South Lanarkshire Council

Recovery Standards and Quality Report June 2021

Robert Owen Memorial Primary School

Standards and Quality Report Session 20/21

Context of the School

Our School

Robert Owen Memorial Primary School is a large non-denominational primary school in the town of Lanark. The school has eleven mainstream classes and four supported classes for pupils with Autistic Spectrum Disorder. In June 2020, the Social Index of Multiple Deprivation (SIMD, 2017) showed the school as having 22% of all pupils living in deciles 1-2. In contrast 31% of all pupils were living in deciles 8-10 thus emphasising the number of children from very varied backgrounds being catered for in our learning environment. The Social Index of Multiple Deprivation (SIMD, 2020) shows the school as having 4% all pupils living in deciles 1-2 and 96% living in deciles 8-10. This equates to 48 pupils being moved from deciles 2 to 3 or above, resulting in change in our demographics for session 2021/2022. Free meal entitlement currently sits at 22.3% giving the school £57 565 Pupil Equity Funding.

In Robert Owen Memorial Primary School, we recognise that the starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents of children and young people.

Our Parent Council are active and engaged in the life of the school. They support the school by holding fund raising events, participating in self-evaluation and by being active members in various committees/working parties.

We are part of Lanark Learning Community which sits within the extensive rural area of Clydesdale. There is a mixture of rural and semi-rural establishments. There are twelve primaries, two of which have supported classes, five early learning and childcare establishments, one stand-alone early Learning and childcare establishment, and one secondary school, Lanark Grammar School. We work with a range of partnership nurseries too. As a learning community we work closely on priorities identified in our own community improvement plan. There is a full transition programme which all associated primaries participate in and the many wider achievement opportunities provided throughout the year, allow our children to form strong links with children from other establishments.

Vision

Here is our vision, our values and aims for the school. They were developed in consultation with pupils, staff and parents.

‘Our vision at ROMPS is that we all work together so that all pupils develop skills for learning, life and work to become all they can be in an inclusive, welcoming and supportive environment.’

Our Values are:
Respectful, Hardworking, Happy, Kind, Confident, Safe

Our motto is:
'Dream, Believe, Achieve

Aims

We aim to:
• meet the needs of all learners in a safe and nurturing environment where everyone feels valued.
• provide children with opportunities to explore and develop transferable skills successfully.
• create and maintain purposeful links with the while school community in order to achieve our vision.
• foster respectful attitudes by celebrating diversity.
• build learners' skills and knowledge for learning, life and work in the 21st Century.

Key Successes/Challenges and Achievements Session 2021/22

Key Successes/Achievements

Priority 1: Promote the Positive Wellbeing of Pupils, Parents/Carers and Staff

- All children in the ELC and school benefitted greatly from the Implementation of a robust Health and Wellbeing recovery programme through the use of Emotions Work.

- Almost all Class Teachers are implementing regular daily Check-Ins to track and monitor children's emotions and wellbeing. The teachers are responsive to the emotions of their children throughout the school day and adopt strategies to help them to regulate their emotions.

- All staff have and are continuing to engage in professional networking, for example, Sharing Good Practice of Digital Learning at a CAT Night.

- Home-school relationships to support learners and their families have improved greatly. All staff are much more confident at communicating with families to ensure the needs of the learners are being met.

- Following the outbreak of COVID-19 in the ELC, effective adaptations and improvements were made to the safety and infrastructure procedures (lessons learned document)

Priority 2: Planning for Equity

- Deployment of 32 Chromebooks; 19 borrowed and 3 Mifi's to enhance connectivity. This led to 95.05% of school pupils and 71% of ELC pupils engaging with Remote Learning.

- All teachers willing created equity packs to support a few of our parents who found using the computer for home learning too stressful.

- All staff were mindful of the Cost of the School Day initiative, for example, celebrating events such as Children in Need without collecting donations.

Priority 3: Continuity of Learning

- Throughout the session, there was continuity of high-quality teaching and learning for all pupils.

- All staff embraced new methods of positive and regular communication with parents by telephone and through email, which began during the first lockdown and has continued as part of all teacher's daily routine.

- In August 2020, 93.2% of children were completing Homework on TEAMS.

- 95.05% of children engaged with Remote Learning through TEAMS.

- 71% of ELC children engaged with Remote Learning through TEAMS.

- The skillset of our teachers and learners have developed greatly both in school and during Remote Learning, which has had a positive impact on our work towards achieving Digital Schools Award accreditation.

- Successful Virtual P1 and P7 transition programmes between April-June 2020, ensured our pupils had a seamless transition to the next step in their education. These transition programmes were reviewed and adapted to support our current ELC and P7 pupils with their transition.

Challenges

- The COVID-19 outbreak in the ELC in November resulted in the closure of the ELC due to positive cases and staff isolating. This resulted in effective adaptations and improvements being made to the safety and infrastructure procedures. A Lessons Learned document was produced by the Senior Leadership Team, which was highly commended by The Care Inspectorate.

- In response to staff absence as well as pupils self-isolating, we have had to continually review our COVID-19 procedures and adapt these in line with Scottish Government and South Lanarkshire Council guidance.

- There was a significant increase in wellbeing support required for children and their families returning after the recent lockdown, in relation to COVID-19 anxieties. SLT and staff endeavoured to ensure support was in place in school from school staff or partner agencies, despite time restraints in the normal day to day running of the school.

Remote Learning January-March 2021

Following the successful uptake of pupils participating on TEAMS (90%), during the first lock down from March 2020-June 2020, we decided to continue to use this platform to facilitate homework from August 2020. This was to ensure all our learners could access this platform in the event of a future lockdown. Pupil engagement was monitored with regards to the homework being completed online. SLT identified that 23.9% were not completing homework on line in September 2020. SLT contacted the parents of those not engaging to find out what the barriers were. SLT supported families to access TEAMS through phone calls and emails. Feedback from our Online Questionnaire on Teams highlighted that parents/carers found our instructions clear and user-friendly. For those parents still experiencing difficulty accessing TEAMS, SLT set up the TEAMS account and device for them, where required. By October 2020 6.8% were now completing homework on line. Questionnaire responses and personal emails from parents/carers, staff and pupils highlighted an overwhelming positive response to our online learning platform. As a result, we plan to continue to use Teams to facilitate homework for all of our learners as well as build on staff and pupils' knowledge, skill and understanding in digital literacy, by working towards gaining Digital Schools accreditation.

In January 2021, after the announcement of the country going into lockdown, all staff used the in-service day on 6th January, as well as 7th and 8th January to engage with professional learning offered by SLC and prepared their Teams pages for Remote Learning commencing on 11th January. By the end of the first week of Remote Learning, all teaching and ELC staff had developed their skillset and confidence, which allowed them to deliver at least one live check-in/chat. One member of staff felt confident from the outset in encouraging their learners to engage with daily live check-ins. Over the next 6 weeks, all teaching and ELC staff increased the amount of live chats and lessons they delivered to try to ensure continuity of learning across the curriculum, for example, live science, writing and numeracy lessons. All teaching and ELC staff also provided high-quality teaching and learning experiences for all learners through pre-recorded videos, which supported our families to access learning at a time suitable to them. To further support our leaners and our families, all teachers and ELC staff in ROMPS made themselves available from 9-10.30am, 10.45am-12.15pm and 1-3pm. Feedback from our questionnaires highlighted that parents/carers were pleased with how quickly all staff responded to

individual needs and/or issues. In response to pupil feedback, SLT also created 'Playground Chats' for Zone 1 (P1-3), Zone 2(P4-5) and Zone 3 (P6-7) to allow pupils to communicate with their peers during break and lunchtimes. The majority of pupils engaged in these chats and found them to be good platforms to communicate with their friends.

