledge, confidence, attitude and competence with digital learning*
- *Nurture style projects and approaches enhanced the well-being of staff and pupils. Attachment Strategy training completed.*
- *Literacy targeted intervention piloted for P3 and above.*
- *Talk for Writing (non-fiction) piloted. Invitation to join 2 national Talk for Writing development groups as representatives of ASN sector.*
- *IDL planning framework with a 'my worlds' context piloted. Streamlined forward planning for learners with complex/severe additional needs focusing on play-based, child-led learning.*
- *B-Squared assessment, tracking and monitoring system introduced, staff training has begun, and almost all pupils benchmarked.*

Remote Learning Jan-March 2021

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

Our Recovery Learning Curriculum document developed for August 2020 highlighted possible impacts of lock-down for learners and established our vision, values, rationale, and approaches to ensure continuity of learning and nurture within attachment informed relationship building. Home Learning leaflets and information were shared with all families through email, the school App, telephone, and physically where appropriate. The positive impact of this is illustrated by how well our whole school and holistic approaches supported almost all children with very few requiring individualised interventions. The dedication and commitment of all staff to support learners and their families has been exemplary and have contributed considerably to the positive well-being of learners in school. However, since the end of the Spring Term 2021 school closure there have been a growing number of concerns raised by families, asking for support for children at home. In May/June there was an increase in conversations that have resulted in preparation of Requests for Assistance for social, emotional, or behavioural challenges at home which are causing extreme stress and potential crises. Many of these issues have their root in ongoing ASN, but all are exacerbated and intensified by the incredible impact of COVID restrictions and mitigations. For a few learners this is beginning to have some impact on their presentation within school.

We audited our remote offer of Summer 2020 and decided that Google Classroom would provide a flexible interactive platform to support home learning in active and play-based ways. This was piloted during the Autumn Term and used for all learners during the lock-down in Spring 2021. Staff accessed on-line training and shared practice in weekly virtual support meetings. All staff have reported a significant increase in confidence and skills in using digital learning and almost all have continued to transfer these skills into their classroom practice. As a consequence, we have decided to work towards Digital Schools Award. Teaching and management staff have completed a self-evaluation audit which has highlighted development areas to focus on.

- ***Any evidence that sits behind this e.g. around pupil engagement, digital learning***

100% of classes implemented live and pre-recorded interactions with learners, with a few targeted support sessions for learners. There were also live interactive assemblies, and live and recorded extra-curricular activities each week. Home learning packs with resources to support the learning accessed remotely were provided for all families. Engagement was tracked through teachers monitoring Google Classroom and phone calls from SLT, and used to target support for families. 80% of pupils engaged consistently with the remote learning. Support was offered to those who were finding it challenging, including part-time hub placements, targeted physical learning packs, support to access the technology and government-provided or school-owned Chromebooks. Two families continued to disengage despite having Chromebooks, offers of support, and regular contact by class teachers and management. Three learners found it very challenging to engage with the learning due to their ASD additional needs. These families were offered regular support on how to integrate some of their learning into daily routines and play. Parental feedback comments on Google Classroom and in support telephone conversations was very positive about the high level of support and the quality of the learning experiences offered, that met individual learning needs.

A P4-7 pupil questionnaire, adapted from the centrally devised survey, was completed by eight pupils, and will inform our approaches to support learning. Of the eight, one attended the school learning Hub. Almost all pupils reported positive feelings about returning to school after the spring term lock-down; 1 reported being angry and sad. Reflecting on their learning at home experiences almost all (7/8) chose connections with friends and their teacher as very important. All stated that 'learning by myself' was something they did not enjoy. 75% found learning on the computer and their learning pack, and 88% that connecting with their teacher and friends supported their learning. Their views and opinions on support for learning and well-being going forward suggest that we should focus on more digital support with half also expressing desire for their own computer at home. Outdoor learning, including school trips, extra-curricular clubs and active learning with friends was valued by 88% (7/8). Only half expressed a desire to talk about their feelings more.

