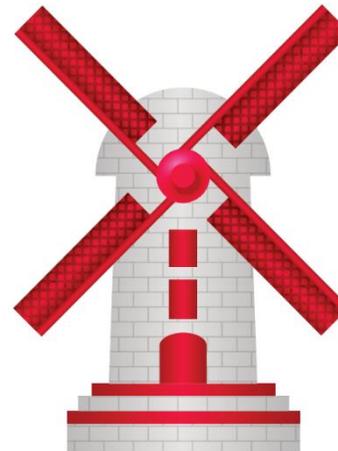# South Lanarkshire Council

Recovery Standards and Quality Report June 2021

High Mill Primary School

Standards and Quality Report Session 20/21

Our School *(Roll/context etc)*
High Mill Primary School is a small urban mainstream school in the town of Carluke. The current school roll is 99. The school capacity is 118. There are currently 5 classes which are all composites. Our school roll has fluctuated again this session. Having more than doubled since 2012-2013 (rising from a roll of 60) the school roll is expected to drop to 97 next session. Due to the cap of 18 pupils in a P.1 class for the school being increased to 25, pupils will be configured into 4 classes next session, all of which will be composites.

We are co-located with Victoria Park School which, in non COVID-19 times, offers valuable scope for inclusion and joint working. The campus officially opened in 2013 as part of South Lanarkshire's school's modernisation programme. The High Mill wing of the building is compact with 5 classrooms, a shared library, ICT suite and gym/dining hall. In 2019, a small open-plan tutorial space was converted to provide a space where pupils' wellbeing needs could be supported in an appropriate setting. Unfortunately, COVID-19 mitigations has meant this space is the currently the staffroom for High Mill as we have been unable to share the existing area with colleagues from Victoria Park School. The school is compliant with legislation relating to accessibility. Our unique town centre location means we are framed on all sides by busy roads and, as a result, the outdoor and playground is limited. School lunches are cooked on the premises daily.

High Mill is part of the Carluke Learning Community. This session, the majority of P.7 pupils are transitioning to Carluke High School for their secondary education with a small cohort transferring to Additional Support Needs placement or moving out with the authority. We continue to develop links with local nurseries, primary schools and Carluke High to plan smooth transitions.

The school has developed a deeper awareness of the socio-economic difficulties faced by our school community. To overcome disadvantage, families are supported financially, socially and practically through the commitment of staff, equity work and partnership working with 3rd sector organisations.

Plans to review the Vision, Values and Curriculum Rationale were paused this session to give priority to COVID Recovery. The impact of the ongoing pandemic on children and families and the benefits of placing a sharper focus on Literacy, Numeracy and Health and Wellbeing has provided further justification for moving this work forward next session. This will including developing a streamlined unique curriculum which reflects the refreshed narrative for Curriculum for Excellence.

Vision, Values and Aims
Motto: "Aiming High."

Vision: "Our school cares for all its pupils and encourages, supports and challenges them to be the best they can be. High Mill is a school that works to give children best learning opportunities now and builds for the future."
Values: Helpfulness, hard work, honesty, respect and kindness.

Aims: At High Mill Primary we aim:
- to have children believe in themselves
- to give challenge and choice
- to be respectful, fair, honest and care for each other
- to have a school where we can learn at our best pace.

In 2020-2021, the Leadership Team consisted of the Head Teacher and Principal Teacher. We have 5 permanent members of teaching staff, 1 Support Staff Team Leader and 7 Support Assistants (not all of whom work full time). This session, we funded 0.2FTE teacher and 1 FTE Support Assistant through Pupil Equity Funding ad were allocated a NQT (Newly Qualified Teacher). Each year, there is uncertainty around teaching staff as we await confirmation of whether pupil numbers can be configured into 4 classes or 5.

Our staffing is going through a period of change, the Principal Teacher is being re-deployed as of August 2021 because pupil numbers will be below the threshold required to maintain the current management structure for a second consecutive year. The Support Staff Team Leader and one Support Assistant are retiring after working with the school for 20 years and 26 years respectively.

With the gradual easing of COVID restrictions, our woodwind instructor now visits fortnightly and we participated in the YMI at P.4 and P.5 this session. A specialist support teacher also visits when required. Our school chaplain is Trevor Wilson from Kirkstyle Baptist Church. We are very well supported by janitorial, catering and facilities staff.

We have a Parent Council which plays a more active role in school life. We are continue to raise our profile within the local community and have established partnerships with Carluke Development Trust, Healthy Valleys, Tesco and Street level at Universal Connections. The school continues to build effective partnerships with parents and community stakeholders.

We promote positive relationships within the school and foster an ethos that encourages all pupils to respect themselves and one another. Pupil Voice through groups and committees is becoming more active within the school.

Of our 99 pupils, 77% live in SIMD 1 or 2 and our FME (Free School Meal Entitlement) is 51%. We have a high number of pupils with Additional Support Needs, including 7% with a diagnosis of ASD and 2% English as an Additional Language. Our catchment area is mainly social housing, private lets and few privately-owned homes.

Key Successes/Challenges and Achievements Session 2021/22
- Attainment across the school (P.1-7) for 2020-2021, when compared to the last pre COVID-19 tracking in 2019-2020 indicates increased attainment in Reading, Writing, Listening and Talking and Numeracy.
- Increased focus on pedagogy with one class teacher successfully completed Improving Our Classroom (I.O.C), with narrowing of the attainment gap in literacy for targeted pupils. Another class teacher currently undertaking I.O.C with a focus on improving children's writing. Principal Teacher undertook role of I.O.C mentor, supporting colleagues across South Lanarkshire.
- Creative use of Book Creator as digital profile and P.L.P at P.6/5 and P.7/6 has increased pupil ownership and facilitated regular sharing of learning with parents.
- Principal Teacher and a class teacher trained as Mental Health Champion and in Edinburgh Resilience Programme, increasing capacity to support children's wellbeing needs.
- Commitment to developing leadership at all levels through distributed leadership rota.
- Further development of partnership with Carluke Development Trust, using community space at High Mill to take forward aspects of outdoor learning.
- Participation in Green Gym pilot project to improve mental and physical health as well as the local environment in partnership with The Conservation Volunteers network.