A few parents contacted SLT and asked them to consider the amount of work being set over the course of the school week. A few of our parents/carers communicated that they were finding it challenging to complete the amount of work set. As a result, SLT ensured that on one day per week, each class were directed to an 'Across the Curriculum' Learning Grid, which provided them with personalisation and choice in their learning and meant that no assignments were to be submitted on this day, unless they chose to do so. SLT monitored children's engagement with these grids, to reduce the workload of all teaching staff. In response to the feedback from our families, these grids were set on the day that the Class Teacher was in school teaching the children of key workers/vulnerable pupils. This also supported us to further develop strong home-school partnership working.

To support the Health and Wellbeing of staff during the period of Remote Learning, the subjects of the CAT's in January were adapted to suit the needs of the teachers, for example, during one CAT night, approximately 10 members of staff agreed to share good practice in the use of digital resources and software, which they had learned about during Remote Learning through webinars or personal professional development. This included; Jamboards, Teams Notebook, Virtual Classroom, Talk 4 Writing and Screencastify. This created an ethos of strong collaborative professionalism and a supportive staff learning community, which we will continue to build on next session.

SLT held weekly staff meetings to update all staff on updates from SLC as well as any concerns or issues that had arisen over the week, on Teams or in school. All staff were required to submit a weekly tracking and monitoring spreadsheet, which included pupil participation, engagement and assessment of learning in Literacy, Numeracy and Health and Wellbeing. All staff made contact with families weekly to celebrate each child's achievements that week and to share positive feedback on learning. All staff felt confident in contacting the parents/carers of those pupils who had not been engaging in Teams to help remove any barriers to learning and this allowed strong, positive relationships to be developed. This is made apparent in the feedback received in emails and comments in questionnaires.

For those children still not engaging in Teams, members of SLT made contact to ascertain what the barrier to non-engagement was. 32 devices were given to families, 19 of which were borrowed, and 3 MiFi's were issued to help solve connectivity problems. Members of SLT worked with these families to set up all devices and by the beginning of February, 95.05% of pupils and 71% of ELC pupils were engaging on Teams.

The SLT continued with aspects of the Quality Assurance calendar during this time by meeting individual teachers virtually to have Forward Plan meetings. Teachers were able to discuss the continuity of learning with SLT and decided the way forward with individual pupils. It was decided, for example, that six vulnerable children should be invited into the school to continue Remote Learning with face to face contact with a teacher. For the children still not engaging, despite input from teacher and SLT, paper packs were provided.

Learning Conversations were led by members of the SLT for all classes. Up to 10 pupils were invited to attend on a rota basis. This provided SLT with an overview of the learning experiences that had taken place during Remote Learning, helping them to recognise next steps in learning for the pupils in P1-7 upon their return to school, as well as improvement priorities for the next session, such as continuing to develop the wellbeing of all stakeholders.

On the 22nd February, all P1-3 pupils and ELC pupils returned to school fulltime. Over the course of the next 3 weeks, ELC staff and P1-3 teachers spent the majority of their time reconnecting with their pupils through our HWB Recovery programme. Through ongoing formative assessment over these 3 weeks, gaps in learning were identified and teachers worked to address these gaps by identifying appropriate interventions, such as 1:1 literacy and numeracy support.

On 15th March, all P4-7 pupils returned to school fulltime. All teachers also focused on reconnecting with their pupils through our HWB Recovery programme. It was during this period that staff and SLT recognised a marked difference in the intense need and support required for several pupils throughout these stages. As a result, several senior pupils were referred for counselling. This process involved parents/carers, our Educational Psychologist and Counselling services and took approximately 8 weeks to finalise. Furthermore, due to the needs of many of our pupils, there was a greater need for increased communication with some parents/carers, as well as involvement from our Educational Psychologist and Specialist Support Teacher. SLT scheduled virtual review meetings to support learners' progress in order to ensure we were meeting the needs of all of our learners. Interventions following these meetings were put in place, such as attending the Nurture Room and 1:1 support for Literacy and Numeracy.

Going forward, we strongly recognise the need to continue to prioritise the HWB of our pupils and staff, as well as our whole school community, due to the impact that COVID/lockdown has had. Health and Wellbeing will continue to be at the heart of our teaching and learning at Robert Owen Memorial Primary School during the recovery period, continuing to reflect on our school values.

SLT will continue to support the wellbeing of all staff by continuing to implement an open-door policy and offer regular 'Coffee and Catch-Up' opportunities, if required. SLT will also continue to prioritise and monitor staff workload. For example, SLT reviewed the transition booklet used at the end of each session and felt this was no longer necessary and added to the workload of staff, as this information was contained in the Forward Plans.

All teachers will be encouraged to continue to embed strategies that they used this session to support the Health and Wellbeing of their learners during Remote Learning and in school, such as daily check-ins with pupils in relation to their feelings or 'Biscuit and a Blether' opportunities throughout break and lunchtime. All teachers will also be encouraged to continue to engage in positive and regular communication with parents, to ensure all of our pupils and their families feel supported with their progress in learning and wellbeing. This will allow all teachers to identify those pupils who may require further support with their learning or wellbeing at the start of the session and provide individual time to address these needs promptly.

To ensure we are addressing the individual needs of our learners, we will continue to prioritise learning across the core subjects in our curriculum i.e. Literacy, Numeracy and Health and Wellbeing. All staff will continue to use formative and summative assessment to identify gaps in learning and we have reassessed our Support Staff timetables to allow for appropriate interventions to implemented such as Nurture, Catch Up Literacy and Numeracy and 5 Minute Box.
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	**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	Key Recovery Tasks (school specific) All staff were involved in the return to school June 2020. Staff were consulted on the Risk Assessment, SSOW and all associated procedures. During the August Inservice day, time will be allocated to staff activities that will encourage and reinforce the messages around how much we value all our relationships. A Microsoft Form Questionnaire will be sent to staff, parents/carers and pupils to assess current position in terms of whole school wellbeing.	All Staff felt safe, supported and informed and therefore were able to make the appropriate decision about returning to school during June 2020. All staff will feel reconnected to their colleagues. This will be evidenced through comments made on exit passes at the end of the day. The results will highlight individual strengths and priority areas for staff members to ensure that our planning promotes a culture of shared vulnerabilities within our school.