- ***Challenges and opportunities***

The pace of change and implementation of the remote offer was a challenge that teaching and other staff rose to very positively and with perseverance, resilience, professional integrity and passion. Initially there was high anxiety and a real lack of self-confidence in their own technical and digital abilities to deliver high quality experiences for all learners and to ensure continuity of learning. There was also concern raised about the ability of learners to access the platform and any digitally based learning due to additional support needs that require multi-sensory and active learning approaches with concrete objects and resources. The challenge of working from home was also addressed positively. Staff also faced the challenge of having to support their own families in the lock-down with creativity and determination to undertake both roles to the very best of their abilities. Some staff required Chromebooks to access and deliver the learning and some had older computers which presented digital challenges. Despite these difficulties all accessed on-line training available and reported

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that recorded webinars, where learning could be re-visited were particularly useful. Collegiate working and support for each other were also powerful in ensuring the high quality remote offer. This was supported with weekly meetings where staff could share successes, resources and raise concerns. Very effective whole school informal support links were established that supported well-being, mental health, and connectedness. The increase in their own knowledge, understanding and application within digital learning has been very evident in the high quality of the remote learning offer and their increasingly positive attitudes. This has been expressed in their on-going enthusiasm and desire for achievements to be acknowledged and built on by working towards Digital Schools status in 2021-22. The 'Selfie' audit was completed and areas for further development have been identified and will be integrated with supporting learners' use of AAC. Teaching staff accessed materials available from sources such as the West Partnership, QLO Service and other providers, but found, despite the amount and quality of resources available there was very little content relevant for learning within an ASN setting. All teachers planned and delivered live and recorded learning opportunities. The videos are now a resource bank and will continue to be used as part of learning and teaching and to support home learning. This is a recognition of the high quality work, time and effort teachers put into preparing and producing learning resources.

A concern over the whole COVID period has been that the work done to establish high quality parental engagement and support for families may be lost. The nature of the wide catchment area for West Mains School has meant that it is a challenge to build connectedness for families and we had built a very successful programme of events and approaches that was beginning to have a real impact on parental and family engagement, with the beginnings of effective parental focus groups and formal Parent Council. In actuality, we have found that the remote learning offer we provided has enhanced parental engagement. Their understanding of their child's learning, social and emotional needs and engagement with effective ways to support their child's holistic development have increased. Parental feedback on the high quality of the learning offered and the supportive framework built around this was very positive. The level of understanding of the challenges faced by parents and the support West Mains can offer has been enhanced with staff. This was of particular interest during the HMIe thematic conversation with the head teacher.

- ***Learning arising from this period/next steps.***

  - Learning and working towards Digital Schools Award recognition.
  - Working in partnership with SALT to increase the amount and quality of AAC support for learners across the school. This will use C.O.D.E.S. assessment and planning tool and revisit the priority set out in 2019-20; halted since the first lockdown and the challenges faced by therapists not being able to visit schools and support assessment.
  - The impact and importance of high quality partnership working has been highlighted by the affect of the limited physical input available over this session. This has produced enhanced impetus by the school and AHPs to ensure that our partnership working is enhanced further.
  - Continued high-quality Home/School Communication and supporting families and learning at home.

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 **3.1** Ensuring wellbeing, equality and inclusion • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality	**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.	**Key Recovery Tasks (School specific)** This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.	**Desired Outcomes and Impact** This section should give a brief indication of what success would look like and how it will be measured.
Theme: Whole School Wellbeing **Rationale:** School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community. 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.	**Schools need to:** • Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. • Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs.	**Key Recovery Tasks (school specific)** • An audit/baseline assessment of whole school community using Boxall, SLC Attachment Strategy, play and sensory profiling and other tools (as appropriate) will enable staff to evaluate the needs of learners and plan effective supports. September 2020 and ongoing PT Equity • Survey parents about specific interventions/support ideas to help pupils settle back into school August 2020 HT • 'My Worlds' IDL whole school curriculum planning pathway	**Desired Outcomes and Impact** • Whole school well-being will inform approaches and ethos. A short statement/motto to be devised with pupils and school community. 'Motto' to be displayed and used often to promote consistency of behaviours. • Parents express confidence that West Mains staff are partnering with them to support well-being and emotional needs. Children feel settled and connected to West Mains: demonstrated by behaviours and communicated

