South Lanarkshire Council

Recovery Standards and Quality Report June 2021

Bothwell Primary School

Standards and Quality Report Session 20/21

Our School *(Roll/context etc)***:**

Bothwell Primary is a non-denominational primary school, situated in the village of Bothwell. Its associated secondary school is Uddingston Grammar School. The associated church of the school is Bothwell Parish Church. Our school caters for children from Primary 1 to Primary 7. The current roll is 315. There are presently 12 classes, with 2 nursery classes planned for next session, for a temporary period of time. We have a staffing allocation in line with National and council policy which consists of 1 Head Teacher, 1 Depute Head Teacher, 1 Principal Teacher and 14 class teachers. There are also 10 support assistants.

At Bothwell Primary we welcome community involvement in the school. We are keen to work with members of the community and welcome all at community events, assemblies and other celebratory occasions. This year, involvement from outside agencies and the wider community has had to reflect Covid-19 guidance and adhere to risk assessments in order to mitigate risk at all times.

Our school is vibrant and busy. We value our links with parents/carers and work hard to foster positive relationships between home and school. As an ECO school we are very aware of the need to reduce our paper and photocopying costs whilst ensuring that all stakeholders feel informed and involved in the life of the school. Implementing Covid-19 guidelines has further strengthened our Eco approach, by all communications where possible, now being done electronically. However, account is taken of families unable to access the internet and their needs are met in other ways.

Our PEF funding has enabled us to support and enhance the learning of our identified children through additional staffing and resources.

We encourage a good work ethic and pride in the school. Our parents/carers support us by enhancing the life of the school through the parent council. We have a great pride in our school uniform and our parents/carers support us by ensuring most children arrive at school with the appropriate clothing. Again, in order to promote equity, the school can provide uniform to families where appropriate and in line with current financial constraints, no pressure is put on children to be in school uniform.

Key Successes/Challenges and Achievements Session 2020/2021

- We have planned for recovery to ensure that our pupils are ready to learn and are making progress in learning.
- Literacy, Numeracy and HWB have been prioritised, particularly following the return to school after the January-March lockdown.
- We have raised awareness of HWB to allow staff and pupils to communicate feelings and ask for support, where appropriate.
- Mitigation of risk of Covid-19 has been a challenge but we have had very few cases and have ensured safety and hygiene as a priority.
- We have strived to remain connected with families and ensure that we are continually supporting learning and wellbeing.

- We have engaged directly with parents in a compassionate and personalised way, resulting in stronger relationships.
- A range of surveys have been carried out to gather views of all stakeholders for HWB, returning to school, new interventions to be kept and our vision, values and aims. This information has been used in a beneficial way to plan for the future.
- Adhering to guidelines, we have planned and carried out events to continue to promote whole school wellbeing as much as possible.
- We have carefully monitored engagement during both in school and online learning.
- Identified children have been monitored and further support given in a number of ways, e.g. nurture, staged intervention, additional support.
- Our PEF plans have been flexible and adaptable to meet the current needs of our learners throughout the changes this session. We have altered and adapted as appropriate, following identifying the new gap, and the need to take account of the home learning, which has taken place, in order ensure support is in place for those who require it. We have engaged in professional dialogue as a staff team in order to establish the best approaches to close the poverty-related attainment gap and considered the best methods to measure and evidence impact and planned this into home and school approaches.
- We have an established nurture group which has continued to run when possible this session. This has had a noticeable impact on most children involved.
- We have aimed to have a 'no cost year' in order to eliminate such issues surrounding Cost of the School Day.
- We have aimed to deliver all curricular areas across the session to ensure a holistic learning experience for pupils.
- We have continually evaluated and updated plans to ensure we are meeting the current needs of pupils.
- We have aimed to ensure that staff feel confident in the curriculum that they are delivering and have provided CLPL for the areas they are less confident in.
- We have utilised and maximised learning environments, in relation to up to date legislation and ensuring safety at all times.