- Extended partnership working including Healthy Valleys, Universal Connections, Street Level and Homeless Project Scotland to help combat financial hardship including donation of Christmas and Easter gifts, donations of books and supermarket vouchers. Cash for Kids COVID Recovery grant awarded and utilised to support families with shopping and utilities.
- Creative approach taken to House meetings and events including virtual weekly House news.
- Main school events and celebrations including Christmas Performance, P.7 Holocaust Memorial Day and Burns Poetry Competition were successful moved online and shared with families. Virtual shared Christmas 'Singing and Signing' to continue shared campus inclusion.
- Participation in World Book Day including link with parents through virtual Masked Reader event.
- Successful STEM Week which challenged and extended pupil learning. Participation in Children's Mental Health Week which enhanced pupils' awareness of strategies to foster positive mental wellbeing.
- School represented through art work in South Lanarkshire Council's Holocaust memorial event.
- Participation in community Christmas Windows competition, with P.3/2 winning their category.

Remote Learning Jan-March 2021

What was achieved
Teachers worked collaboratively to develop robust Remote Learning offers which reflected agreed Learning Community principles and could be implemented in individual, small group or class isolation. Plans were developed to ensure learning was progressive during whole school closure. The offer ensured consistency across the departments and took cognisance of pupil, parent and staff views of learning and teaching from the first lockdown as well as Local and National guidance.

Review of data collected about pupil engagement in Remote Learning showed a very positive improvement compared to the first lockdown (March-June 2020). The number of pupils showing extremely high, high or moderate engagement increased by 30.9% from 32.1% to 63%. To ensure equity of access, 28 pupils (36% of our Equity Cohort) received a Chromebook on loan while 9 received a MiFi dongle to provide internet access.

In anticipating a second period of Remote Learning, a few staff continued to adopt online platforms and tools within the classroom this increased staff and pupil skills and confidence. Most staff accessed CLPL opportunities provided by SLC Staff Learning Centre to extend digital skills. A further 2 teachers achieved Google Certified Educator Level 1 and 1 teacher is now undertaking Google Certified Educator Trainer. This impacted on the use of Google Classroom with teachers taking time to refine layout and structure. Changes were acknowledged by parents:
  "Google classroom was fine to navigate once we got used to it. Would be good to give parents a quick guide to new ways of learning #longlivechimneysums :)" (P.5 Parent)
75% of parents strongly agreed that the Google Classroom was easy to navigate.

All classes benefited from Live Direct Teaching throughout the week and Live Stream Interaction was available all day every day either from class teachers, support staff or SMT. Parental views acknowledge the positive impact of this:
  "…you were fantastic. X loved the meets and it let her interact with her peers which I think was crucial during these crazy times. Well done High Mill!" (P.6 Parent)

Communication with parents nurtured a closer link with some families and a greater awareness of family circumstance. Staff took cognisance of this and were flexible in their timetabling, and this was appreciated by parents:
  "We were able to compete tasks at a time most suitable for our family which was helpful as I was also studying from home." (P.1 Parent)

Feedback on the Remote Learning provision indicated that 63% of parents strongly agreed that the lessons/activities offered were interesting and enjoyable and that they were set at the right level for their child/children while 80% of pupils agreed or strongly agreed. 75% of parents strongly agreed and 92% of pupils strongly agreed or agreed that the tasks were valuable and that the right number of tasks were set. All parents who responded strongly agreed that live direct teaching (Meets) was beneficial with 63% also strongly agreeing that the number of these was about right. Only 60% of pupils indicated that live direct teaching was beneficial for them, this is an aspect we would review when preparing contingency plans moving forward.

As a school, we recognise and celebrate the growth and improvement in Remote Learning provision between (what we considered a solid effort) in lockdown 1 and lockdown 2. This is captured in one of the parental comments,

"I just wanted to say a massive thank you for all your efforts in supporting the kids at home second time round. The home pack excellent. The google classroom has all the relevant information and is structured so that as a parent it is easy to follow. Miss Y has been on hand every day and I really appreciated her feedback email today. X enjoyed seeing the staff and other kids yesterday on the group call. It's not an ideal scenario and not one we would pick, but this time round it feels so much better. Thank you, it's a very challenging time for everyone but high praise to you and the Highmill team 🌟"

Challenges and opportunities
- Low engagement of some pupils to complete Remote Learning tasks and whose motivation or ability to participate did not increase despite staff intervention.
- Using an increased range of technology and online platforms. This presented as an initial challenge for some staff and many families however as confidence built and skills developed, these extended and enhanced learning and teaching.
- Ways to best meet learners needs through variety and types of learning experiences and tasks, particularly with the cohort of pupils who did not engage or whose engagement was low despite the intervention of staff.
- Remote learning provided opportunities to staff to develop an understanding of the unique communication needs of some families in terms of what was appropriate, worthwhile and helpful for them and their family circumstances.
- Parental skills and confidence with digital literacy and accessing/navigating online platforms.
- Time for staff balance competing demands e.g. Remote Learning, in school provision and own family circumstances, but particularly for lead teachers to meet collectively.

Learning arising from this period/next steps
- The periods of Remote Learning and the COVID-19 pandemic more widely has highlighted the socio-economic, health and social needs within our school community. This is a catalyst for reviewing and renewing our Vision and Values and Curriculum Rationale to ensure that these reflect the priorities, needs and uniqueness of our school context.
- Include opportunities for children to continue personal target setting, including during any future Remote Learning periods and extend peer and self-assessment. This could increase engagement through ownership and responsibility but also provides additional parental involvement in target setting.
- Develop whole school tracking and monitoring of levels of classroom engagement in learning using standardised approach e.g. Leuven's or Schlechty's, with results used to adapt pedagogy, enhance learning and teaching and to raise attainment.
- Adopt a more strategic approach to 1-to-1 or small group ASN interventions during any additional further Remote Learning periods.
- Focus on parental engagement and Family Learning to ensure our parents have the skills and confidence to effectively support pupil learning in Literacy and Numeracy.
- Offer informal drop-in sessions to promote staff wellbeing and build relationships which can be moved online should there be further closures or partial closures of school buildings.