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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. 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. 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.	• Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. • Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. • Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. • Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be	improvement priority. Begin with My Healthy World as planning context for Recovery August/September 2020 PT and Teachers • Establish a forum for discussion of attachment informed ethos and training. Display Attachment Strategy posters prominently around school and adapt as necessary to support learner engagement (Boardmaker visuals etc). Establish Makaton signs for key vocabulary. August 2020 HT and SSA • Establish and develop Nurture type projects within school and with partner agencies. 　○ Buddy Bear Project 　○ Whole school Yoga Pilot with DoBe 　○ Emotion Works 　○ Music therapists 　○ SALT: workshops for families and staff. August 2020 and ongoing HT, SSA Team Leader and partners	in ways appropriate to pupils' needs • PT Equity (Nurture) remit written and in post and Action Plan in place • Staff express confidence and demonstrate understanding of nurturing ethos with all stakeholders. • A wide range of approaches to support needs and the nurturing ethos become embedded through practice. • Established communication links are maintained and used for support and encouragement, either virtually or face to face: 　○ Social Media 　○ School App 　○ E-mail 　○ Staff teams 　○ HT drop-in HWB Information Board established and updated regularly

	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 which support all personnel functions, and which allow staff to be included and consulted.		
Theme: HWB CURRICULUM **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. Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches. 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.	**Schools need to:** • 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.	• 'My Worlds' IDL whole school curriculum planning pathway improvement priority. Begin with My Healthy World as planning context for Recovery • Forward Plan stage partner teams established to ensure support and consistency • Forward plan monitoring and class visits ensure support for learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing • Pupils Council to consider a buddy/friendship system • Play profiles/ social play index used to inform strategies and support for play-based learning August/September and ongoing 2020 HT, PTs and Teachers • Outdoor Learning Action Plan in place to introduce and support Loose Parts play/play-based learning. Training for SSA. September 2020 and ongoing PT Equity	• Approaches evaluated and in place. These continue and become embedded beyond the recovery period. Different 'Worlds' approach to whole school IDL themes ensures in-depth thematic curricular planning. The pathway ensures all curricular areas and E+Os are covered over a two-year rolling period.

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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?
With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.	*Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.*	*Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.*
An audit/baseline assessment of whole school community • As the planned blended learning for August 2020 was replaced with a full return the expected impact on the well-being of pupils in West Mains was not realised as established routines supported the return to school. Realistically no crises or interventions were apparent as pupils' confidence and resilience were supported effectively • Very significant staff shortages in the SSA team until December 2020 leading to SLT providing a high level of support in classes and for individuals to ensure well-being remained positive. • Further investigation of Boxall and other profiling tools led to re-evaluation of timings and purpose to ensure that they become a solid intervention to support the most vulnerable. **Attachment Strategy / Nurture type projects** • Almost all staff have attended Part 1 and 2 of the Attachment Strategy training. All staff attending report an increase in knowledge and understanding of attachment informed and nurture-based approaches. • Posters are displayed around the school, which support better awareness of attachment informed strategies, which means pupils' well-being can be supported more effectively, evident in interactions with potentially distressed behaviours.	BASP records show reduction in expected distresssed behaviour incidents.Significant decline in formal violance at work incident reporting with zero reports August-May 2020. Other distressed behaiour reporting also shows a decrease in their intensity and length, again with a marked decrease in number.	Assessment of well-being to be formalised. • P1 pupils: play profiling as part of baseline and to inform support for effective play-based learning approaches • Boxall/Beyond Boxall in June for targetted pupils to inform/evaluate interventions. More formalised nurture type interventions for targetted pupils, and continuing universal support through HWB curriculum and projects at a whole school level.