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.	reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. • Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. • Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. • Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be 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	Following the collation of the results of the Microsoft Form Questionnaires, we will be responsive to the needs of our learners by adapting our health and wellbeing curriculum. During the first two weeks of term, our health and wellbeing planning will focus on the general assessment of emotional wellbeing and mental health. All staff will participate in training in 'An Attachment Informed Approach' delivered by psychological services. Following this training, staff will work collegiately to identify the best way to promote an attachment informed ethos within our school. Staff will be encouraged to refer to the 'A-Z of Attachment Informed Practice' document. Following the training, Attachment Strategy readiness checklists for whole school, SLT and individual practitioners will be completed and action plans will be written. Trained Nurture Teachers will deliver presentations on the use of the principles of Nurture to staff. As pupils return to school, staff will develop an informed understanding of the individual and collective needs	All staff will be aware of the individual needs of their learners in terms of emotional wellbeing and mental health. Individual needs can then be addressed through our adapted health and wellbeing curriculum. All staff will feel confident in embedding an attachment-informed ethos within their class and throughout the school. All staff will begin to embed the Nurturing Principles in their classroom, to help address pupils' individual needs. All staff will have a clear plan of action for promoting an attachment informed practice. All staff will feel confident in addressing the individual and collective needs of their learners.

	which allow staff to be included and consulted.	of their learners and will then undertake appropriate CLPL. This will also help us to identify partners to help with the recovery process, such as Jill Trevena Practical Mindset, Psychological Services and Counselling Services.	All staff will be aware of the partners available to support the recovery process and will understand how to access these appropriately.
		Our Educational Psychologist will deliver training on Attachment Informed Practice to the Parent Council. This training will then be offered to all parents/carers. A link to the psychological website will be shared on all of our social media platforms.	All stakeholders in the wider school community will be aware of the importance of the principles of Attachment Informed Practice and will understand how the recovery curriculum will be delivered in school and online.
		Staff were consulted on the Risk Assessment, SSOW and all associated procedures. Staff requiring an individual Risk Assessment or additional support will contact Personnel at SLC HQ. SLT continue to regularly check-in with staff to support and address any concerns. SLT created 'Return to School' Procedural Note and shared this with all staff members via email and video call. Staff are informed of all guidance/updates as and when this is received from SLC. Staff continue to network with their colleagues and share relevant support resources that are useful and applicable.	All Staff feel safe, supported and informed and therefore are able to make the appropriate decision about returning to school. Microsoft Forms Questionnaire responses endorse this. Staff will feel that they have been kept informed and 'kept in mind.'

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.	<u>Supporting Staff</u> SLT will lead and assist staff in the contextualisation and delivery of our HWB recovery curriculum. All staff will wear the Pledge card on their lanyard as a reminder of the 6 Attachment Themes. All members of SLT will be visibly available to staff at key points and throughout the day. At the end of each day, members of SLT will check in with staff for a chat and debrief of the day through an informal offer of 'Coffee and Catch Up'. Additional and alternative type meeting times can be planned if requested/as necessary for groups or individuals using various areas throughout the school. Staff will be encouraged to share their worries or concerns with any member of SLT through an open-door policy. Staff will then be provided with the necessary advice and support. Through compassionate leadership a supportive ethos will be created in school. SLT will be proactive in safeguarding their own social, emotional and mental wellbeing, in order to be an example to others. <u>Supporting Children</u>	In response to the Attachment Strategy training and the new HWB recovery curriculum all staff will feel supported to understand the term 'Behaviour is Communication'. All staff will feel that their social, emotional and mental wellbeing is safeguarded within the school context. Throughout the 20/21 session, staff will feel safe and supported to share any worries or concerns in the knowledge that they will be addressed with compassion. Staff connections will be maintained through Coffee and Catch Up. Throughout the 20/21 session, all members of the SLT will support others as they feel safe, secure and supported in themselves.

		Each day will begin with a connection routine and soft start to enable reconnection with each other. Each day will end with a debrief to allow children to share positive messages and discuss any fears or concerns they may have. Our Health and Wellbeing curriculum will be adjusted to ensure planning and monitoring focuses on the promotion of resilience and to support mental, emotional, social and physical wellbeing. Emotion Works will be introduced to help children feel secure by providing them with the vocabulary to help them to understand and describe how they and others are feeling. Mindfulness and yoga techniques will be used to develop and improve their concentration levels and readiness to learn. Staff training will take place to support the adjustments and additions made to the Health and Wellbeing curriculum, including The A-Z of Attachment Informed Practice, Emotion Works, Yoga Programme and a refresh of PPRUDB. SLT will create a HWB monitoring sheet for staff to complete on a weekly basis for individual children.	All children will feel safe and secure and have a sense of belonging in school and reconnect with the school. Resilience will be promoted through the delivery of our newly refined and adjusted HWB curriculum. Mental, emotional, social, and physical wellbeing will be developed, supported and monitored for all children. All pupils requiring additional support with mental, emotional, social, and physical wellbeing will be identified. All children will be involved in the learning and teaching process in the promotion of resilience and the support of mental, emotional, social and physical wellbeing. Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches. All children will feel involved in leading the recovery planning process. A consultation review of our Behaviour Position Statement will take place during 20/21 to ensure it is based on a restorative approach.

		Making Rights Real and other committees will continue to use Microsoft teams to promote pupil voice and rights-based learning across the school. **<u>Recovery Curriculum</u>** Staff were involved in all aspects of personalising the key principles of the recovery planning for their return to school in June 2020. In consultation with all staff, SLT created and shared a Return to School Procedural Note for all stakeholders to share and reinforce new school routines before the children returned to school. In line with SLC guidance arrangements for the blended model of education in August 2020 was shared with all families and alterations were made where possible and appropriate.	Our recovery curriculum will ensure that all stakeholders feel; • relationships have been reconnected. • different lockdown learning experiences have been accommodated. • reassured that the school is a safe and secure base for learning. • supported by effective partnerships. All stakeholders will feel supported and safe in returning to school in August 2020.

Improvement Priority 1 - Health and Wellbeing

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances. **Whole School Wellbeing** • All staff were consulted on the Risk Assessment, SSOW and all associated procedures, to ensure they felt supported, safe and prepared for their return to school. • SLT also created a 'Return to School' Procedural Note and consulted with all staff members via email and video call, to further support their return to school. SLT also kept all staff informed of all guidance/updates as and when this was received from SLC. • Staff requiring an individual Risk Assessment were supported by the Head Teacher, in line with SLC's guidance. • To further support staff with their return to school, during the August Inservice day, time was allocated to staff activities that encouraged and reinforced the messages around positive working relationships, such as team building activities. Due to the COVID restrictions at that time, these activities were adapted and the Head Teacher led an informal 'Question and Answer' session to help reduce staff anxieties. • SLT continued to regularly check-in with staff and adopted an open-door policy to support and address any concerns promptly. Staff feedback on a Jamboard reviewing the Recovery Plan highlighted that all staff felt that SLT were readily available to support them throughout the school day. • To help us assess our position in terms of whole school wellbeing, SLT created a Microsoft Form Questionnaire which was sent to staff, parents/carers and pupils in September 2020.	***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.*** **Whole School Wellbeing** • Feedback from all staff highlighted that they all felt safe, supported and informed about returning to school and reconnected to their colleagues. Microsoft Forms Questionnaire and Jamboard responses endorse this. • Microsoft Teams Questionnaire results from parent/carers, pupils and staff showed the strengths and priority areas which ensured that recovery planning promoted a culture of shared vulnerabilities within our school. • Staff, pupils and parents/carers involved in wellbeing discussions. • Recovery planning addressing individual needs.	***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.*** • Whole school wellbeing to ensure all staff, pupils and parents/carers feel supported and safe. • Our Health and Wellbeing curriculum will be adjusted to ensure planning and monitoring focuses on the promotion of resilience and to continue to support mental, emotional, social and physical wellbeing. • Continuation of Emotion Works. • Embed attachment and nurture principles – whole school approach • Continue to identify and address individual needs through identified strategies – Catch up