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. 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.	**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. • 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	**Key Recovery Tasks** Whole school wellbeing baseline audit co-ordinated by HWB group will take place in August 2020 January 2021, June 2021. Results for pupils will inform wellbeing recovery plan and identify gaps to inform future practice. Emotion Works Recovery Training for all staff and Resilience Programme introduction. Staff will be able to incorporate Emotion Works Recovery Programme across the life of the school to ensure a consistent approach and begin developing resilience programme. In August 2020, Listen to Me stations will be placed in several areas of the school and monitored by HWB group. Timetable of support created. In August, all Class Teachers will use Emotion Works 12 Week Recovery Programme and other opportunities to come together as a group to discuss emotions and feelings around COVID-19 and being at home. Weekly Assembly (online if required) will focus on wellbeing of all using Emotion Works and Resilience Programme. This will be followed by focused classroom discussions. Staff meeting on the following Wednesday will discuss pupil engagement and highlight any concerns.	**Desired Outcomes and Impact** We will have an accurate picture of pupil and staff wellbeing and intervention strategies will be tailored to meet the needs of individuals. Change/improvement will be measured by comparing wellbeing audit results. Staff confidence in delivery will be measured by comparing pre and post professional development questionnaires. Health and wellbeing programme will reflect the needs of pupils during recovery period. Health and wellbeing programme, learner conversations and staged intervention paperwork will reflect the needs of pupils during this recovery period. Pupils will be able to talk about their experiences in a safe and nurturing environment and access more bespoke one to one support, if required. The uptake of Listen to Me, monitored and tracked by HWB group will support this. Pupils are able to talk about their experiences in a safe and nurturing environment using Emotion Works and Edinburgh Resilience Programme and it will be monitored each month as an indicator of wellbeing. Standardised assessment/Boxalls will also be used. Weekly Assembly will provide classroom focus for wellbeing and this will support a consistent approach

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process e.g. psychological services, third sector agencies.

- Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community.

- Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and which allow staff to be included and consulted.

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Attachment Informed Practice training delivered to all Staff in June 2020 to shape Recovery Plan and further training will help shape classroom practice. Key principles of Attachment Informed Practice will be embedded throughout the HWB programme. Educational Psychologist to highlight strategies to support parents and children at home with wellbeing. Information to be shared with parents.

Partnerships will be promoted and developed – Healthy Valleys, Forest Schools

Google Meet to share strategies to support parents and children at home with wellbeing. Follow up questionnaire to identify any further supports required September 2020. Monthly drop-in parent Google Meet will be introduced.

Staff wellbeing supported throughout. Raise awareness of SLC Wellbeing Supports and focus on Mindfulness, Stress and Anxiety in staff meetings. Mindfulness available for staff through Microsoft Teams. Internal supports introduced:
- Time to talk– collectively/group/individually
- Attachment informed practice used to establish and maintain all relationships
- Staff celebration wall - achievements, life events, School Values etc.
- Clear and open communication and pastoral responsibility by SMT
  - HT – Teaching staff Room 1, 2 and 5
  - PT – Teaching staff Rooms 3 and 4
  - TL (SSA) – All Support Staff

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across the school. Pupils will be able to discuss the key messages from the assembly within the class and with the HT/PT during learner conversations.

Key features of Attachment Informed practice is embedded within the programme. Staff can identify principles of Attachment theory during monthly professional dialogue focusing on wellbeing.

Staff will be more able to recognise and identify possible attachment issues. Staff will have the ability to implement strategies and find ways to support children with attachment issues, which will allow them to enjoy and succeed in their learning. Staff will be more aware of the attachment relationships they have with their children, particularly vulnerable children, in order to enhance learning.

Parents are aware of both in school and wider supports available from SLC and partnership agencies, information from questionnaires will show this. Information Booklets will show more information about HWB.

Staff wellbeing questionnaire will be used to measure the impact of wellbeing supports August 2020, January 2021, and June 2021. It will show an increase in wellbeing and staff more confident in identifying supports available including those internal, from SLC and partner agencies.

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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.	August 2020. HWB Group to create a HWB Rationale and prioritise key areas of focus for recovery for 20/21. HT/PT, will involve parents and carers in establishing curriculum priorities for the recovery period. HWB Group will issue pupil learning and engagement questionnaire to inform HWB Rationale August 2020. HWB Group through dialogue, meetings and Learner conversations will support and highlight gaps to inform future learning. Tracking and monitoring and attainment meetings will monitor HWB. Pupil Voice review plans and report back to all classes through video link/Assemblies. (How Good is Our School)	HWB recovery rationale will provide a focus for learning and teaching priorities during the recovery period. Staff will be able to state the priorities and the reason behind their selection during termly professional dialogue or in communications with parents. HWB group and the involvement in the decision making process will increase ownership. Consultative approach increases ownership of the curriculum rationale and it is reflective of unique school context. Parents and carers are aware of the changes to our curriculum and the reasons why the new focus has been selected. Parental questionnaire September 2020 will reflect this increased awareness.