• Holistic and creative approaches to build a positive, meaningful culture of well-being have included:-
   o Buddy Bear to support bridging home and school. All pupils participated with targeted pupils well-being monitored and supported. Some classes (including all P1/2 classes) are extending and using Buddy Bear within class routines, establishing a more meaningful link between home and school with reported positive impact on transition into school. The success of the project has meant we have reflectively adapted and extended it to be the core of our P1 induction and transition for June/August 2021
   o Yoga project. Due to COVID mitigations the start of working with pupils was delayed until September 2021 and refocussed in consultation with our partners DoBeMindful. Almost all SSA took the opportunity to train to support the project empowering leadership opportunities across all staff. This time was also used to ensure there are adequate visuals and resources to support pupils effectively. June 2021: small scale pilot with each class and evaluation will be ongoing.
   o Hear My Music: delivered virtually with targeted groups of complex learners. Staff have found creative ways to reduce or remove the barrier to engagement that the virtual platform posed for almost all pupils resulting in positive interaction and participation for most, increasing the quality of learning experiences.
   o Emotion Works: pilot to use Colour Monster story as Talk for Writing text linked to HWB has been successful in supporting greater self-awareness of feelings and emotions and giving a context to explore self-regulation strategies which can be used when a pupil is facing potentially escalating distressed behaviours, reflected in the declining number of 'violent incidents' reported by staff.
   o SALT workshops: Mitigations in place for SALT and school have limited how we can support parents in partnership within school. SALT, in partnership with school staff, have been linking with parents virtually to offer a range of HWB and speech and language/communication support, from general to specific targeted work with identified families or pupils.
• Staff and parents report almost all pupils have become more confident and resilient despite COVID mitigations and school lockdowns. This has been especially evident with a few complex learners
	Feedback from course
	Parental feedback: All P1 parents and almost all others reported positive comments about the impact of the Buddy Bear project for their child's transition back into school
	Observations of learners
	Feedback from staff
		MAPA training for all staff (refresh for most)

Outdoor Learning • PT Equity(Nurture) in post and action plan for developing the outdoor learning space is in place. Resources and improvements have begun to provide a creative and engaging learning environment. In the almost all classes there is an increase in learning outside as an integral part of the school day and as a context for learning and teaching. Observations have evidenced some occasions for taking learning outside daily across all classes. The outdoor learning space has been enhanced and further developments with more resources ordered and planned should mean that it will be well-used. These resources are only beginning to be purchased in the summer term due to on-going difficulties and delays with i-procurement procedures and operational challenges. COVID mitigations and the school closure impacted the impetus for outdoor learning development. As a consequence of all the challenges, staff have identified a need to support their confidence and skills to ensure effective outdoor learning.	Outdoor Learning Action Plan	Outdoor Learning: ongonig support for learnng and teaching outdoors and to increase staff skills and confidence. Woking with a partnership organisation to facilitate this.Integrating planning for outdoor learning within forward plans.
'My Worlds' IDL whole school curriculum planning pathway improvement priority. • In-depth thematic curricular planning is evident in almost all Forward Plans, which has enabled us to evaluate where there are some inconsistencies in covering aspects of the curriculum for all learners. Consideration of extending the Worlds approach to a three years rolling proramme has established clearer expectations of organisers to be covered.	Forward plan Feedback and monitoring	Three year My Worlds programme for curricular, organisers, and E+O focusses drafted by Working Party.

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	Improvement Priority 2 - Planning for Equity		How will we know we've been successful?
Quality Indicator **2.4** Personalised Support • Universal Support • Targeted Support • Removal of barriers to learning **3.1** Ensuring wellbeing, equality and inclusion • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality **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** 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.	**Key Recovery Tasks (School specific)** This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.	**Desired Outcomes and Impact** This section should give a brief indication of what success would look like and how it will be measured.