• The questionnaire results highlighted the strengths and priority areas, to ensure that our recovery planning promoted a culture of shared vulnerabilities within our school. • All staff were responsive to the needs of our learners upon their return to school, by adapting our Health and Wellbeing curriculum, for example, using the first two weeks of term as an opportunity to assess emotional wellbeing and mental health in our school. • The Emotion Works recovery programme supported all of our learners to express and understand the mixture of emotions that they experienced pre and post lockdown, particularly our senior pupils, through creative activities such as creating a 'corona-coaster.' • Almost all staff used the Emotion Works baseline assessment tool to further develop an understanding of our learners' emotional wellbeing upon their return to school in August 2020. • As our pupils returned to school, all staff developed an informed understanding of the individual and collective needs of their learners. Following the period of Remote Learning from January-March 2021, it was quickly recognised that many of our P4-7 pupils required support with their emotional understanding and mental health, as well as more 1:1 support from trusted adults in the school. • All staff were responsive to the needs of their pupils and engaged with appropriate CLPL, such as The Sensory Classroom training. • SLT and staff identified partners to help with the recovery process, such as Jill Trevena Practical Mindset, Psychological Services and Counselling Services. • All staff participated in training in 'An Attachment Informed Approach' delivered by psychological services and all staff worked collegiately to identify the best way to promote an attachment informed ethos within our school, for example, consistent adults working with individual pupils and recognising that all behaviour is communication. • All staff were encouraged to refer to the 'A-Z of Attachment Informed Practice' document and the Attachment Strategy pledge card, highlighting the 6 principles of Attachment, by wearing this on their lanyards daily in school. All staff relate to these 6 principles as they link closely to the 6 principles of nurture, which they had previously been trained in. Staff were asked to complete the Attachment Strategy readiness checklist. This information has yet to be collated due to staff absences. • We used our positive methods of communication, such as email and our social media platforms (Twitter, Website and School App) to share a link to the psychological services website, to support our families in understanding and supporting their children through Attachment Informed Practice. Our Educational Psychologist was unable to train the Parent Council members due to the reduced number of Parent council meetings.	• Emotion Works Baseline assessments. • Forward Plans and Forward Plan meetings. • Formative and summative assessments for individuals/groups of learners. • Observations show that all staff are beginning to embed an attachment-informed ethos within their class and throughout the school, as well as the Nurturing Principles in their classroom, to help address pupils' individual needs. • Through feedback, questionnaire results, informal dialogues and formal dialogues at CAT nights, all staff have highlighted that they feel confident in addressing the individual and collective needs of their learners, with the support of SLT and partners.	Literacy, Nurture, Practical Mindet, Counselling etc. • Continue working towards gaining Nurturing School accreditation. • Mindfulness and yoga techniques will be used to develop and improve concentration levels and readiness to learn.

• Two trained Nurture Teachers delivered presentations on the use of the principles of Nurture to staff and staff are embedding these principles into their daily practice, for example, using emotions check-ins as their learners enter the classroom each day. • During Remote learning and upon the return to school, all staff continued to network with their colleagues and share relevant resources that were useful and applicable to the needs of their learners or the Recovery Curriculum, such as sharing feedback on Emotion Works lessons. **Health and Wellbeing Curriculum** <u>Supporting Staff</u> • SLT led and assisted staff in the contextualisation and delivery of our HWB recovery curriculum. • All staff now wear the Pledge card on their lanyard as a reminder of the 6 Attachment Themes. Staff feedback highlights that a whole-school approach now needs to be adopted to further embed these 6 themes across our school. • All members of SLT are visibly available to staff throughout the day, such as before school, during the lunch breaks and after school hours. This has allowed them to feel supported by SLT, when required. • At the end of each day, members of SLT continue to check in with staff for a chat and/or debrief of the day through an informal offer of 'Coffee and Catch Up'. During a staff CAT night, staff commented that they felt SLT were visible and supportive of their needs. • All staff were encouraged to share their worries or concerns with any member of SLT through an open-door policy. Feedback from staff CAT nights indicate that all staff feel they have been supported by SLT and have been provided with the necessary advice and support. • Following discussions at these catch ups, decisions were taken to set up conference calls or virtual meetings with parents to identify and address individual needs of our learners. SLT introduced 'Vscence' as an appropriate platform to host virtual meetings with parents/carers. • Through compassionate leadership, a supportive ethos has been created in our school. • SLT have been proactive in safeguarding their own social, emotional and mental wellbeing, in order to be an example to others.	**Health and Wellbeing Curriculum** <u>Supporting Staff</u> • All staff are beginning to understand the 6 Attachment Strategy Pledge's by embedding this attitude to learning in their daily practice, for example, using daily check-ins to elicit how pupils are feeling and why. • Through feedback on a staff Jamboard, informal dialogues and professional dialogues during CAT nights all staff commented that they feel that their social, emotional and mental wellbeing is safeguarded within the school context. • Through feedback at a CAT night, all staff stated that they feel safe and supported to share any worries or concerns in the knowledge that they will be addressed with compassion by SLT. All staff stated that they feel comfortable and confident to approach SLT. • There is a positive and supportive ethos within the school and amongst all staff.	

Supporting Children • Upon their return to school, all children started their day with a connection routine and/or soft start, appropriate to their age and stage, to enable reconnection with each other. • Each day ended with a debrief to allow children to share positive messages and discuss any fears or concerns they may have. • Relaxation activities were adopted at the end of the school day for some classes such as mindfulness opportunities, show and tell/news time or listening to a story. • Our Health and Wellbeing curriculum was adjusted to ensure planning and monitoring focused on the promotion of resilience and to support mental, emotional, social and physical wellbeing. The introduction of the Emotion Works programme has supported all teachers to teach their learners about their mental, emotional and social wellbeing. From teacher feedback on a staff Jamboard, it was recognised that although work had been based around resilience, much more work is still required in this area • The Emotion Works programme has helped children to feel secure by providing them with the vocabulary to help them to understand and describe how they and others are feeling. • Mindfulness techniques were used by most teachers to develop and improve their learners' concentration levels and readiness to learn. • Throughout the session, staff training took place to support the adjustments and additions made to the Health and Wellbeing curriculum, including The A-Z of Attachment Informed Practice, Emotion Works and a refresh of PPRUDB. • All staff felt confident to contact SLT in relation to any Health and Wellbeing concerns, issues or questions they had about individual learners. This allowed for the early identification of needs and strategies to be implemented promptly, such as counselling services. • Where possible, some committees continued to use Microsoft teams to promote pupil voice and the work of individual committees, such as Eco and Makaton. The lead staff members assessed the safety of staff and learners for any committee meetings that did take place.	• Strong staff connections and networking amongst all staff is evident. Supporting Children • By ongoing, daily formative assessment of mental, emotional, social, and physical wellbeing, all staff are meeting the needs of their learners. • Feedback from pupils and parents/carers about our Health and wellbeing curriculum / Emotion Works programme. • All pupils requiring additional support with mental, emotional and social wellbeing have been identified and support strategies put in place including; Nurture and 1:1 counselling sessions. • All children were involved in the learning and teaching process in the promotion of resilience and the support of mental, emotional, social and physical wellbeing through our revised Health and Wellbeing curriculum. • Teachers' professional judgement and tracking and monitoring of engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches has allowed children to reconnect with their learning.	

<u>Recovery Curriculum</u> • Staff were involved in all aspects of personalising the key principles of the recovery planning for their return to school in June 2020 and March 2021. • In consultation with all staff, SLT created and shared a Return to School Procedural Note for all stakeholders to share and reinforce new school routines before the children returned to school, both in August 2020 and March 2021. • In line with SLC guidance, arrangements for the blended model of education in August 2020 were shared with all families and alterations were made where possible and appropriate. However, following government guidelines, the blended approach to learning was not required when the children returned to school in August 2020.	<u>Recovery Curriculum</u> Our recovery curriculum has ensured that all stakeholders feel; • relationships have been reconnected. • different lockdown/Remote Learning experiences have been accommodated. • reassured that the school is a safe and secure base for learning. • supported by effective partnerships. This is endorsed by feedback, comments from stakeholders through emails and/or meetings, questionnaire results and dialogue.	