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?
Whole school pupil and staff baseline audit undertaken by HWB group in September 2020 through Google Forms with results use to inform wellbeing recovery curriculum. Teachers were able to identify areas of support required for their own class and where needed, interventions for specific children. Follow up audit undertaken in February 2021	Feedback through pupil, parent and staff questionnaires indicate that the most pupils and staff experience from positive wellbeing.	Identify new Helath and Wellbeing Co-ordinator/Lead
Daily emotional check-ins implemented in all classes, including during Remote Learning with teachers responding to individual needs.	Planning and attainment dialogue evidences concerns and strategies implemented for specific children.	Develop shared and progressive vocabulary for emotional literacy to ensure consistency of approach.
		Standarised approach used to Daily Check-Ins with regular analysis of data at class and whole school level to idenitfy patterns, trends and to plan intervnetions.
Glasgow Motivation and Wellbeing Profile (GWMP) piloted in P.4-7 in January 2021 and June 2021. Results used by class teacher to plan targeted lessons.	An accurate comparison of improvement cannot be taken at this stage as not all children completed January 2021 survey during Remote Learning however data available from GMWP indicated the following: • Almost all pupils at P.4, P.5 and P7 tracked green (high) across all Wellbeing Indicators • In P6, a few tracked green (high) across all Wellbeing Indicators, with most pupils tracking on yellow (medium score).	CLPL for teaching staff on GWMP. Implementation of GWMP across P.3-7. Refine whole school assessment, monitoring and tracking of HWB More strategic analysis of HWB data to identify strengths, needs and interventions. Targeting HWB in P7 through implementation of 'The Compassionate and Connected Classroom'.
In-service day time dedicated to Emotion Works in August 2021. Time allocated for teaching staff and SSA to develop their own knowledge and skills of using the terminolgy.	Anecdotal evidence indicated increased staff confidence. Informal observation suggests language and strategies are used with greater consistency wihtin the classroom.	Continued implementation of Emotion Works with a focus on application of vocabulary and strategies to social situations e.g. play time and lunch time.
Emotion Works Recovery Curriculum implemented followed by core Emotion Works approach/lessons.	SSAs beginning to use terminology during breaks. Pupil Voice groups identified that staff use the visual cogs in the playground to support children in managing emotions.	CLPL for all staff in Edinburgh Resilience Programme Implementtion of Edinburgh Resilience Programme as part of HWB curriculum.

The Recovery Curriculum Yearly Overview was developed based in Augut 2020 baseline. Practical Mindset (Jill Travena) materials used to supplement learning and teaching, and to support children in developing additional wellbeing strategies. Review to ensure relevance undertaken in December 2020. Targeted support was provided for specific groups/individuals who required it. HWB Recovery Curriculum was shared with parents via the school app and newsletters. 'Listen to Me' stations were created in all classes and throughout the school including version for staff.	 Pupils could share worries/concerns about their experiences in a safe environment and access more bespoke one to one support, if required. No evidence of use by staff.	Develop progression pathyways for Mental, emotional, social and physical wellbeing taking cognsiance of E&Os and Benchmarks. Link Wellbeing Indicators to pathway and cross-reference the range of programmes available to support e.g. Emotions Works Extend approaches to assessing and evidencing learning and attainment in HWB. Refine approaches to monitoring and tracking wellbeing and progress in learning withn HWB. Refresh of 'Listen to Me' with tracking of useage, intervention and impact. Review approaches to staff wellbeing (see section below)
Weekly House News sessions held to promote a sense of belonging. All teaching and support staff undertook SLC Attachment Framework Training Part 1 & Part 2. Attachment Strategies shared with staff and introdcued to parents via the school newsletters. 2 staff trained as Mental Health Champions by place2Be 2 staff trained in GUAB Information Booklets created for Emotion Works to provide parents further information and to use the same terminology and strategies at home. Parents and pupils inclcuded in COVID Recovery HWB Group and involved in the decision-making process.	Informal observation and conversations with pupils indicated eagerness and excitement about participation. Key features of Attachment Informed practice beginning to be included within HWB programme. All teaching staff demonstrated ability to identify principles of Attachment Theory during ASN meetings and attainment meetings. Parent survey illustrates that most parents are happy with communications about curriculum and changes.	Whole school assemblies with HWB focus will be initiated in line with COVID-19 mitigations in 2021-2022. Nurture Training for identified staff to take forward nurture principles across the school and to provide targeted interventions. Embed Attachment Informed practice in the ethos and culture of the school and rfresh of relationships policy. Review of Vision & Values Create framework of support within HWB including identification of staff trained in supports/programmes as link for colleagues. Extend engagement and involvement of pupil and parent HWB Group. YFCL Officer to support parental engagement, build capacity to support children's wellbeing and to lead family learning.

Staff baseline audit undertaken by HWB group in September 2020. Follow up audit undertaken in February 2021	Analysis of staff questionnaires indicate that the most experience positive wellbeing.	Review approaches to staff wellbeing in line with research undertaken by Anna Freud National Centre for Children and Families "Ten steps towards school staff wellbeing". Use 'Schools in Mind' network to address key areas including:
Staff were provided with staff Wellbeing Book, which included links to community, SLC and EIS supports.	Positively received by staff.	- Mental Health Champions - Culture and supervision - Workload - Physical space (staff room) - Social opportunities - Buddies/peer support - Celebration and Appreciation strategies
Wellbeing and Self-care box installed in the staffroom. 'Listen to Me' box was positioned in the staffroom, this was monitored by HWB group weekly.	Limited evidence of use.	
Wellbeing time was given to all staff in December 2020, this was an afternoon per staff member for self-care.	Most staff responded in a positive manner and were appreciative of the time.	
Physical and mental wellbeing In-service afternoon Body Combat sessions was provided by our trained staff member and then staff particapted in an SLC wellbeing session to suit personal preference.	All staff participated.	
Google Classroom created to allow staff to post questions, find a list of supports etc. This was to promote staff's own wellbeing.	Limited use.	
Staff achievements and training included in monthly newsletters.	Raised staff profile and commitment to improvement among school community.	
Pastoral support offered by PT and HT. Each member of staff had a dedicated member of management to approach.		
Staff were asked to create their own buddies for HWB and if wanted a buddy to be created, then to ask a member of the HWB group.	Not widely known among staff.	
Communication wall introduced March 2021 and information is displayed in the staffroom.	While at initial stages, informal feedback indicates that this is beneficial.	Continued implementation.
HWB Recovery Rationale developed (as referred to above)	HWB Recovery rationale provides a focus for learning and teaching priorities during the recovery period and beyond. Staff can identify the priorities and provide justification for selection during termly professional dialogue and in communications with parents. Consultative approach increased ownership. Evaluation of these key tasks are included within other aspects of HWB Priority.	Review HWB Recovery Rationale to ensure continued relevance.

	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 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.
	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
	  - 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
		Key Recovery Tasks
		
		Review of all data to review pupil engagement and identify those not engaged.
		Generate a Google Form questionnaire for parents regarding home school communication and home learning submissions.
		
