



# **South Lanarkshire Council**

## **Recovery Planning August 2020**



**Bothwell Primary School**



## 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?

<p><b>Quality Indicator</b></p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> <li>Wellbeing</li> <li>Fulfilment of Statutory Duties</li> <li>Inclusion and Equality</li> </ul>	<p><b>Recovery Priority</b></p> <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><b>Key Recovery Tasks (School specific)</b></p> <p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p><b>Desired Outcomes and Impact</b></p> <p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p><b>Theme:</b> Whole School Wellbeing</p> <p><b>Rationale:</b> School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community.</p> <p>A sense of <b>Belongingness</b> and <b>Connectedness</b> is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through <b>Quality Relationships</b>, and a range of <b>Attachment Informed Practices</b>.</p> <p>Staff will have had a range of experiences during this period and will need a flexible and personalised</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools.</li> <li>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.</li> <li>Plan how best to promote an attachment -informed ethos and environment that nurtures</li> </ul>	<p><b>Key Recovery Tasks (school specific)</b></p> <p>H &amp; S - Using feedback from parent survey on school procedures (June), sharing RA with all staff and audit completed to verify statistics, put measures in place and ensure transparency in all steps taken to alleviate concerns and build confidence in sending children to school and supporting transition.</p> <p>Using strengths and gaps identified in May HWB parent survey, develop school recovery plan (RP) to meet needs.</p> <p>Further to return to school with blended learning approach, audit and evaluate current needs of <u>all</u> stakeholders in relation to their</p>	<p><b>Desired Outcomes and Impact</b></p> <p>Children, staff and parents confident in RA, audit and measure taken to ensure maximum safety possible, during return to school, whilst pandemic continues. Support transitions, enhanced where required.</p> <p>Implement recovery plan and ensure continuity to meet HWB targets, at an appropriate pace.</p> <p>Update and re-issue HWB survey (as in May) to determine current levels in August. Ascertain new</p>