Improvement Priority 2 - Planning for Equity

Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
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	These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	This section 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 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;
	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:
		Key Recovery Tasks (school specific)
		
		SLT will identify the engagement in home learning, using the Microsoft Teams data analysis feature.
		Class Teachers will refer to their weekly learner engagement information.
		
		Following Class Teacher's observations, individual Boxall
			Desired Outcomes and Impact
			
			After, undertaking a rigorous analysis of the pre and post lockdown data, all staff will be aware of the school's new "gap" position.
			All staff will identify groups, learners and stages requiring targeted additional support

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.	• Learners' wellbeing (e.g. Boxall profile, observations, wellbeing indicators) • Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments) • Engagement (e.g. Leuven scale, observational data) • Participation (home-learning participation data) Purple text gives examples of how schools may tackle this; this isn't exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them. • Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school's new "gap" position. This will enable identification of groups/learners/stages requiring targeted additional support.	Profile assessments will be carried out for identified pupils. Through our Health and Wellbeing programme, wellbeing indicators will be used to assess children's overall wellbeing and to compile learners' profiles. Where appropriate, pupils will complete standardised assessments in Literacy and Numeracy. All staff will use the Leuven scale for participation and engagement to appropriately support pupils progress in Literacy, Numeracy and Health and Wellbeing. Our standardised assessments will be administered where it is appropriate to do so, at a time that is responsive to the needs of the learners.	and will implement appropriate interventions.

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.	Due to the positive impact of our PEF plan in 2018-2019 and 2019-2020 sessions, where there was a significant reduction in the poverty related attainment gap in reading, writing, listening and talking and numeracy, all stakeholders agreed that we should continue with some of these interventions. 1. Nurture 2. Practical Mindset 3. One to one support for literacy and numeracy 4. Yoga PEF money has been set aside for the purpose of staff training as and when the need arises. For example, Yoga training. To support our most disadvantaged learners at home, during class time, teachers will teach the children how to effectively navigate the Microsoft Teams system at home. Equity packs will be available, on request, to assist home learning. We will identify children who do not have access to ICT at home and will endeavour to provide equipment to support this.	The poverty related attainment gap, which we expect to have widened following the COVID-19 pandemic, will begin to reduce again. All staff will feel confident in delivering the interventions chosen. Our most disadvantaged learners will feel supported in school and at home to progress with their learning.

		To support our most disadvantaged learners at school, teachers will identify children who require additional support. This will then be provided one to one or in a small group.	
Theme: Tracking and monitoring impact of equity approaches. **Rationale:** To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.	**Schools need to:** • Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy. • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. • Consider points in planning section to find alternative approaches.	All interventions will be tracked and monitored rigorously and will be adapted or changed immediately if there is little or no impact identified. All staff, including the Nurture teacher and Support for Learning teacher who are paid through the PEF fund, will be responsible for daily formative assessment and summative assessment when necessary. Following ongoing formative and summative assessment, SLT, the Nurture teacher or Support for Learning teacher will be in contact with parents as and when it is necessary.	Through rigorous tracking and monitoring of the interventions, approaches will be adapted quickly in order to ensure maximum impact for learners.
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	**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.	SLT will share the latest survey results from the CPAG with all staff members. This will give us an indication of areas of wellbeing to focus on.	All staff will be aware of current findings from CPAG surveys. All staff will be fully aware of the importance of poverty proofing our approaches in blended learning to ensure no

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.	• 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.	Staff will be encouraged to use the CPAG website to access appropriate resources. CoSD Position Statement will be revisited and added to as appropriate, by the CoSD Working Party, to support home learning and share information on financial support. The updated CoSD Position Statement will be shared with all staff and parents/carers. SLC Equity packs and ICT support will help some of our pupils to access home learning. Home learning packs will be created by Class Teachers, where necessary. Where possible, the school will provide ICT devices to families to support learning at home. All staff will continue to develop positive working relationships with all families. SLT and staff will be aware of the most appropriate way to convey information for all learners and parents/carers. All families will receive the appropriate information and support to access financial support, e.g. Money Matters.	learner misses out due to financial constraints. The updated CoSD Position Statement will address the effects that the Coronavirus has had on poverty. A whole school approach will be adopted in line with our Health and Wellbeing planning to support the wellbeing of the whole school community. All pupils will be equipped to fully participate in the blended learning approach. All families will be aware of the school's new CoSD Position Statement and will feel supported by the school. All parents/carers will be contacted in the most appropriate way to suit their circumstances. All parents/carers will be aware of the financial support that they can access. The annual calendar will reflect our updated approach to reduce costs and poverty proof blended learning. For example, no themed charity days will take place.

		All financial support links will be shared on our social media platforms and, where necessary, through hard copies, ensuring that current guidelines are adhered to. In consultation with staff and parents/carers, the annual calendar will be amended in line with our Cost of the School Day Position Statement.	

Improvement Priority 2 - Equity

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.	***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.***	***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.***
Re-Identifying the Poverty Related Attainment Gap • During Remote Learning, all Class Teachers referred to their weekly learner engagement spreadsheet to track and monitor the participation, engagement and assessment of learning in Literacy, Numeracy and Health and Wellbeing. These spreadsheets were submitted to SLT each week and allowed for the early identification of support required amongst our families, as well as track and monitor pupil progress in core subjects. • SLT identified the engagement in Remote Learning, using the Microsoft Teams data analysis feature and the weekly learner engagement spreadsheets completed and submitted by all teachers. Class Teachers and SLT contacted those families who were not engaging with Teams and were offered support. This resulted in 95.05% of school pupils and 71% of ELC pupils engaged with Remote Learning. • Upon pupils' return to school, all staff used the Leuven scale for participation and engagement to appropriately support pupils progress in Literacy, Numeracy and Health and Wellbeing. • Following Class Teacher's observations, individual Boxall Profile assessments were carried out for identified pupils, to assess their social, emotional and behavioural needs, to elicit if nurture would be an appropriate intervention for some of our learners. • Through our Health and Wellbeing programme, wellbeing indicators were used to assess children's overall wellbeing and to compile learners' profiles. All teachers	**Re-Identifying the Poverty Related Attainment Gap** • Rigorous analysis of the pre and post lockdown data, allowed all staff to be aware of the school's new "gap" position. • All staff identified groups, learners and stages requiring targeted additional support. The Support for Learning and Support Staff Assistants timetables were adjusted as appropriate. • Appropriate interventions were implemented; Nurture, Counselling, Catch-Up Literacy and 5 Minute Box for 34% of mainstream pupils. • Forward Plan monitoring and Forward Plan meetings. • Transition meetings	PEF money has been set aside for the purpose of staff training as and when the need arises. For example, Yoga resources for staff and pupils.