Remote Learning Jan-March 2021

- We collegiately determined a school plan for home learning and implemented this successfully. We utilised the strengths of all staff in order to ensure everyone was involved during the period of home learning (e.g. keyworker hub etc.). Staff shared skills and knowledge of home learning resources and supported each other.
- During the period of home learning, we considered the specific needs of our learners, and where appropriate, took into account their home circumstances. Those with additional support needs, and other families most in need of support were 'checked-in' on regularly through phone calls or by other communication via Google Classroom. We provided alternative methods of learning and/or resources in order to ensure those who could not access Google Classroom were still learning e.g. paper copies or provision of a space in the school 'hub'.
- Devices were provided to those who required, either on temporary or permanent loan and support offered to access learning materials.
- Throughout the pandemic, we have strived to remain connected with families and ensure that we are continually supporting learning and wellbeing. We have engaged directly with parents in a compassionate and personalised way. During online learning, staff communicated to parents with emails and messages on Google Classroom. Phone calls to 'check in' with pupils who were not engaging with home learning were also made on a regular basis by CTs and SLT. SSA made contact with children with whom they would normally work, and supported them online.

- Tracking and monitoring shows most pupils have continued to make progress throughout the session, including the period of online learning. When returning to school following the January-March lockdown, assessments have shown progress and learning has been made for those who engaged.
- Engagement was monitored by class teachers and those who were not engaging were identified to SLT on a weekly basis. These children (and/or their parents) were contacted and supported (where possible) and work planned by their teacher to meet needs on the return to school, in order to plan for progress in learning.
- Digital and technological skills were developed by all staff and pupils during this period of time, as children were utilising ICT on a daily basis. These skills were often shared or cascaded to peers.
- Google Classroom provided a platform for our nursery-primary and primary–secondary transition and allowed our P7s to communicate and share information with their associated high school and the parents of our new P1s to be informed and become familiar with our school.
- Following the success of Google Classroom, we have continued to use this as a platform for homework and other tasks which can be shared and discussed as a class.
- Most of our learners reported that they enjoyed Google Meet and that it provided opportunities to see each other and staff, which made them feel better about being at home and also when returning to school.

Planning for and Evaluating improvement

As children and young people returned to our buildings in August 2020 following the first National lockdown, we prioritised three key areas for development: Health and Wellbeing, Equity and ensuring Continuity of Learning for children/young people. These priorities formed the basis for our School Improvement Plan.

What follows is a copy of this plan and a review of our successes in delivering on what we set out to achieve.   As part of this review, we have identified new priorities, and these will form the basis of our new School Improvement Plan for Session 2021/22.
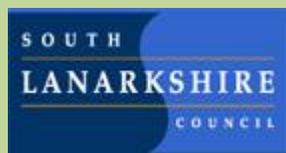
Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff			How will we know we've been successful?
Quality Indicator **3.1** Ensuring wellbeing, equality and inclusion • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality	**Recovery Priority** These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	**Key Recovery Tasks (School specific)** This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.	**Desired Outcomes and Impact** This section should give a brief indication of what success would look like and how it will be measured.
Theme: Whole School Wellbeing **Rationale:** School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community. A sense of **Belongingness** and **Connectedness** is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through **Quality Relationships**, and a range of **Attachment Informed** Practices. Staff will have had a range of experiences during this period and will need a flexible and personalised approach that emphasises the	**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** H & S - Using feedback from parent survey on school procedures (June), sharing RA with all staff and audit completed to verify statistics, put measures in place and ensure transparency in all steps taken to alleviate concerns and build confidence in sending children to school and supporting transition. Using strengths and gaps identified in May HWB parent survey, develop school recovery plan (RP) to meet needs. Further to return to school with blended learning approach, audit and evaluate current needs of <u>all</u> stakeholders in relation to their health and wellbeing. (Undertaken in	**Desired Outcomes and Impact** Children, staff and parents confident in RA, audit and measure taken to ensure maximum safety possible, during return to school, whilst pandemic continues. Support transitions, enhanced where required. Implement recovery plan and ensure continuity to meet HWB targets, at an appropriate pace. Update and re-issue HWB survey (as in May) to determine current levels in August. Ascertain new baseline of needs and plan next

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	May) Organise buddy/mentor approach for staff. Factor in collegiate time to share concerns. Implement HWB baseline assessments and track, acknowledge skills gained. All staff undertake Attachment Training (June). Promote an attachment -informed ethos and environment – all staff trained on Attachment Principles (June), attachment theory shared with parents. Support of all staff in its implementation. CTs to plan for current learners, utilising information gleaned from phone calls, direct messaging and surveys to enhance pupils' HWB. Whole school revised HWB programme implemented. Audit of staff needs regarding CLPL or H & S concerns, to confidently teach in class or via home-learning. Ensure clarity of procedures and that all staff are consulted. Nurture to be high priority for PT, supported by DHT, continuing to	steps. Staff needs to be met also. Utilise Wednesday in new timetable to facilitate staff support where required; personal, CLPL and practical. Intervene as necessary and appropriate. Staff to implement and parents to support, following awareness raising. CTs to identify specific needs of learners and support as appropriate, referring to SHANARRI and progressing to Boxall Profiling, where appropriate. Identified needs addressed and met through CLPL or revised RA. Identified children supported both in school and at home on weekly basis by PT & DHT.