Theme: Re-identifying the poverty-related attainment gap.
 	
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
	Schools need to:
	
	• Consider the experiences learners have had during the school closure period, drawing on for example:
	  - Engagement data
	  - Home-school communication
	  - Home-learning submissions
		Key Recovery Tasks (school specific)
		
		• Audit the current 'gap' using a range of measures, tools and surveys. Include an analysis of access and opportunity for wider experiences and
			Desired Outcomes and Impact
			
			School data and profile used to inform general interventions and to target groups or individuals for recovery interventions

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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. This provides a clear foundation for improvement and planning.	- Engagement at hubs
	• Use a range of quantitative and qualitative measures to undertake a new "gap" analysis for all pupils, which takes account of:
	  - Learners' wellbeing (e.g. Boxall profile, observations, wellbeing indicators)
	  - Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments)
	  - Engagement (e.g. Leuven scale, observational data)
	  - Participation (home-learning participation data)
	
	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.
	
	• 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.
		achievements. Analyse data to target a range of creative support to be offered.
		• Establish ongoing HWB, Numeracy and Literacy assessment, tracking and monitoring to ensure both negative and positive long-term effects of the lock down are acknowledged and supported
		• Investigate an effective monitoring system to ensure consistent engagement with blended learning by families. Audit all possible barriers to learning at home. Analyse results to target a range of support that could be offered, physical or emotional/well-being
		August/September and ongoing 2020 HT, PT and Teachers	

Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning. **Rationale:** As learners return to school, SAC/PEF plans need to be flexible and	**Schools need to:** • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase.	• School rationale for PEF allocations to be reviewed and amended as appropriate. Audit to include pupil and Family focus groups. • Review research literature on the impact of restricted access	• A programme of interventions created in consultation with stakeholders that addresses needs of identified learners. Workshop experiences re-

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.	• 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.	to wider life, cultural, environmental, social and physical experiences on learning. Evaluate whether this experiences poverty gap has widened for learners in West Mains. • Audit current partnership working in response to current gap and possible interventions. • Individual and group staff learning over lockdown to be valued and shared with the school team • Teacher capacity built through short-term appointment of 2 PT Equity posts: Remits and recruitment process. August/September and ongoing 2020 HT and PT	established and refocused to meet needs. These interventions are evaluated as sustainable and enable development of high-quality outdoor learning among other outcomes. Staff learning is shared, discussed and used to inform possible next steps in all relevant aspects of recovery and improvement planning
Theme: Tracking and monitoring impact of equity approaches. **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.	**Schools need to:** • 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.	• Review of baseline HWB audit undertaken at the beginning of the recovery period, alongside professional judgements and observations to evaluate impact and reassess and adapt approaches as appropriate. • Continued investigations into possibility of using B Squared Connecting Steps for recording assessment, tracking and monitoring August/September and ongoing 2020 HT	A robust proportionate tracking and monitoring process is in place and used to inform planning for classes and individuals.

| **Theme:** Cost of the School Day

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. | **Schools need to:**

• 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. | • Revisit CoSD statement with parent focus groups and revise as appropriate. Staff awareness raising of new statement.
• Audit all possible impact of school closure and barriers to learning at home. Analyse results to target a range of support that could be offered, physical resources or emotional/well-being
• Universal and targeted approaches are considered
August/September and ongoing 2020 HT, and parent focus groups | Approaches to ensuring minimal costs: minimal financial and other costs maintained and extended to other areas as appropriate. |