email any Health and Wellbeing concerns to SLT promptly, to ensure these are addressed promptly. • Where appropriate, pupils completed standardised assessments in Literacy and Numeracy, at a time that was responsive to their needs. Individual pupils who required support for learning in Literacy, Numeracy and Health and Wellbeing were identified and interventions were put in place, such as Nurture, Counselling or 1:1 Literacy and/or Numeracy support. **Planning to Close the Poverty-Related Attainment Gap and Reduce Learners' Barriers to Learning** • Due to the positive impact of our PEF plan in 2018-2019 and 2019-2020 sessions, where there was a significant reduction in the poverty related attainment gap in reading, writing, listening and talking and numeracy, all stakeholders agreed that we should continue with some of these interventions throughout the 2020-2021 session. 1. Nurture 2. Practical Mindset 3. One to one support for literacy and numeracy 4. Yoga (Due to government guidelines, this did not happen). • PEF money was set aside for the purpose of staff training as and when the need arose. For example, online Yoga training. Due to restrictions, Yoga was taught via Teams and will be carried on into the 2021-2022 session in school. • To support our most disadvantaged learners at home, during class time, teachers taught the children how to effectively navigate Microsoft Teams. This resulted in a high uptake of Remote Learning. Equity packs were available, on request, to assist home learning for those families who still found it difficult to navigate Teams. • In collaboration with Class Teachers, SLT identified children who did not have access to ICT at home and provided equipment to support this. 32 devices were deployed and 3 MiFi's were issued to support families with connectivity issues. • To support our most disadvantaged learners at school, teachers identified children who required additional support in Literacy, Numeracy and/or Health and Wellbeing. This was provided 1:1 or in a small group.	**Planning to Close the Poverty-Related Attainment Gap and Reduce Learners' Barriers to Learning** • Formative and summative assessment results as well as teacher professional judgement show that the poverty related attainment gap, which we expected to have widened following the COVID-19 pandemic, has started to reduce again in certain areas including; - Listening and Talking and Numeracy in P2. - Reading, Writing and Talking and Listening in P3. - Writing, Listening and Talking and Numeracy in P4 - Reading, Listening and Talking and Numeracy in P5. - Writing and Listening and Talking in P6. - Writing and Numeracy in P7. • Staff feedback and dialogues show that the staff feel confident in delivering the interventions chosen. • Pupil engagement in Remote Learning (95.05% of pupils engaged with Remote Learning)	

Tracking and Monitoring Impact of Equity Approaches • All interventions implemented to support the progress in learning in Literacy, Numeracy and Health and Wellbeing were tracked and monitored rigorously. These were adapted or changed immediately if there was little or no impact identified. • All staff, including the Nurture Teacher/Support for Learning Teacher who are paid through the PEF fund, were responsible for daily formative assessment and summative assessment when necessary. • Following ongoing formative and summative assessment, SLT, the Nurture teacher and/or Support for Learning Teacher contacted parents as and when it was necessary to review pupil progress in learning and wellbeing. **Cost of the School Day (CoSD)** • SLT shared the survey results from the CPAG with all staff members during a virtual meeting. This gave us an initial starting point and an indication of the areas of wellbeing to focus on. • All staff were encouraged to used CPAG website to access appropriate resources. • In consultation with staff and parents/carers, the 2020-2021 annual calendar was amended in line with SLC's Cost of the School Day initiative. • Due to COVID restraints, stakeholders did not meet to update the CoSD Position Statement this session. The Working Party will be set up at the start of the 2021-2022 session, to support learning and share information on financial support. This Position Statement will be shared with all stakeholders. • During the 2020-2021 session, SLC Equity packs and home learning packs were created by Class Teachers where necessary and were deployed to help some of our pupils access Remote Learning opportunities. • Stationery was made readily available for all families through our 'Stationery Station' at the front of our school. • SLT and some Class Teachers provided 1:1 ICT support to help some of our pupils to access home learning. • The school provided 32 ICT devices to families to support learning at home. • All staff continued to develop positive working relationships with all families, through regular communication via email or phone call. Class Teachers and SLT received	**Tracking and Monitoring Impact of Equity Approaches** • Support for Learning Teacher, Nurture Teachers and Support Assistants' professional judgement and assessment data; Boxall Profiles, Catch-Up Literacy etc. • Individual Tracking and monitoring • Forward Plan and meetings **Cost of the School Day (CoSD)** • Through virtual meetings, all staff are fully aware of the importance of poverty proofing our approaches in learning to ensure no learner misses out due to financial constraints, for example, continuing to celebrate events that usual require a financial costs, such as Children in Need Day. • A whole school approach has been adopted in line with our Health and Wellbeing planning to support the wellbeing of the whole school community, for example, use of consistent language through the introduction of the Emotion Works programme.	CoSD Position Statement will be updated by the CoSD Working Party and shared will all stakeholders, to share information on financial support.

many positive emails from parents/carers about the support and communication received from the school, particularly during lockdown/Remote Learning. • SLT and staff identified that the most appropriate way to convey information for all learners and parents/carers was through Teams, email or through the use of our social media platforms (Twitter, School App and Website). • All families received the appropriate information and support to access financial support, e.g. Money Matters, through email or social media and where necessary, through hard copies, ensuring that guidelines were adhered to.	• 98% parent/carer feedback, questionnaire results and emails show that almost all of our families feel supported by the school. • SLT and Class Teachers are aware of the most appropriate ways to contact individual parents/carers, to suit their circumstances, through the development of positive home-school relationships during lockdown and remote learning. • Parents/carers have accessed financial support shared by the school, such as the Winter Jacket initiative. • The annual calendar reflects our updated approach to reduce costs and poverty proof learning. For example, no themed charity days.	In consultation with staff and parents/carers, the 2021-2022 annual calendar will be amended in line with our Cost of the School Day Position Statement.

	Improvement Priority 3 - Continuity of Learning		**How will we know we've been successful?**
Quality Indicator 2.2 Curriculum • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work 2.3 Learning, teaching and assessment assessment • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring **3.2** Raising Attainment and Achievement • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners	**Recovery Priority** These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation. Links are included where appropriate. **Please note - there are 2 Head Teacher consultative groups currently working with senior officers to produce Local Authority suggested recovery phase 'curriculum models' for both the Primary and Secondary sectors. As soon as the recommended models have been assessed for operational practicalities (including services such as cleaning, transport, catering etc) they will be emailed to all Head Teachers.**	**Key Recovery Tasks (School specific)** This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.	**Desired Outcomes and Impact** This section should give a brief indication of what success would like and how it will be measured.
Theme: Learning In School **Rationale:** *The implementation of physical distancing will impact upon the capacity*	**Schools need to:** • Consider your current position in terms of staffing and pupil numbers. Use Local	**Key Recovery Tasks (school specific)** In June, the SLT completed an audit, which dictated the maximum	**Desired Outcomes and Impact** The maximum number of pupils will be safely

for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, *Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible* *It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time."* **The Recovery Curriculum, Think Piece** Schools should consider the needs of children and young people after a prolonged period of remote learning and	Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision. • Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. • Consider if communal and social areas could be repurposed to provide additional learning space. https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/ • Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. • Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. • Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks) • 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.	capacity for all areas in our school (classes, canteen etc.). Following the Class Configuration exercise, staff were allocated classes for the 2020-2021 session. In line with SLC's Recovery Model, we organised all pupils into two groups. SLT re-designed a classroom in line with SLC Guidance as a model for staff to work from. This ensured that all of our classrooms can cater for a maximum of 15 pupils at any one time. In communal areas and in the classrooms, social distancing measures have been put in place. SLT created a 'Return to School' Procedural Note for all staff and parents/carers to ensure consistency in approach. Knowing the impact that the Nurturing Principles can have on a child's wellbeing, we plan to continue with our Nurture provision but have had to identify a new area in the school for this to take place, whilst ensuring social distancing guidelines are in place. Following staff consultation, it has been agreed that when pupils are	accommodated in all classrooms, whilst maintaining quality learning environments. All pupils will benefit from quality in-school learning experiences for two days each week. All learning spaces have been utilised in a similar way to accommodate maximum capacity, whilst adhering to SLC and Scottish Government Social Distancing Guidelines. Throughout the school, social distancing measures are clearly labelled for all staff and pupils to adhere to. All stakeholders will be familiar with our whole school approach to continuity of learning. Due to all communal areas in our school being utilised, children will be able to access and benefit from the Nurturing environment available, to facilitate and support continuity of learning within our school. All children will further develop their skills in Literacy, Numeracy and Health and Wellbeing.