| | | which allow staff to be included and consulted. | phone and support vulnerable families. DHT to continue phoning parents directly. | In-school observations, conversations and assessments ongoing, with planned intervention, where appropriate.

Increased awareness of support and confidence fostered in parents towards school. |
| | | | **Vision and Values:** Audit and evaluate 2020 vision and values in relation to current stakeholders at present time (impact of COVID-19 to be taken account of). | Accurate evaluations to be made of current vision of all stakeholders for BPS, next steps put in place and needs met, taking account of change in learning environment, experiences of pandemic etc.

Current requirements affecting V & V of school to be addressed and implemented appropriately. |
| | | | Issue survey to all staff and pupils on their new vision and values for BPS in order to meet current needs of all. Contact partners beyond school to support e.g. Ed Psych etc.

Zoom meeting with PC to determine R.P., V & V and H & S.

Exit poll at Parents' Evening in available format (e.g. online meeting), gathering parent views.

Share outcomes and next steps with all stakeholders.

Support of all staff in its delivery. Evaluate steps addressed and share with all stakeholders. | Re-evaluate, determining growth made and modify, one year on. |

| 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. | Whole school HWB programme updated to incorporate the above and all staff trained in its planning, delivery and resourcing; all behaviour is communication and attachment informed practice, underpinning new programme. PT to support delivery and monitoring of programme.

DHT T & M with CTs to ensure children's needs are being met.

HT's data meeting to address the 'new gap'.

Formation of School Ambassadors to create opportunities for Pupil Voice.

Further develop parental engagement opportunities whilst maintaining social distancing and reduced contact. | Measures put in place through HWB programmes (i.e. Nurture, Parental engagement etc.) to meet needs, with as immediate effect as possible.

Staff trained to appropriately deliver programme to meet current needs. PT to support and DHT to implement staged intervention where appropriate.

Chn involved in decision-making with regard to school recovery, in areas where they are aware of being affected.

Opportunities created to build relationships and support pupils and their families. |
|---|---|---|---|

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** • We have recognised the need to work out where children and young people are in terms of their wellbeing and have done this through observation, conversation, and further assessment with planned interventions for some. • We have introduced a number of HWB resources on the return to school from the Jan-March lockdown, in order to discuss and recognise the feelings of our learners. • Throughout the pandemic, we have strived to remain connected with families and ensure that we are continually supporting learning and wellbeing. We have engaged directly with parents in a compassionate and personalised way. During online learning, staff communicated to parents with emails and messages on Google Classroom. Phone calls to 'check in' with pupils who were not engaging with home learning were also made on a regular basis. Google Meets with CTs and SSA enabled children to connect with those they had worked prior to lockdown. • Since returning to the school, direct communication with parents has continued via Parent Consultation phone calls, snapshot jotters and intermittent phone calls when appropriate and more generally via PC meetings, the school app, Twitter and emails. • In order to further support learning and ensure vulnerable children continued to learn, we ensured attendance of pupils at our school 'HUB' during lockdown.	*Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.* • Regular wellbeing and feelings check-ins, in-school and online • HWB resources e.g. Jigsaw etc. • Phone records • School App • Website • Emails • Google Classroom • Parent consultation action plans • Snapshot jotters • HUB attendance records	*Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.* • Re-assess current position in terms of whole school wellbeing. Using HWB baseline assessments; i.e. authority guidance/toolkit or other audit tools (EEF/HWB – see T Mayer). • As restrictions ease, agree a shared approach to communication with parents next session to ensure consistency. • Further develop parental engagement opportunities whilst maintaining social distancing and reduced contact.