Improvement Priority 2 -   Equity

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.	*Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.*	*Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.*
The COSD Statement review has been paused to allow reflection on the impact of cultural deprivation on learners and how to increase experiences and opportunities without increasing the cost of the school day for families. Teacher judgement and parental feedback has highlighted a detremental impact of narrowing community and cultural experiences and inclusion opportunities due to COVID restrictions and mitigations. Achievement evidence from earlier PEF interventions had illustrated how successful using budget to promote these experiences had been on pupil engagement and communication, particularly for the most complex learners. The added value these experiences had for pupil well-being and learning has not been available meaning that real-life contexts for learning and building confidence and resiliance have slightly narrowed their curriculum and deprived them of some richer and deeper learning experiences. However, the creative use of play-based learning focussd on learner interests and the school environment has mitigated this. The development of the outdoor area and responsive outdoor learning experiences have supported the growth of these wider achievements for most of our most complex learners.	*Parental feedback P4-7 ASN pupil questionnaire Teacher judgement and observations.*	• Audit the current 'gap' using a range of measures, tools and surveys. Include an analysis of access and opportunity for wider experiences and achievements. Analyse data to inform PEF interventions within Literacy/Numeracy and HWB • Widen cultural and community opportunities to add further value to the positive impact evidenced within outdoor learning opportunities. Extra-curricular clubs • A programme of interventions created in consultation with stakeholders that addresses needs of identified learners. Parental workshop experiences re-established and refocused to meet needs. These interventions are evaluated as sustainable and enable development of high-quality outdoor learning among other outcomes.
In line with governemnt guidance 5% of the PEF budget for 2021-22 is allocated for Participatory Budgetting. A teacher has agreed to lead this and will be organising pupil and family focus groups to highlight priorities.		

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** These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation. Links are included where appropriate. **Please note - there are 2 Head Teacher consultative groups currently working with senior officers to produce Local Authority suggested recovery phase 'curriculum models' for both the Primary and Secondary sectors. As soon as the recommended models have been assessed for operational practicalities (including services such as cleaning, transport, catering etc) they will be emailed to all Head Teachers.**	**Key Recovery Tasks (School specific)** This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.	**Desired Outcomes and Impact** This section should give a brief indication of what success would like and how it will be measured.
Theme: Learning In School **Rationale:**	**Schools need to:**	**Key Recovery Tasks (school specific)**	**Desired Outcomes and Impact**

The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, *Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible* *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."* **The Recovery Curriculum, Think Piece**	• Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision. • Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. • Consider if communal and social areas could be repurposed to provide additional learning space. https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/ • 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 (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks)	• Assessment/plan/review processes are in place to ensure appropriate risk assessments and BASPs are in place (in line with SLC PPRUDB guidance) • Classrooms and other areas in the school are used creatively to facilitate play-based and outdoor learning • Resources and furniture are arranged within classrooms and other areas in school to facilitate social distancing whilst ensuring **high quality pedagogy is maintained**. All approaches are nurture-informed and so the learning environment appears as welcoming and child-friendly as possible. Visuals and other AAC are used to support learners. August/September and ongoing 2020 all staff • Curriculum priority to be Literacy, Numeracy and HWB whilst creatively informed by and applying learning from other curricular areas as appropriate. • My Healthy World whole school IDL planning structure. • Class and stage planning teams have already been established and this will be	• High-quality learning and teaching are maintained within social distancing guidance. • Learners are engaged with play-based and outdoor learning and are happy, nurtured and settled in school • Staff feel confident and empowered to support learners with their learning and HWB. • Stage teams are established and build collaborative professionalism • Staff continuing to work to progress improvement priorities within Literacy and Numeracy ensures high-quality learning and teaching are maintained, Staff express and demonstrate capacity and confidence with: ○ Key word spelling ○ Maths Through Stories ○ Progression and conceptual framework within numeracy ○ Nurture informed practice

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.

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.

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.

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.

Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather

- Review your school's learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment.

- Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide.

- Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated.

- Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work.

- Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school.

enhanced and supported through organisational arrangements
- Partnership with Lynda Keith leading a project on Maths Through Stories to build on progression observed with Talk for Writing (2019-20) Investigate and research Birth to Three progression, schemas to build our own progression pathway based on the children's profiles as learners. Using a conceptual framework will help, considering the variety of learning needs and styles.
- Encourage staff to continue to embed Tapestry approaches introduced over past 2 sessions and to **maintain high-quality pedagogy**
- Individual and group staff learning over lockdown to be valued and shared with the school team
- What CLPL is needed will be identified and offered to staff to allow them to deliver the recovery curriculum in school, facilitated by creative use of timetabling.