absence from school. It will be important to promote reconnection and recovery within the curriculum. Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils. This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing. It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it. Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers .	• Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated. • Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school. • Consider how to take account of parental views and pupil voice when developing the learning in your school.	in school, all staff will deliver Literacy, Numeracy and Health Wellbeing lessons. In line with the SLC Recovery Model, all staff will be given the opportunity to moderate during collegiate time on a Wednesday afternoon. Staff will be consulted on planning for extended blocks of learning. All staff will use the Transition booklets prepared by the previous Class Teacher as a baseline to determine where their children were in their learning previous to lockdown. As the 2020/2021 session begins, staff will use this information in conjunction with daily formative assessments and professional dialogues with previous teachers. Teachers will also be given access to the Microsoft Teams page that their children were on during lockdown. Staff will be encouraged to complete a 4 week book study as the children return to school. This will support them in re-assessing their children's literacy development through the use of	All staff will continue to develop shared standards and consistency across each level of the curriculum. All staff will be able to identify the most appropriate model for the level of the curriculum that they are responsible for. Through the use of Transition booklets and professional dialogue, all staff will have an understanding of the prior knowledge and skills of their learners. This will help Class Teachers to further develop children's individual needs and new concepts. After a period of 4 weeks, all staff will feel reassured about the next steps in learning in Literacy, Numeracy and Health and Wellbeing.

		Blooms Taxonomy, where the focus will be on skill development. Teachers will be encouraged to spend the same period of time revising core numeracy skills to ascertain where each child is at in their learning and adjust numeracy groups accordingly. In response to the needs of our pupils, we will adjust our whole school Health and Wellbeing curriculum to focus on resilience, relationships and mental health. This will be continually adjusted throughout the session in response to our pupils' wellbeing. All staff will use the Leuven scale for participation and engagement to appropriately support pupils progress in Literacy, Numeracy and Health and Wellbeing. Staff will be offered CLPL in the following areas: • Bereavement • Mental Health (Scottish Association for Mental Health) • Using Microsoft Teams • Blended Curriculum • Attachment Strategy A consultation with all staff will take place to identify the curriculum areas which will be best delivered through Microsoft Teams.	All staff will encourage and promote the participation and engagement of all children, through the use of the Leuven scale. All staff will be confident in delivering the recovery curriculum in our school. Following consultation, the most appropriate curriculum areas will be identified to be taught as part of home learning through Microsoft Teams.

		A 'Return to School' Procedural Note has been emailed to all parents and shared on our social media platforms. To further support learning in school, teachers and SLT will communicate with learners and parents/carers through Microsoft Teams as well as individual communication through emails. Parents/carers views and pupil voice will be collated on Microsoft Teams and through Microsoft Form Questionnaire.	SLT and staff will be aware of the most appropriate way to convey information for all learners and parents/carers. All families will receive the appropriate information from the school in relation to supporting learning in school. All pupils will have the opportunity to share their views on their learning in school. SLT and staff will collate the responses and alter their face-to-face planning, teaching and learning appropriately.
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,	**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.	All pupils in our school have been organised into two groups. Group A will learn at home every Thursday and Friday. Group B will learn at home every Monday and Tuesday. Online Learning will continue to be facilitated through Microsoft Teams. Our CCC Teacher will be responsible for delivering online teaching for Spanish, French, Music, Dance and PE.	Through the blended model, all children will continue to develop knowledge, skills and understanding across the curriculum.

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.	• 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	Any staff shielding in August 2020 will continue to support learning through Microsoft Teams. Children will continue to access Microsoft Teams to support learning from home. SLT and Class Teachers will identify children who do not have access to Microsoft Teams or ICT devices. Where possible, ICT will be provided or home learning packs will be created. All staff will participate in SLC's Learning Community Webinars. All staff have been given the opportunity to participate in other online learning or webinars to further develop their knowledge, understanding and skills in facilitating the recovery curriculum at home. Staff will continue to engage in CLPL opportunities during their collegiate time on a Wednesday afternoon or in their own time. All staff will use a Wednesday morning to plan the face-to-face and home learning for the following week. Online Learning will continue to be facilitated on Microsoft Teams or through Home Learning Packs, where appropriate.	All staff, in school or online, will support the continuity of learning for all learners. All children will be supported to learn at home and in school through Microsoft Teams or Home Learning Packs. All staff will continue to monitor learning engagement at home and will continue to inform SLT of any concerns/issues. All staff will feel confident in facilitating the recovery curriculum at home. All staff will provided feedback to learners through personal emails.

		SLT will re-asses staff access to ICT at home. Where possible, all staff who require access ICT will be provided with a device from the school. SLT and Class Teachers will audit the number of pupils who have access to ICT. In line with SLC's Equity Questionnaire, ICT requirements will be identified. SLT and Class Teachers will continue to monitor learner engagement online. Following the Microsoft Forms Questionnaire completed in May 2020 and the overall response for the children, another questionnaire will be issued to pupils at the start of 2020/2021 session to take account of pupil voice. As of June 2020, our uptake on Microsoft Teams was approximately 90%. As a result, we will continue to convey all information to learners via this online learning platform. We will also continue to share all information with parents/carers via email and all of the school's social media platforms. Where appropriate, hard copies of information will be given to pupils when they are in school.	All staff will have access to ICT at home, where appropriate. Where possible, all pupils will have access to ICT at home. Where this is not possible, Home Learning Packs will be made available. All pupils will have the opportunity to share their views on their learning at home. SLT and staff will collate the responses and alter their online planning, teaching and learning appropriately. SLT and staff will be aware of the most appropriate way to convey information for all learners and parents/carers. All families will receive the appropriate information from the school in relation to supporting learning at home. Engagement in learning at home will be promoted and shared with the wider school community.

		Updates on our Microsoft Teams pages and instructions for accessing Microsoft Teams will be shared on our social media platforms to engage families further in learning at home. SLT and Class Teachers will continue to regularly track and monitor learner engagement at home (on Microsoft Teams or through the use of the Home Learning Pack). Class Teachers will continue to report any concerns/issues to SLT. SLT will continue to 'check-in' with pupils who are not accessing or unable to access Microsoft Teams at home to ensure they are appropriately supported in their learning.	SLT and Class Teachers will liaise with each other and will be fully aware of those pupils requiring further support with home learning or any other issues/concerns. Engagement in home learning will increase. All families feel supported to engage with learning at home and all difficulties will be resolved by Class Teachers/SLT, where possible.