<p>approach that emphasises the ongoing importance of self-care.</p> <p>It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some.</p> <p>Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.</p>	<p>reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.</p> <ul style="list-style-type: none"> <li>• Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained.</li> <li>• 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.</li> <li>• Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies.</li> <li>• 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.</li> <li>• Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and</li> </ul>	<p>health and wellbeing. (Undertaken in May)</p> <p>Organise buddy/mentor approach for staff. Factor in collegiate time to share concerns.</p> <p>Implement HWB baseline assessments and track, acknowledge skills gained.</p> <p>All staff undertake Attachment Training (June).</p> <p>Promote an attachment -informed ethos and environment – all staff trained on Attachment Principles (June), attachment theory shared with parents. Support of all staff in its implementation.</p> <p>CTs to plan for current learners, utilising information gleaned from phone calls, direct messaging and surveys to enhance pupils' HWB.</p> <p>Whole school revised HWB programme implemented.</p> <p>Audit of staff needs regarding CLPL or H &amp; S concerns, to confidently teach in class or via home-learning.</p> <p>Ensure clarity of procedures and that all staff are consulted.</p>	<p>baseline of needs and plan next steps. Staff needs to be met also.</p> <p>Utilise Wednesday in new timetable to facilitate staff support where required; personal, CLPL and practical.</p> <p>Intervene as necessary and appropriate.</p> <p>Staff to implement and parents to support, following awareness raising.</p> <p>CTs to identify specific needs of learners and support as appropriate, referring to SHANARRI and progressing to Boxall Profiling, where appropriate.</p> <p>Identified needs addressed and met through CLPL or revised RA.</p>
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	<p>which allow staff to be included and consulted.</p>	<p>Nurture to be high priority for PT, supported by DHT, continuing to phone and support vulnerable families. DHT to continue phoning parents directly.</p> <p><u>Vision and Values:</u> Audit and evaluate 2020 vision and values in relation to current stakeholders at present time (impact of COVID-19 to be taken account of).</p> <p>Issue survey to all staff and pupils on their new vision and values for BPS in order to meet current needs of all. Contact partners beyond school to support e.g. Ed Psych etc.</p> <p>Zoom meeting with PC to determine R.P., V &amp; V and H &amp; S.</p> <p>Exit poll at Parents' Evening in available format (e.g. online meeting), gathering parent views.</p> <p>Share outcomes and next steps with all stakeholders.</p> <p>Support of all staff in its delivery. Evaluate steps addressed and share with all stakeholders.</p>	<p>Identified children supported both in school and at home on weekly basis by PT &amp; DHT.</p> <p>In-school observations, conversations and assessments ongoing, with planned intervention, where appropriate.</p> <p>Increased awareness of support and confidence fostered in parents towards school.</p> <p>Accurate evaluations to be made of current vision of all stakeholders for BPS, next steps put in place and needs met, taking account of change in learning environment, experiences of pandemic etc.</p> <p>Current requirements affecting V &amp; V of school to be addressed and implemented appropriately.</p> <p>Re-evaluate, determining growth made and modify, one year on.</p>
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<p><b>Theme:</b> HWB CURRICULUM</p> <p><b>Rationale:</b> The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is underpinned by recognition that all Behaviour is Communication.</p> <p>Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.</p> <p>Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity.</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>Contextualise the 'Reconnection &amp; Recovery' guidance to develop a recovery curriculum within a unique context.</li> <li>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</li> <li>Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs.</li> </ul>	<p>Whole school HWB programme updated to incorporate the above and all staff trained in its planning, delivery and resourcing; all behaviour is communication and attachment informed practice, underpinning new programme. PT to support delivery and monitoring of programme.</p> <p>DHT T &amp; M with CTs to ensure children's needs are being met.</p> <p>HT's data meeting to address the 'new gap'.</p> <p>Formation of School Ambassadors to create opportunities for Pupil Voice.</p> <p>Further develop parental engagement opportunities whilst maintaining social distancing and reduced contact.</p>	<p>Measures put in place through HWB programmes (i.e. Nurture, Parental engagement etc.) to meet needs, with as immediate effect as possible.</p> <p>Staff trained to appropriately deliver programme to meet current needs. PT to support and DHT to implement staged intervention where appropriate.</p> <p>Chn involved in decision-making with regard to school recovery, in areas where they are aware of being affected.</p> <p>Opportunities created to build relationships and support pupils and their families.</p>
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## Improvement Priority 2 - Planning for Equity

**How will we know we've been successful?**

<p><b>Quality Indicator</b></p> <p>2.4 Personalised Support</p> <ul style="list-style-type: none"> <li>• Universal Support</li> <li>• Targeted Support</li> <li>• Removal of barriers to learning</li> </ul> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of Statutory Duties</li> <li>• Inclusion and Equality</li> </ul> <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> <li>• Attainment in Literacy and Numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievements</li> <li>• Equity for all learners</li> </ul>	<p><b>Recovery Priority</b></p> <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><b>Key Recovery Tasks (School specific)</b></p> <p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p><b>Desired Outcomes and Impact</b></p> <p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p><b>Theme:</b> Re-identifying the poverty-related attainment gap.</p> <p><b>Rationale:</b> To plan effectively to address the “gap” there needs to be a clear understanding of what the current “gap” is. Learners will have had a varied experience during their home learning period, and won't necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point;</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Consider the experiences learners have had during the school closure period, drawing on for example:                             <ul style="list-style-type: none"> <li>- Engagement data</li> <li>- Home-school communication</li> <li>- Home-learning submissions</li> <li>- Engagement at hubs</li> </ul> </li> <li>• Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of:</li> </ul>	<p><b>Key Recovery Tasks (school specific)</b></p> <ul style="list-style-type: none"> <li>• Using all available data and dialogue from previous CT, to identify children's level of engagement in learning, during school closure (give baseline).</li> </ul>	<p><b>Measures:</b> CT's engagement data on home-learning participation and communication (see pastoral notes). SLT's data on hub engagement and feedback from parent/child on school re-opening.</p> <p><b>Outcomes:</b> All pupils identified pupils in P1-7.</p>