August/September and ongoing 2020 HT, PT and Teachers

- PT Equity (Nurture) and PT Equity (literacy) remits written and in post, and following a clearly informed Action Plan. Teacher capacity built through short-term appointment of 2 PT Equity posts.

views learners in their recovery, along with parents/carers .	• Consider how to take account of parental views and pupil voice when developing the learning in your school.		
Theme: Learning At Home **Rationale:** 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. While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.	**Schools need to:** • 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. • 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.	• Parental and pupil feedback on home learning through Phases 1,2 and 3 to support planning. • Home learning to be planned as part of stage partner teams to allow teachers to support and work collegiately together and have a consistent approach across stages. • Audit all possible impact of school closure and barriers to learning at home. Analyse results to target a range of support that could be offered, physical resources or emotional/well-being • Investigate possible platforms for different learning groups, evaluating and building on successes during Covid lockdown. Audit engagement and feedback to inform decisions • Learning at Home leaflet to be re-drafted to support families with Home learning • School App and other communication methods used to highlight resources to support learning at home, such as Parentzone.	• Staff teams plan and resource high-quality home learning experiences which support, reinforce and/or extend learning in school • Pupils engage in high-quality play-based home learning experiences Families express and demonstrate that they feel supported and confident to support their child with home learning

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.	• 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	• What CLPL is needed will be identified and offered to staff to allow them to deliver the recovery curriculum in school, facilitated by creative use of timetabling. August/September and ongoing 2020 HT, PT and Teachers

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?
With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances. Risk assessments, mitigations and classroom organisation has ensured COVID security. There have been no cases of COVID in West Mains, meaning that pupils' routines and consistency of learning has been maintained, whilst learning was in the school building. The classrooms and other areas in the school are used creatively to facilitate play-based and outdoor learning resulting in high quality pedagogy across the school for most learning opportunities. Play-based active learning supported with tapestry and nurture informed practice has supported engagement with learning. Assessments of learning has shown continuity of learning has been maintained with assessment and teacher judgement data suggesting almost all pupils achieving similar levels of attainment and achievement to those in pre-COVID cohorts. This is evidenced by P1 SNSA results for Numeracy with all participating with the assessment scoring bands 3-5. There are a few individuals who have made exceptional achievements, especially with communication and social and emotional development over the year, reducing their need for formal BASP support. The delayed implementation of the B-Squared assessment and monitoring system has impacted how well we can evidence progression quantitatively, and some staff will continue to need additional support with recording assessments and professional judgements on the system and using analysis functions effectively. CLPL for a SSA has resulted in her suceesfully	*Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.* *Forward Planning and moderation* *Informal classroom/learning and teaching observations* *Class assessments* *Observations of learning behaviours and learning*	*Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.* Embed B-Squared into the planning and assessment cycle. Continue high quality staff CLPL in numeracy and literacy to embed pogression and high quality learning experiences in Numeracy and Literacy. On-line numeracy learning opportunity for staff. Teacher accepted on Education Scotland teacher leadership programme for Literacy professional enquiry. Teacher to participate in professional enquiry play pedagogy course. Talk for Writing Non-fiction: all staff to be trained INSET August. West Mains has been accepted as part of Talk For Writing Development Groups, ensuring further support and that we can contribute and influence for ASN sector across Scotland and beyond.