		Standardised Assessments used at all classes from P2 upwards. Teacher professional judgement of ongoing in class assessment, benchmarks and classwork, at all stages, will inform the identification of learning gaps.
		
		Wellbeing wheels/standardised assessment to be used to determine learner's wellbeing (Boxall profiles for those causing concern)
		
		Termly planning meetings with SMT to focus on recovery teaching plan to support reducing gaps.
			Desired Outcomes and Impact
			
			A clear picture of pupil engagement with home learning from March to June 2020. Identifying strengths of current practice and areas for improvement. This will then be used for comparison August 2020, January 2021 and June 2021 and identify areas and classes where engagement requires more support.
			
			CT more aware of the features of good engagement with home learning and can discuss this with increasing confidence during monthly professional dialogue this will ensure planned home learning is engaging.
			
			Analysis of attainment and wellbeing data will allow resources to be targeted towards individual pupils and cohorts of children where attainment has dipped. A targeted approach will help support gaps in learning and contribute towards closing them.
			
			Reporting to all stakeholders will increase ownership of the strategies used within the school and at home to close COVID-19 related gaps. It will also increase parent/carer confidence supporting children with

	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.	SMT to compare and pre and post COVID-19-19 absence impact on attainment and wellbeing by looking at Data – August 2020. This data will then be used to target intervention at both individual and group level. Attainment both pre and post closure and recovery strategies will be discussed at Parent Council in August 2020, January 2021, June 2021. Google Meet will be used to engage with the wider parent body during these meetings.	learning as they are more aware of the impact of school closure on attainment and wellbeing.
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 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.	**Schools need to:** • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. • Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. • Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. • Review staff training needs. • Review current partnership working. • Consider how you will measure and evidence impact; plan this into home and school approaches. • Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this.	Staff consultation in June 2020 to review current PEF plan and impact on the PEF/Recovery plan August 2020. The new plan will be monitored termly to ensure impact on closing the poverty related attainment gap. Professional dialogue with SMT will continue to measure impact of interventions and collated results will be discussed at monthly staff meetings and where required PEF recovery plans will be altered. (ongoing) Education Endowment Fund to be a focus for CAT sessions/professional reading and staff will continue to share good practice in raising attainment and closing the gap at CAT sessions or whole staff Teams meetings. (Ongoing) Additionally staffing through PEF funded teacher (0.1FTE) will support weekly focus on communication with parents to support learner and parent engagement. Strong relationships will be the basis of support. Google Meet with pupils learning at home will also support engagement. (Aug - Oct).	All staff involved in identifying strategies to close our poverty related attainment gap. This will shape our PEF plan session 2020/21 and effective strategy use will begin to close the gap. Increased CT confidence in discussing closing the Gap strategies during professional dialogue meetings. Staff to evidence the impact of interventions by referring to assessment data and professional judgement. Parents/Carers show an increased awareness of home learning and are more able to support their child. Confidence will increase and parents and carers will be less isolated and frustrated when supporting home learning. PEF support staff will be able to prioritise activities and support completion. This will lead to increase in engagement.
Theme: Tracking and monitoring impact of equity approaches.	**Schools need to:**	Regular monthly tracking professional dialogue between CT and SMT will identify strategies closing the attainment gap and also areas where the gap might continue to widen.	CT confident using data to discuss the attainment gap and identifying strategies to close it. Collaborative working and monthly professional dialogue will give high importance to reflecting on the impact of

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.	• 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.	Evidence will be based on teacher professional judgement and on-going class assessment. COVID-19-19 Recovery Forward planning will be streamlined literacy, numeracy, health and wellbeing and CT approaches to closing the attainment gap.	strategies and staff will be more responsive to meet the needs of all children. Streamlined Recovery Planning will be more focused on closing the gap and analysis of data to support professional judgement. CT more skilled in identifying and discussing the gap and therefore more able to work towards closing it. This will be discussed during professional dialogue meetings and also in the completion of school attainment data
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.	Inset August 2020 - Focus on Child Poverty Action Group – Lead from Equity Work Stream Review current CoSD position statement in line with changes across school to support Recovery Plans. Sept 2020. Shared with pupils, parents and community. Continue to promoting existing good practice around tackling poverty e.g. • Uniform Swap Shop • Resource packs to support home learning • Fruit available to all children without a snack • Re-useable water bottle available to all children • Sanitary Products available to all • Pastoral care member of staff identified for all pupils • All learning resources provided in class • Cash for Kids COVID Emergency Fund grant (awarded June 2020) used to support families in overcoming disadvantage: Food parcels, School store cupboard, Energy vouchers Equity Leads to identify staff training needs and available to all staff. COSD will be a standing item on staff meeting agendas.	Raise awareness of CoSD with all staff and ensure that it is at the forefront of all class and school decisions. No child will miss out or feel left out on any aspect of schooling due to cost of the school day. Pupils and parents more aware of our approaches to tackling disadvantage and CoSD – pre and post awareness raising survey. Tracking and monitoring of use of Cash for Kids COVID Emergency Fund grant (awarded June 2020).

Improvement Priority 2 -   Equity Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
Reviewed engagement from March to June 2020, this indicated only 32.1% of pupils had been extremely high, high or moderate engagement. Ongoing teacher tracking of engagement during Remote Learning indicated 30.9% increase to 63% of pupils being extremely high, high or moderately engaged. 80% of parents were strongly agreed or agred that communication in the first lockdown was effective. Using their feedback this increased to 100% of parents (who respodned) strongly agreeing or agreeing. Teachers used pupil feedback to develop Remote Learning plan for 20220-2021. As a resut: • 80% of pupils strongly agreed or agreed that the learning tasks were interesting and enjoyable. • 92% pf pupils felt that the tasks were ptiched at the right level of challenge. All classes from P2-P7 undertook standardised assessments for Spelling, Reading and Maths in Aug/Sept 2020. This data was then analysised by class teachers to identify learning gaps and inform next steps in learning. A comprehensive whole school assessment overview has been created to enable tracking of children and their attainment journey throughout the school. **Equity Cohort** Termly planning meetings with SMT with a focus on recovery teaching plan. Gaps targeted through interventions. Impact on our Equity cohort from October 2020 to June 2021:	Teacher engagement tracker Parental survey on Google Forms Pupil survey from June 2020 and June 2021 Class teachers were able to use the data provided for groupings and identifying gaps in chidlren's learning. This ensured focussed teaching for progression. Teacher's planning was adapted to reflect the assessment results. Universal and targeted support was provided where necessary. Teacher professional judgements Formative and summative assessments Tracking dialgoue	 Review approaches to gathering parental views due to limited number of responses. See CofL next steps regarding tracking engagement as part of whole school monitoring and tracking. **Equity Cohort 2021-2022** Further raise % of pupils on track by targeting: • P.2 Literacy and Numeracy • P.4 Writing • P.5 Numeracy • P.6 Literacy and Numeracy