<p>with others showing limited progress if any. Schools therefore, need to reconsider their “gap” and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.</p>	<ul style="list-style-type: none"> <li>- Learners’ wellbeing (e.g. Boxall profile, observations, wellbeing indicators)</li> <li>- Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments)</li> <li>- Engagement (e.g. Leuven scale, observational data)</li> <li>- Participation (home-learning participation data)</li> </ul> <p>Purple text gives examples of how schools may tackle this; this isn’t exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake new “gap” analysis, taking account of ; learners’ wellbeing, attainment, engagement, participation.</li> <li>• Survey of staff confidence in delivering this curriculum.</li> <li>• SLT – rigorous analysis of pre and post lockdown</li> </ul>	<p>Teachers developing increased range of nurture approaches and are more creative in their teaching across the curriculum to fully meet needs, using data to focus their direction of teaching.</p> <p><b>Measures;</b>          HWB survey, Boxall, MaLT, NGRT, SWST etc.</p> <p>Boxall Profiling as benchmark SHANARRI indicators used as a guide.</p> <p><b>Outcomes:</b>          Nurture programme in place to meet the changing needs of the learner.          Individual needs met in order to increase a readiness in pupils to learn.          Increased engagement in learning.          Improved attitude to learning.          Teachers supported to deliver curriculum to meet children’s and own needs.          Teachers increased range of approaches in teaching strategies.          Whole school nurturing approach based on the nurturing principles.</p> <p>SLT to target identified chn through supporting nurture,</p>
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		<p>data. Identified groups requiring targeted ASN.</p>	<p>curriculum, teaching strategies and resources.</p>
<p><b>Theme:</b> Planning to close the poverty-related attainment gap and reduce learners' barriers to learning.</p> <p><b>Rationale:</b> As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the <b>current</b> needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase.</li> <li>• Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking.</li> <li>• Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality.</li> <li>• Review staff training needs.</li> <li>• Review current partnership working.</li> <li>• Consider how you will measure and evidence impact; plan this into home and school approaches.</li> <li>• 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 <a href="#">EEF covid-19</a> resources helpful when considering this.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure support is in place for those who require it.</li> <li>• Nurture Lead Teacher will continue to provide CLPL for all staff, developing Nurturing Principles across the whole school, using Applying Nurture As A Whole School Approach framework as audit and evaluation tool to ensure sustainability and other evidence-based approaches to inform thinking.</li> <li>• Identify specialists to teach staff - UGS Nurture base, RISE room, Custtad, CAMHS, Covey.</li> <li>• Identify resources to support teaching and learning in order to close the newly identified gap.</li> <li>• Working alongside colleagues (CTs and SSAs) on: teaching strategies, including: -Reinforcing of teaching of growth mindset, when working <b>with</b> identified children.</li> </ul>	<p><b>Measures:</b> Survey of staff confidence – Input resulting in teachers developing increased range of teaching approaches across literacy and numeracy to meet needs.</p> <p>SHANARRI What I Think Tool as a baseline and following up with Boxall Profiling for those we are concerned about.</p> <p>Literacy and numeracy assessments as appropriate to the child – formative and/or summative. All pupils P1-7, through NLC Active Literacy, NGRT and SWST. All pupils P1-7 through support in writing lessons. MaLT assessments in maths.</p> <p><b>Outcomes:</b> All pupils identified in P1-7. Teachers developing increased range of teaching and learning approaches in HWB, literacy and numeracy to meet needs and increased confidence in their delivery.</p> <p>In house and online programmes in place to meet</p>