Improvement Priority 3 - Continuity of Learning

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.	***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.***	***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.***
Learning at School • In June 2020, SLT completed an audit, which dictated the safe, maximum capacity for all areas in our school. • SLT re-designed a classroom in line with SLC Guidance for Blended Learning, as a model for staff to work from. Due to updated guidance, by August 2020 this blended approach was not longer required. • In communal areas and in the classrooms, social distancing measures were put in place and the daily routine was altered (entering/exiting procedures, playground use and break and lunch times) to ensure children remained in their class bubbles at all times throughout the school day. From the outset, these new daily school routines ran smoothly and have ensured no cross-contamination of bubbles throughout the session. • SLT created the 'Return to School' Procedural Note in August 2020 and March 2021 for all staff and parents/carers to ensure consistency in approach. Following this, all staff shared that they felt safe, supported and prepared for their return to school in August and March. • Knowing the impact that the Nurturing Principles can have on a child's wellbeing, we continued with our Nurture provision for pupils in P3, 4 and 5 by identifying a new area in the school for this to take place, ensuring social distancing guidelines are in place. • Two Nurture trained teachers delivered 'Whole School Nurturing Approach' training to all staff to help embed the 6 Nurturing Principles across our school.	**Learning at School** • The maximum number of pupils and staff were safely accommodated in all areas of our school. This included; canteen areas, playground bubbles, Nurture class and Support for Learning areas and staff rooms. • Clear procedures, signage and directions for social distancing followed by all staff and pupils, allowing for smooth and safe daily transitions around our school. • All staff agreed with the whole school approach to continuity of learning, prior to pupils return. • All teachers planned high-quality learning experiences in Literacy, Numeracy and Health and Wellbeing upon our pupils' return to school, using the information provided from transition booklets, Teams pages and daily formative assessment and professional judgement. • Progress in pupils' skill development in Literacy and Numeracy through ongoing	Nurture provision for pupils in P1, P4, P5 and P6 All staff embed 6 Nurture principles in daily practice – Nurturing School Accreditation. Online Forward Plan. This will support transition and ensure appropriate progress in learning. This will also support our progress in working towards gaining Digital Schools accreditation as well as supporting the work of the Eco Committee. B-Squared programme implemented to support the teachers in the supported classes to tack and monitor progress in learning.

• Following staff consultation and in line with SLC guidance, it was decided that upon pupils return to school in August 2020, the Recovery curriculum would focus predominantly on Literacy, Numeracy and Health Wellbeing. • All staff used the Transition booklets prepared by the previous Class Teacher as a baseline to determine where their children were in their learning previous to lockdown, at the start of the 2020-2021 session. All staff used this information in conjunction with daily formative assessments and professional dialogues with previous teachers, to ascertain where their learners were at with their learning. All staff then planned appropriately for their needs of their learners. • All teachers were given access to the Microsoft Teams page that their children were on during lockdown (March-June 2020). • All staff completed a 4-week book study as the children returned to school. This supported all staff in re-assessing their children's literacy development through the use of Blooms Taxonomy, where the focus was on skill development. • All teachers spent the same period of time revising core numeracy skills to ascertain where each child was at in their learning and to adjust numeracy groups accordingly. • In response to the needs of our pupils, we adjusted our whole school Health and Wellbeing curriculum to focus on resilience, relationships and mental health, for example, the introduction of the Emotion Works Recovery Programme. This was continually adjusted throughout the session in response to our pupils' wellbeing, for example, re-visiting the recovery aspect of the Emotion Works curriculum, following the period of Remote Learning from January-March 2021. • All staff used the Leuven scale for participation and engagement to appropriately support pupils progress in Literacy, Numeracy and Health and Wellbeing. • Staff were offered CLPL in the following areas: Bereavement Mental Health (Scottish Association for Mental Health) Using Microsoft Teams Attachment Strategy • Most staff attended CLPL opportunities that they felt would best support the needs of their learners, for example, The Sensory Classroom training. • To further support learning in school, all teachers and SLT communicated with parents/carers through Microsoft Teams as well as emails on a regular basis. This has further developed our positive home-school links.	tracking and monitoring (formative and summative assessment such as IDL, NGRT, SWST and SWRA) • Development of social, emotional and behavioural needs of those P3, 4 and 5 pupils who attend the weekly Nurture class and giving the opportunity for more learners to engage with this opportunity, where appropriate, following review meetings. • Strong nurturing ethos evident throughout our school. • Individual pupils working with or seeking support from identified, trusted adults. • Moderation activities through WTA calendar. • All staff planned responsively to learners' needs e.g. studying particular novels to support learners with themes such as grief and loss. • Class Teachers' professional dialogues with SLT about individual pupil progress and wellbeing as well as participation and engagement. • Forward Plans • Learning Conversations • Formal/Informal dialogues • Parents/Carers feedback and responses to information shared via email and social media. • Teacher's responsive planning, following pupil and parent/carer feedback.	Communication Friendly Environment will be implemented. Ongoing daily formative assessment will be embedded across teaching and learning. All staff will be offered AifL drop in sessions throughout the session. Microsoft Teams will continue to be used to facilitate homework. Staff will be encouraged to complete a 4 week book study at the start of the session. This will support them in re-assessing their children's literacy development through the use of Blooms Taxonomy, where the focus will be on skill development. Begin working towards Bronze Level Reading School accreditation. In response to the needs of our pupils, we will adjust our whole school Health and Wellbeing curriculum to focus particularly on resilience as well as relationships and mental health. Staff will be offered CLPL in the following areas:

• Parents/carers views and pupil voice were collated through Microsoft Form Questionnaire, to identify our families feelings towards the return to school in August 2020 and recovery curriculum. Where appropriate, action was taken in response to the feedback received, such as providing support through Nurture intervention or counselling. **Learning at Home** • Online Learning was facilitated through Microsoft Teams for all learners. • Individual emails and all of the school social media platforms were used to continue to share all information with parents/carers. • Updates on our Microsoft Teams pages and instructions for accessing Microsoft Teams were shared on our social media platforms to engage families further in Remote Learning. • SLT and Class Teachers audited the number of pupils who had access to ICT, in line with SLC's Equity Questionnaire and ICT requirements were identified. • Chromebooks were given to 13 children and 19 Chromebooks were borrowed during the period of Remote Learning. Home learning packs were created for those families who found it challenging to navigate Teams • All staff who required access to ICT were provided with a device from the school. • SLT and Class Teachers tracked and monitored learner engagement at home daily through the participation, engagement and assessment spreadsheet created by SLT. • Class Teachers reported any concerns/issues to SLT. SLT continued to 'check-in' with pupils who were not accessing or were unable to access Microsoft Teams at home to ensure they were appropriately supported in their learning. • All staff participated in SLC's Learning Community Webinars. • All staff were given the opportunity to participate in other online learning or webinars to further develop their knowledge, understanding and skills in facilitating the recovery curriculum at home. • All staff provided feedback to learners through the assignment feature on Teams or through personal emails. • All pupils were encouraged to complete a Microsoft Forms Questionnaire at the start of 2020/2021 session to take account of pupil voice.	**Learning at Home** • All staff supported continuity of learning for all learners. 95.05% of pupils and 71% of ELC pupils engaged with Remote Learning. • Parents/Carers regularly contacted members of SLT, as per instructed through email and social media platforms, to gain access quickly and efficiently to Teams. Many parents/carers shared their gratitude for the support provided by SLT and Class Teacher during Remote Learning. • Teachers' weekly tracking and monitoring spreadsheets indicated learners' participation, engagement and assessment of Literacy, Numeracy and HWB daily. • SLT and Class Teachers liaised with each other and engagement in Remote Learning progressively increased. • High-quality teaching and learning experiences were delivered by all teachers, for example, live and pre-recorded lessons in science, literacy and numeracy. • Following SLC webinars, eight staff members shared their recently gained ICT skills and knowledge during a whole staff CAT night to share good practice. • All pupils were given regular opportunities to share their views on their learning at home through regular class check-ins and Microsoft Teams.	• Bereavement • Mental Health (Scottish Association for Mental Health) • Using Microsoft Teams • Attachment Strategy

• All families were supported to engage with learning at home and all difficulties were resolved by Class Teachers/SLT, where possible.	• SLT and staff collated the responses and altered their planning, teaching and learning appropriately. • Questionnaire comments and personal emails highlighted that parents/carers felt supported as they assisted their children to engage with Remote Learning.	