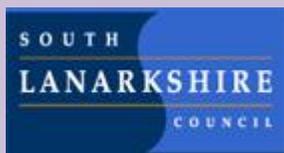|	
• Parents, staff and pupils completed a survey and Google Form to indicate their feelings about the return to school following the January-March lockdown, and what we could do to help. The results of this survey were positive and many of the comments reflected the sense of belonging the children have with the school. This was useful to know before the pupils returned and enabled us to offer enhanced transition visits prior to returning to school, for those who responded as anxious or had concerns or about whom we had concerns. • The results of the surveys were as follows: P1-3 HWB Parent/carer survey- Parents reported that: **5.4% of pupils were feeling sad** about returning to school. With this information, we then checked in with individuals to identify needs and phoned families to discuss and agree plans to support. **18.9% of children were feeling okay** - these children were also checked on, most were about being nervous being back or not wanting to return as older siblings were at home, but after being back at school, **13.5% were feeling better about being back** (so this decreased) and none felt sad. All of the 13.5% were missing working at home with parents/carers. P4-7 HWB Parent/carer survey- Parents reported that: **8.2% were feeling sad** about returning to school - all were phoned to check in. One pupil had an enhanced return and visits were offered to the others to visit before the official return date. **34.2% were feeling okay** - these children were monitored. • In addition to the parent/carer surveys, pupil were also surveyes to determine pupil views since returning to school. P1-3 pupil surveys - **6.25% felt sad** about being in school. Class teachers spoke with these children and they said that they were missing mum, siblings and/ or being at home. We monitored these children closely. P4-7 pupil surveys- **4% felt sad** about being back in school - mostly missing family. 55% said that talking helped them on the return and 29.5% felt that discussing the return on Google Meets with their class and teacher helped their anxieties. • Covid cases have been kept to a minumum within the school and there has been no evidence of in school transmission to date. Lateral flow tests are used on a voluntary basis by staff throughout the school. Children, staff and parents are confident in RA which are regularly updated and measures taken to ensure maximum safety possible. • Staff have undertaken attachment training and are making plans to promote an attachment-informed ethos and environment which nurtures reconnection, transitions and belonging within our unique context, based on the SLC attachment strategy. Following this training, attachment informed practice was shared with	• Collated results of Health and Wellbeing Survey issued in March and completed by parents, pupils and teachers • Diary of enhanced transitions • ASN chronologies • Pastoral notes • Additional measures and supports were put in place to meet individual and group needs. • Covid records/Test and Trace • Risk Assessments • SSOW • CAT/Inset minutes • PC minutes • Ed Psych attachment

parent/carers after the first training session via the PC then shared with the wider Parent Forum.	principles' training info • PC minutes.	
• We have identified and worked with partners from beyond the school in order to help with the recovery process e.g. support team and educational psychologist. Additionally, we have engaged with stakeholders in the wider school community in order to raise awareness and understanding of the importance of attachment and of what we are undertaking in our recovery curriculum (as above).	• Communication with wider school community, including outside agencies.	• Share Attachment theory (2) with all stakeholders. • Organise buddy/mentor approach for staff. Factor in collegiate time to share concerns.
• We have highlighted the importance of staff wellbeing and looking after self/each other. Surveys show that staff feel that personal needs have been addressed and that SLT have a flexible and personalised approach. There is an emphasis on the on-going importance of self-care. Staff Health and Wellbeing courses are circulated via email and time made available to attend. Opportunities for mindfulness and yoga workshops were utilised by some staff during February Inset day. • HT meets with TU rep on a regular basis to ensure staff needs are being addressed.	• CAT/Inset minutes • Staff HWB evaluation • HWB emails • TU meeting notes and action points.	
Health and Wellbeing Curriculum • We have communicated to all staff the importance of the '3 Rs of the recovery programme' – relationships, regulation and relevance, in order to increase the engagement levels of our learners, following the return to school. We are aware that this reconnection with learning focusses upon key themes of: supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches, and have aimed to plan learning experiences to ensure these themes are evident.	• Whole School HWB programme implemented with a focus on Literacy, Numeracy and HWB for several weeks. • Forward/weekly plans • RSHP programme • CAT/Inset minutes	• Further staff training required for new RSHP programme to be implemented next session. • Shared with parents through an information evening event.
• The whole school HWB programme has been updated and is being rolled out across the school. Due to the impact of Covid-19 on school closures, some areas such as RSHP had not been taught last session. These areas were revisited in Term 3 by class teachers. Following lockdown, we ensured a focus on literacy, numeracy and HWB in order to 'catch up' where necessary. 'The Dot,' 'Lucy's Blue Day' and 'The Colour Monster' used by many staff to promote discussions around feelings.		
• We have ensured that effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of	• Boxall Profiling information • Rainbow Room plans and activities	

mental, emotional, social, and physical wellbeing. This has been different from our usual process in order to take account of the Covid-19 guidance. Additional measures were also put in place through our HWB curriculum, such as nurture intervention and increased parental engagement, in order to further meet the needs of specific individuals and families. Boxall profiles have been completed for targeted pupils which has provided additional information on needs and allowed targets to be set to support HWB.