becoming a Makaton Trainer providing further suport for communication across the school		Digital Schools Award accreditation process to further support leadership opportunity for ICT co-odinator and CLPL for staff.
Time dedicated for class and stage planning teams has been effective in supporting consistent approaches across the school. This is illustrated by the complex learning group's work on adapting planning documents to support responsive child-centred play-based learning more clearly linked to the Milestones, with clear impact on engagement with learning and communication for almost all complex learners across those classes.	*Numeracy and mathematics audits before and after the intervention*	PT Equity (Nurture) post to be extended for 2021-22 Makaton Trainer to support Makaton across the school, leading to Makaton accreditation. Opportunities for training others across SLC being investigated
A comprehensive CLPL programme for Numeracy with Lynda Keith is beginning to impact on the quality of learning and teaching with all teachers reporting an increase in their knowledge and understanding of progression within numeracy, especially at the very early stages of development. Robust discussion of new ideas and strategies has increased confidence and teachers report positive impact on learning and teaching but acknowledge that there needs to be time to reflect on how to incorporate this into a planning progression linked to the new B-Squared assessment tool and to continue to collegiately support high quality pedagogy within numeracy. COVID restrictions limited the input from Lynda Keith to virtual meetings, rather than more supportive, responsive face-to-face meetings which impacted on the depth of engagement opportunities. The mitigations also meant that it was not possible for Lynda Keith to work alongside teachers with learners to model and support pedagogy more practically. As a consequence, more reflection and CLPL input is planned to ensure pedagogy continues to improve built on these good foundations.	*Maths through stories guidelines and support information. Forward planning documents and monitoring.*	Continue CLPL opportunities for Numeracy and mathematics.
The PT Equity (Numeracy) worked closely with Lynda Keith to introduce Maths Through Stories approaches and strategies. Guidelines were written as a framework for using stories and story lines as highly effective contexts to support learning and teaching. The approach has been integrated within planning documents ensuring a developing consistent approach across the school. High quality resources have been acquired to ensure strategies and approaches are well supported. Continued support for some staff will allow reflection on integrating proven effective approaches with Talk for Writing in West Mains are more effectively incorporated into Maths Through Stories learning experiences for all learners.		

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Remote Learning Our Recovery Learning Curriculum document developed for August 2020 highlighted possible impacts of lock-down for learners and established our vision, values, rationale, and approaches to ensure continuity of learning and nurture within attachment informed relationship building. Home Learning leaflet and information were shared with all families through email, the school App, telephone, and physically where appropriate. The positive impact of this is illustrated by how well our whole school and holistic approaches supported almost all children with very few requiring individualised interventions. We audited our remote offer of Summer 2020 and decided that Google Classroom would provide a flexible interactive platform to support home learning in active and play-based ways. This was piloted during the Autumn Term and used for all learners during the lock-down in Spring 2021. Staff accessed on-line training and shared practice in weekly virtual support meetings. All staff have reported a significant increase in confidence and skills in using digital learning and most have continued to transfer these skills into their classroom practice. As a consequence, we have decided to work towards Digital Schools Award. Teaching and management staff have completed a self-evaluation audit which has highlighted development areas to focus on. 100% of classes implemented live and pre-recorded interactions with learners, with a few targeted support sessions for learners. There were also live interactive assemblies, and live and recorded extra-curricular activities each week. Home learning packs with resources to support the learning accessed remotely were provided for all families. These were replenished as needed. Engagement was tracked and used to target support for families. 80% of pupils engaged consistently with the remote learning. Support was offered to those who were finding it challenging, including part-time hub placements, extra physical learning packs, support to access the technology and government-provided or school-owned Chromebooks. Two families continued to disengage despite having Chromebooks and support. Three learners found it very challenging to engage with the learning due to their ASD additional needs. These families were offered regular support on how to integrate some of their learning into daily routines and play. Parental feedback comments on Google Classroom and in support telephone conversations was very positive about the	*Google Classrooms* *Parental feedback comments* *Pupils P4-7 questionnaire*	Digital Schools Award

high level of support and the quality of the learning experiences offered, that met individual learning needs. Targeted intervention using the Five Minute Box has been piloted with some P3 and 4 learners. This has been successful with DATA	*Five Minute Box data*	A programme of staged interventions to be established.