• Across P.1, P.4 and P.7, the % of pupils in the Equity cohort attaining the nationally expected level increased in all aspects of Litercy and in Numeracy. • At P.2 and P.3 and 5 of pupils in the Equity cohort on track to attain the next CfE Level at the Nationally expected stage increased across all aspect fo Ltieracy and for Numeracy. • At P.5 the % of pupils on track to attain Second Level Laitening and Talking increased while Reading and Numeracy remained the same. • At P.6 the % of pupils on track to attain Second Level Reading and Listening and Talking at the Nationally expected stage increased. SMT compared pre and post COVID absence impact on attainment and wellbeing. Targeted support for high absence families was introduced. Where school support was unable to increase attendance, support was sought from other agencies. 10% increase in numbers of pupils with over 90% attendance Increased average attendance % of Equity cohort to 92.82% and whole school average to 93.39% With Core Cohort average attendance now at national average (figures lifted May 2021). Termly professional dialogues took place with SMT to measure impact of interventions and results discussed in line with planning. Streamlined curriculum with a focus on Numeracy, Literacy and Health & Wellbeing as an approach to closing the attainment gap.	Monthly and overall attendance figures . Increased focus on interventions and support for all learners. Teachers have had more time to focus on delivering high quality teaching and learning experiences of these three key curricular areas.	• P.7 Literacy Focus on value added improvement in literacy and numeracy ages. In partnership with YFCL, support identified families to increase attendance of specific pupils. Refer above and to CofL section
All teaching and support staff consulted. PEF plan developed in line with staff views.	Staff Google Form	Continue consultative and collaborative approach to planning. Introduce Participatory Budgeting.
Continued to raise awareness of CoSD and social justice and all children included in events and activities. CoSD Position Statement reviewed	Position Statement and ethos of financial inclusivity embedded in practice. Observations around school campus.	Ongoing review of approaches ensuring this is reflected in Vision, Values and school ethos.

Ongoing Uniform Swap Shop and partnership working with Kit of Kids Clydesdale and Universal Connections @ Street Level. All children requiring water bottle supplied with one, including replacement when necessary. All learning resource supplied in school and core packs issued to support Remote Learning. Period Poverty tackled with products available to all, including holiday packs and during Remote Learning. 71.18% of pupils supported through Cash for Kids grant through supermarket vouchers donated to their family (£35 per child). Remaining families requested their allocation be used towards supporting another family.	Dialogue with specific families/parents Google Survey Receipts	Develop approach to targeted Pastoral Care and link with whole school approach to Learner Conversations with all pupils having a Key Adult beyond their class teacher. Continue to work with local 3rd Sector organisations. YFCL Officer to support specific families and to co-lead parental workshops and programmes as well as Family Learning.

	Improvement Priority 3 - Continuity of Learning		How will we know we've been successful?
Quality Indicator	**Recovery Priority**	**Key Recovery Tasks (School specific)**	**Desired Outcomes and Impact**
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	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.*	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.	This section should give a brief indication of what success would like and how it will be measured.
Theme: Learning In School **Rationale:** The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while 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.	**Schools need to:** • Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision. • 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	**Key Recovery Tasks** Audit of school capacity carried out in June 2020 identified 50% of 2020-2021 school roll can be accommodated. Risk Assessment completed, staff consulted and signed off by reviewer. SSOW shared with all staff. Daily routines and organisation of school reviewed following consultation with staff and Parent Council (June 2020). Repurpose Tutorial room as Teaching and learning area. Timetables created for additional learning environments. (August 2020).	**Desired Outcomes and Impact** Maximise the numbers of children who are able to engage in face to face teaching and learning to begin to close the attainment gap. Safe work practices and minimisation of risk of infection. Staff and parents aware of changes to school routines. Create clearly focussed timetables to ensure all opportunities for learning are maximised.

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**	in terms of physical spaces and staff capacity.	Establish Curriculum Recovery Group (staff, pupil an parents) Consultation with staff and parents (August 2020) taking account of current advice from Scottish Government and Education Scotland a recovery curriculum rationale will be developed August 2020 with a clear focus on literacy, numeracy and health and wellbeing. Termly review by Curriculum Recovery Group to ensure relevance	Clear focus on closing the COVID-19 related gap and raising attainment in literacy and numeracy and supporting wellbeing over time. Close monitoring, tracking and review in line with Scottish Government and Education Scotland guidance.
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.	• Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure.	Audit key resources for Literacy, Numeracy and HWB (August 2020).	Staff awareness of resources available and how they can be used. Establish gaps to identify resources to be ordered through PEF. A narrower, more focused curriculum, with IDL planned in stages/departments and communicated through Google Classroom will support parents and staff as they manage blended learning. Areas for focus prioritised while continuing to offer personalisation and choice. This will lead to increased engagement tracked by CT and HT through participation and questionnaire.
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.	• Consider planning for longer blocks of learning over a longer-term timetable where possible (i.e. for secondary – 3hrs of a face to face learning of a subject once every 2 weeks)	A stage/departmental approach wider curriculum areas will be developed by CT and HT (August 2020) drawing upon staff strengths, experiences and talents	
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.	• 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.		Continued dialogue will increase staff confidence in discussing the impact of recovery rationale on learning and teaching.
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.	• Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide.	Staff to continue using Microsoft Teams as a platform to collaborate, conduct professional dialogue and moderate. (August – October) Ongoing link with Equity Work Stream exploring evidence based approaches through EEF, National Improvement Hub. Create assessment overview (September 2020). Shared with all staff and parents.	Assessment overview will be manageable for CT and also take into account aspects of home learning. Assessment information will be more relevant and accurate. Review of Tapestry approaches to refresh staff knowledge and ensure consistency across the school.
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.	• 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.	Review Tapestry Formative Assessment approaches for High Mill (September 2020) Conduct baseline assessments for Literacy, Numeracy & HWB.	Information on pupil engagement will help develop strategies to maximise engagement and increase attainment.

	• Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school. • Consider how to take account of parental views and pupil voice when developing the learning in your school.	Consult with Co L group to agree an approach to track engagement considering observation scales and other measures. Monthly professional dialogue meetings with and between CT and SMT with focus on Literacy, Numeracy, Health and Wellbeing and assessment. **CLPL** • SLC Attachment training • ACEs training • Emotion Works • Edinburgh Resilience Training • Engagement • Paul Dix - When Adults change everything changes • Shirley Clarke – Formative Assessment • Metacognition Collate parental/guardian updated email addresses C of L group to read SLC Guardian Summary guidance and establish school policy on its use. Hold staff training sessions. Conduct pilot on guardian summaries. C of L group to create forms check ins suitable for upper and lower stages. Parental surveys to be conducted via Google forms. Support sessions to help parents with blended learning through Google Meet platform. Learner surveys can be conducted in school. Learner views are also considered through formative assessment strategies and target setting discussions.	Monthly dialogue with SMT and Mentoring and Coaching partners will increase staff confidence in discussing the impact of recovery rationale on learning and teaching. This will be reported at Staff Meetings. Staff CLPL to raise awareness of issues that may be impacting on our learners and ways to take this forward. Increase parental engagement and involvement in home learning. We also hope to develop stronger parental links through this. Increased engagement in home learning and parental involvement. Learners involved in key discussions around their learning.

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 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.	**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. • 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	Audit current home learning parental/pupil and staff questionnaire. Identify what worked well and impacted on pupil engagement and learning. Identification and provision of resources required for home learning. Conduct survey of pupil engagement in online learning during lockdown. June 2020. CT identify any pupils who have not engaged with home learning so that blended learning can be monitored. Collate information to a school Google Sheet. August 2020. Consideration of supporting play pedagogy at Early Level. Google Classroom used across school to support engagement. Weekly parental email outlining key learning in literacy and numeracy IDL overview will be themed and developed in departments and posted on Google Classroom monthly. Introduction of Guardian Summaries. CofL group establish whole school approach to home learning. Staff Google Form to establish access and confidence levels in using key aspects of digital learning. Pupil Voice focus on learning at home and wellbeing Aug-Oct 2020 and informs approach. CLPL focus on enhanced use of digital technology to support home learning and engagement. CT/SMT track home learning monthly by • Reviewing uptake of Google Classroom • Assessing quality of home learning submitted - discussed at professional dialogue meetings • Regular and supportive discussion with parents who are finding it challenging.	Home learning will meet the needs of almost all of our learners and will be engaging. Engagement across the school will increase through the targeted parental one to one support by teaching staff and the identification of pupils not engaging. Focused discussion at monthly professional dialogue meetings and family support discussions will ensure all families receive tailored support to their needs Clear parental communication will ensure parents/carers are aware of the learning priorities each week. This will help parents/carers decide on the activities for children to complete at home. This will support literacy and numeracy. Learning, including IDL is be current, relevant and promote engagement. Establish priorities for staff training. Maintain consistency of approach across the school, supporting learners and families. CLPL opportunities will increase staff confidence and lead to more effective use of digital technology to engage learners at home and in school. Questionnaire, learner conversation and pupil voice group will be used to measure the impact.

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?
In preparation for Blended Learning, timetables were created to maximise the use learning spaces and staff allocated to allow 50% of pupils to attend in school provision. Despite the change from blended learning, these were utilised to maximise access to ICT, Outdoor Learning and small group working environments. Additional resources procured to facilitate Literacy, Numeracy and Health and Wellbeing. SSOW implemented and Risk Assessment (RA) developed to reflect school contact. RA reviewed regularly to reflect	Timetables Seating plans Class lists /group lists Staff communication Parental communication SSOW Risk Assessment documents Staff communication Parental communication	Retain plans should these need to be enacted in future. Continue to review in light of current National and Local guidance and within school context.
Continuity of Learning steering group established with Parent Council consulted, lead teacher identified. COVID Recovery priorities were a key focus during CAT/ teaching staff meetings. Progress towards implementing key tasks and toward achieving priorities regularly discussed by all recovery group leaders. Recovery Curriculum Rationale developed indicating priority curriculum areas; this is fluid document which will be reviewed in light of pupil attainment and alongside Local and National guidance.	Agendas and Record of CAT/meetings Parent Council agenda and record of meetings Rationale document	Continued focus on Continuity of Learning. Widen participation in CofL steering group to include interested parent and pupil ambassadors. Review Recovery Curriculum Rationale as required. Consultation and development of our Curriculum Rationale to reflect the uniqueness of our school and its community. With a focus on: • patterns of attainment over time • wellbeing, participation ang engagement • socio-economic, political and health needs • historical, current, and future influences.
Resource audit undertaken and additional resources procured to facilitate Literacy, Numeracy and Health and Wellbeing. Resources support active learning. Health and wellbeing resources increased outdoor learning and engagement within P.E.	Feedback from pupils during learner conversations. Staff professional dialogue. Anecdotal feedback from parents. Informal day-to-day observations.	Continued monitoring and procurement of resources to effectively meet pupils needs through differentiation, particularly through Equity agenda. Formalise feedback opportunities/collation of views on new/additional resources - link to Participatory Budgeting (Equity).