		<p>-To enable time for CTs and SSA to discuss children’s progress/timetabling and programme of work to best benefit pupils.</p> <p>-Cascading knowledge to support CTs who are unable to attend courses</p> <ul style="list-style-type: none"> <li>• Working with identified children as appropriate (e.g. at times, removing from class to benefit all concerned).</li> <li>• In tracking and monitoring, liaise with CTs, SSA, parents and SLT.</li> <li>• Planning next steps, for sustainability.</li> </ul>	<p>the changing needs of the learner.</p> <p>Readiness in pupils to learn.</p> <p>Increased engagement in learning.</p> <p>Improved attitude to learning.</p> <p>Increased engagement in learning in targeted pupils.</p> <p>Increased attainment and achievement in children.</p>
<p><b>Theme:</b> Tracking and monitoring impact of equity approaches.</p> <p><b>Rationale:</b> To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy.</li> <li>• 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.</li> <li>• Consider points in planning section to find alternative approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers will use Boxall Profiles as a baseline, and will plan interventions within their class to target the wellbeing of specific children (both within and beyond school’s nurture class).</li> <li>• Rigorous T &amp; M process will continue, using SLC’s model of tracking the “whole” child and altering approaches to maximise potential.</li> <li>• HT’s data meetings will continue to focus on children who were on track but are now not.</li> </ul>	<p><b>Measures:</b></p> <p>Data meetings, T &amp; M, Boxall Profiling.</p>

		<ul style="list-style-type: none"> <li>• Ongoing consultation with staff, pupils and parents to inform planning.</li> <li>• Updated programmes to approaches in literacy, numeracy and HWB implemented to ensure maximum impact when children are in school and most appropriate methods of teaching for current pupils when home-learning.</li> </ul>	<p>Parent and child consultations ongoing and results responded to.</p> <p>Improved programmes in literacy, numeracy and HWB developed.</p> <p><b>Outcomes:</b> Improved programmes in literacy, numeracy and HWB ensure gaps are addressed and there is consistent progression and cohesion across these areas, which match the needs of the learner. Increased improvement in e.g. child's engagement, confidence, spelling age within given period, improved writing across the school. Teachers increased range of approaches in literacy and numeracy.</p>
<p><b>Theme:</b> Cost of the School Day</p> <p><b>Rationale:</b> 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</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Revisit <a href="#">Child Poverty Action Group Website</a></li> <li>• Read <a href="#">CPAG article</a> on impacts of school closures.</li> <li>• Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families.</li> <li>• Consider how you will equip learners with the tools required to undertake home-learning.</li> <li>• Consider how our actions can inadvertently alienate families in poverty.</li> </ul>	<p>We are very clear that the Cost of the School Day is an area that requires constant vigilance and will not be 'fixed' by any one action. Our Recovery Plan focuses on:</p> <ul style="list-style-type: none"> <li>• Gathering the views of parents with regards to what/when we ask for money.</li> <li>• Providing advance notice for parents of any activities and events that have a cost involved and subsidising costs where possible and</li> </ul>	<p>Gain a confidential understanding of the views of the parent forum which, in turn will inform our future practice. Continue to issue annual overview, which indicates points in year which incur expense.</p>

<p>as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.</p>	<ul style="list-style-type: none"> <li>• Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts.</li> <li>• Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community.</li> <li>• Consider staff training needs – ensure <b>all</b> staff are consistent in their approach to poverty.</li> <li>• Consider what changes will need to be made to the school calendar in light of changes to family income.</li> </ul>	<p>particularly where need arises.</p> <ul style="list-style-type: none"> <li>• Introduce an Eco Swap Shop for uniforms, including outdoor gear to enable outdoor learning with children appropriately attired.</li> <li>• Offering a drop in clinic to support the completion of applications for Free School Meals/Footwear and Clothing Grants.</li> <li>• Continue to offer all pupils a range of clubs (as pandemic allows) to participate in at no charge, targeting chn in need of support in learning and home-learning.</li> <li>• Monitor club participation and offer regular lunchtime clubs, including a homework club, to pupils who may have issues with transport at the end of the school day.</li> <li>• Continue to ensure that we, as a school and our Parent Council are alert to our concerns around The Cost of the School Day when planning events and activities.</li> <li>• Further to SLC equity packs, survey parents re tools required to undertake</li> </ul>	<p>Sensitively support families by encouraging recycling as part of Eco plan, thus removing stigma of swap shop.</p> <p>Increased opportunities for FME, food vouchers and clothing grants.</p> <p>Clubs continue to run as described and as previously.</p> <p>Keep profile of CoSD high on PC agenda and adhere to feedback from parent forum when planning events and activities.</p> <p>Utilise survey results to determine support required i.e. physical tools, ICT, packs for learning or support from staff.</p>
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 <b>Improvement Priority 3 - Continuity of Learning</b>			How will we know we've been successful?
<b>Quality Indicator</b>  2.2 Curriculum <ul style="list-style-type: none"> <li>• Rationale and design</li> <li>• Development of the curriculum</li> <li>• Learning pathways</li> <li>• Skills for learning, life and work</li> </ul> 2.3 Learning, teaching and assessment assessment <ul style="list-style-type: none"> <li>• Learning and engagement</li> <li>• Quality of teaching</li> <li>• Effective use of assessment</li> <li>• Planning, tracking and monitoring</li> </ul> 3.2 Raising Attainment and Achievement <ul style="list-style-type: none"> <li>• Attainment in Literacy and Numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievements</li> <li>• Equity for all learners</li> </ul>	<b>Recovery Priority</b>  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.  <b>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.</b>	<b>Key Recovery Tasks (School specific)</b>  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.	<b>Desired Outcomes and Impact</b>  This section should give a brief indication of what success would like and how it will be measured.
<b>Theme:</b> Learning In School	<b>Schools need to:</b>	<b>Key Recovery Tasks (school specific)</b>	<b>Desired Outcomes and Impact</b>