IDL - Remote Learning IDL planned across stages with themes identified for whole school focus. Planners included opportunities for personalisation and choice. **IDL - In School** Maintained a focus on Literacy, Numeracy and Health and Wellbeing as core curriculum areas taught by class teacher across the full session 2020-2021. Wider curriculum areas taught through CCC to ensure a broad, general education.	Forward Plans Forward Plan dialogue. Google Classrooms – samples of learning IDL grids	Continue to review IDL approaches in line with development of Curriculum Rationale and de-cluttering of curricular overviews.
Microsoft Teams support collaborative working, professional dialogue and moderation leading to progression of SIP priorities.	Agendas and CAT records Moderation records	Continue to provide opportunities for staff to develop proficiency and confidence with online platforms and tools to support learning. Link to Digital Schools Award including: • developing progressive pathway for Digital literacy and Computing Science. • embed digital technologies in learning and teaching • extend range of ICT hardware and software to support pupils with ASN or gaps in learning (link to Equity).
Engagement tracked throughout Remote Learning with individual pupils and families targeted. Level of engagement increased from Lockdown 1 (March 2020-June 2020) to Lockdown 2 (January 2021 – March 2021).	Teacher judgements of engagement using engagement scale – June 2020, March 2021. Review of data collected about pupil engagement in Remote Learning showed a very positive improvement compared to the first lockdown (March-June 2020). The number of pupils showing extremely high, high or moderate engagement increased by 30.9% from 32.1% to 63%.	Develop whole school tracking and monitoring of levels of classroom engagement in learning using standardised approach e.g. Leuven's or Schlechty's, with results used to adapt pedagogy, enhance learning and teaching and to raise attainment.
Almost all staff display increased confidence in discussing pupil progress and the impact on learning and teaching.	Planning and attainment dialogue records ASN Dialogue records	Continue building confidence, knowledge and skills including analysis of data and identification of pupil strengths and needs as well as patterns and trends in attainment.
Draft Assessment overviews planned for Literacy, Numeracy and Health and Wellbeing.	Assessment Overview/Framework. Attainment Data – spelling ages, reading ages, maths ages etc.	Review and refine Assessment Framework to support monitoring, tracking to meet pupil needs. Introduce Writing Criterion as approach to tracking progress in Writing. Key formative assessment strategies need to be reviewed into next session to ensure consistency and relevance.

Teaching staff planned and implemented key standardised assessments in Literacy and Numeracy. Learning and teaching and interventions (Equity) adapted to meet pupils needs and to raise attainment. Analysis of the last progressive cohort attainment data e.g. P.1 in 2020 to P.2 in 2021 pre COVID-19 to June 2021 indicates: • Increased attainment for current P.2 in Reading and Writing • Increased attainment across Literacy and Numeracy for current P.3s, P.4s and P,7s • Increased attainment in Reading, Writing and Numeracy for current P.5s • Increased attainment in Listening and Talking and consistency in Writing and numeracy for current P.6s Whole school assessments were also completed in Health and Wellbeing.	Planning and attainment dialogue records Teacher professional judgements Standardised Assessment results Writing Moderation Attainment Data – spelling ages, reading ages, maths ages etc. **Refer to HWB Priority above** ⟶	**2021-2022 Attainment Focus (also refer to Equity above)** Focus on raising attainment at the following stage and subject area, with emphasis on value added gains in standardised scores: • P.3 Literacy and Numeracy • P.4 Writing and Numeracy • P.5 Reading, Writing and Numeracy • P.6 Writing and Numeracy • P.7 Literacy and Numeracy
All teaching and support staff completed Part 1 & 2 SLC Attachment and Emotion Works training. Some staff undertook professional reading into ACEs. Most staff applying knowledge to support children and families. One member of staff undertook Improving Our Classrooms (IOC) project with focus on feedback, increasing attainment in Writing. Principal Teacher undertook training on Edinburgh Resilience Programme.	Professional dialogue Approach to social justice e.g. financial support, signposting and referral to partner agencies and 3rd Sector organisations (Refer to Equity above). Samples of Writing Moderated Writing	Focus on developing pedagogy across the school to ensure consistency of approach including: • Metacognition • Feedback • Engagement • Resilience Observing and tracking Engagement (Refer to HWB above).
Awareness raised of Guardian Summaries with staff and parents. All teaching staff completed phone calls with families where pupil engagement in Remote Learning was low. Support, advice on daily routines and guidance on using Google Classroom was offered. In many of these circumstances there was no change to pupil engagement, although overall engagement significantly improved from lock down 1 (see above) Parental help guides for Google Classroom were developed and issued. High Mill Continuity of Learning website set up to provide parents technical support, this included a FAQs and a section to submit request for help.	**For review of Remote Learning refer to earlier section** Guardian summaries implemented across all stage in line with SLC guidance on use. Communication and family support tracker Engagement data Pupil Survey Parental Survey Live direct teaching and/or live interaction (Meets) a daily feature in Remote Learning offer. Feedback indicates that all parents who responded strongly agreed that live direct teaching (Meets) was beneficial with 63% also strongly agreeing that the number of these was about right. Only 60% of pupils indicated that	Develop parental involvement with school life, build parental engagement and review opportunities for Family Learning, including through YFCL (Equity Focus for 2021-2022). Develop tools and strategies to support parents with curricular information including current teaching approaches. Capitalise on profile of digital skills to take forward learning and teaching (see above)

Staff provided with training material and guidance to support the use of Google Meet within Google Classroom. This provided another live element to online learning provision which promoted interaction and engagement of pupils.	live direct teaching was beneficial for them, this is an aspect we would review when preparing contingency plans moving forward.	
Learners created individual PLP targets upon their return to in school learning. These were shared with parents, who were encouraged to provide some feedback. The senior pupils (P5-7) took samples of their own work to evidence their learning in a digital portfolio (Book Creator). These were also shared with parents via their digital PLP Google Site.	Some pupils more skilled identifying and reviewing personal targets.	Extend implementation of digital PLPs. Review approach at P.1-3 to ensure consistency, relevance and personalisation. Develop whole school approaches to Learner Conversations to support pupils in knowing themselves as learners.