<p><b>Rationale:</b>  <i>The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible</i></p> <p><i>It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.”</i> <b>The Recovery Curriculum, Think Piece</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Consider if communal and social areas could be repurposed to provide additional learning space.</li> </ul> <p><a href="https://www.gov.scot/publications/coronaviruses-covid-19-re-opening-schools-guide/">https://www.gov.scot/publications/coronaviruses-covid-19-re-opening-schools-guide/</a></p> <ul style="list-style-type: none"> <li>• Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity.</li> <li>• Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure.</li> <li>• 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)</li> </ul>	<p>School audit completed by HT and SSC.  RA completed and shared with all staff.</p> <p>Staff consultation on physical organisation of school and methods of delivery.</p> <p>Parent consultation on relevant areas.</p> <p>Audit curriculum to determine appropriate delivery.</p> <p>Through RP, incorporate collegiate opportunities to ensure longer term planning in place.  Utilise PEF funded teacher and SLT to enable collegiate working.  Incorporate moderation and assessment opportunities within Wednesday CLPL time.</p> <ul style="list-style-type: none"> <li>• Audit school's learning, teaching and assessment</li> </ul>	<p>Areas determined for use, allocated accordingly and marked out to meet needs.</p> <p>School laid out to suit individual classes and work programmes amended to meet current needs and teaching approaches to be employed.</p> <p>Survey results and outcomes following survey, shared with parents.</p> <p>Prepare programmes in key curricular areas to meet needs of staff and pupils and ensure continuity and progression across the school, from the identified starting points of learners. Resource to meet new teaching approaches.</p> <p>Assessment and moderation continuing as previously.</p> <p>CTs working in conjunction with each other on planning to ensure children have similar learning experiences and outcomes and are able to be re-grouped at later points.  Staff participation in calendar compilation to ensure all</p>
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<p>Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.</p> <p>Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.</p> <p>This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.</p> <p>It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.</p> <p>Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers .</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>processes. Compile strategic monitoring calendar, addressing any gaps in meeting new needs.</p> <ul style="list-style-type: none"> <li>• Identify best methods of assessing children to determine baselines (see earlier), taking account of skills gained whilst in lockdown</li> <li>• Audit staff needs re CLPL (see earlier) and plan CLPL to meet needs.</li> <li>• Identify staff skill-set in order to cascade, share and support colleagues in areas of strength. Further develop a range of teaching strategies, utilising ICT where appropriate in school, to enhance skills and home learning.</li> <li>• Ensure strong two-way consultation and communication is continued to keep parents involved, included and supported.</li> </ul>	<p>levels of ability are addressed. (See earlier re raising attainment and meeting needs)</p> <p>Identify gaps to be addresses, particularly where they did not exist prior to school closure. DHT to lead staged intervention where appropriate and SLT to support CTs in determining most appropriate method of assessment. (see earlier)</p> <p>Staff training as required to meet specific professional needs in order to meet needs of present pupils.</p> <p>SLT to facilitate such CLPL opportunities. Teachers to provide powerfully interactive teaching sessions in school, both indoors and outdoors and develop in learners, skills in ICT to enhance their home-learning experiences.</p> <p>Continue regular feedback and updates with information sharing to support parents engaged in home and school learning.</p>
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	<ul style="list-style-type: none"> <li>• Consider how to take account of parental views and pupil voice when developing the learning in your school.</li> </ul>		
<p><b>Theme:</b> Learning At Home</p> <p><b>Rationale:</b></p> <p>A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support.</p> <p>While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.</p> <p>Schools should consider how they track ongoing engagement in remote blended learning and support families where it is</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Can staff who are shielding work on developing and leading on online learning opportunities?</li> <li>• Take account of the existing resources you have access to and how these can be used to support learning at home.</li> <li>• 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.</li> <li>• Review and plan how you will deliver and set work at home and how feedback will be given to learners.</li> <li>• Establish a baseline on the number of pupils and staff who have home access to ICT.</li> <li>• Consider how to take account of pupil voice in their learning at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Updated audit of home-learning resources and share required resources with staff and pupils' families where possible.</li> <li>• Collegiately determine school plan for home learning.</li> <li>• Determine strengths of staff members, if not teaching in school and appoint to a role to develop home learning.</li> <li>• Audit staff needs re CLPL (see earlier) and plan CLPL to meet needs to support pupils' home learning.</li> <li>• Staff, pupil and parent consultation on delivery of</li> </ul>	<p>Learning profiles of learners' individual family contexts ascertained. Address staff and families lacking resources and aim to supply, either through Equity Packs or school funded.</p> <p>Communicate home-learning system to families, taking account of time, resources and home pressures.</p> <p>Utilise all strengths of all staff irrespective of work place.</p> <p>Staff training as required to meet specific professional needs in order to meet needs of present pupils when learning at home.</p>

<p>clear this is an area of significant difficulty.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Consider how you will measure and track engagement with home learning</li> </ul>	<p>home-learning and feeding back to learners.</p> <ul style="list-style-type: none"> <li>• Form Pupil Voice Committee and keep home and school learning, high on agenda.</li> <li>• Continue with strong communication with parents/carers as through lockdown period. Develop a range of methods of seeking viewpoints and sharing plans and outcomes.</li> <li>• Staff collaboration to determine method of measuring and tracking pupil engagement with home learning. All staff to put into practice where required.</li> </ul>	<p>Update plan of delivery and feedback and share with all stakeholders.</p> <p>Utilise information gained through PV meetings to determine next steps, to meet needs of all families.</p> <p>Staff collaborate over methods of involving parents in decision-making and methods of meeting their needs by supporting them in a range of ways.</p> <p>Continue to liaise with parents and keep communication channels open and actions transparent.</p> <p>T &amp; M tool created to measure engagement with home learning. DHY to monitor and CTs to collaborate over how to engage pupils in their home learning.</p>
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