- Staged interventions have been created and arranged for pupils who are not on track following Tracking and Monitoring meetings. Further differentiated support has been put in place by class teachers for identified pupils.

- Additonal events to promote HWB have been organised and enjoyed by pupils and staff this session, such as Health Week in line with restrictions, 'World Book Day' activities, participation in recorded assemblies and events such as the 'Road to Wembley' challenge for the whole school.

- We are aware that involving children and young people in decisions is part of our rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity. With this in mind, School Ambassadors and a 'Covid Committee' were formed to create opportunities for Pupil Voice. These children were involved in some decision-making and had active roles throughout home learning and also on return to school. Teachers discussed that whole school pupil voice had been more limited this year due to restrictions and aim for opportunities such as these to increase next session.

Vision, Values and Aims
- All stakeholders have been involved in auditing and evaluating the school's 2020 vision. Parents were asked to complete a Google Form Survey to help us to evaluate and then prioritise statements for our 2025 VVA. Our School Ambassadors visited classes to survey pupils in order to gather their thoughts and opinions on where we are now and where we would like to be by 2025. Staff worked collegiately to evaluate and prioritise vision statements.
- During this evaluation process, stakeholders were also asked to share thoughts on changes that have been made to the school or learning environment due to the pandemic that they have liked and would like to see continue e.g. increased hygiene, online homework via Google Classroom and a staggered start and finish time.

- T & M meetings - Staged interventions - SSA timetabling - Health Week Plans - Twitter - Google Classroom - Recordings from Ambassadors - Committee meeting minutes - Involvement of Ambassadors in school events e.g. assemblies, health week, etc - Audit and evaluation information from VVA update. - Information gathered from discussions and PC meetings.	- Increase opportunities for Pupil Voice. - New VVA to be collated and shared with whole school community. - Re-evaluate next session, determining growth made one year on.

	Improvement Priority 2 - Planning for Equity		**How will we know we've been successful?**
Quality Indicator **2.4** Personalised Support • Universal Support • Targeted Support • Removal of barriers to learning **3.1** Ensuring wellbeing, equality and inclusion • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality **3.2** Raising Attainment and Achievement • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners	**Recovery Priority** These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	**Key Recovery Tasks (School specific)** This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.	**Desired Outcomes and Impact** This section should give a brief indication of what success would look like and how it will be measured.
Theme: Re-identifying the poverty-related attainment gap. **Rationale:** To plan effectively to address the "gap" there needs to be a clear understanding of what the current "gap" is. Learners will have had a varied experience during their home learning period, and won't necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point; with others showing limited progress if any. Schools therefore, need to reconsider their "gap" and re-assess to	**Schools need to:** • Consider the experiences learners have had during the school closure period, drawing on for example: • Engagement data • Home-school communication • Home-learning submissions • Engagement at hubs • Use a range of quantitative and qualitative measures to undertake a new "gap" analysis for all pupils, which takes account of: • Learners' wellbeing (e.g. Boxall profile, observations, wellbeing indicators) • Attainment (e.g. standardised	**Key Recovery Tasks** • Using all available data and dialogue from previous CT, to identify children's level of engagement in learning, during school closure (give baseline).	**Outcomes and Measures** **Measures:** CT's engagement data on home-learning participation and communication (see pastoral notes). SLT's data on hub engagement and feedback from parent/child on school re-opening. **Outcomes:** All identified pupils in P1-7. Teachers developing increased range of nurture approaches and are more creative in their teaching across the

establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.	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.	• Undertake new "gap" analysis, taking account of; learners' wellbeing, attainment, engagement, participation. • Survey of staff confidence in delivering this curriculum. • SLT – rigorous analysis of pre and post lockdown data. Identified groups requiring targeted ASN.	curriculum to fully meet needs, using data to focus their direction of teaching. **Measures;** HWB survey, Boxall, MaLT, NGRT, SWST etc. Boxall Profiling as benchmark SHANARRI indicators used as a guide. **Outcomes:** Nurture programme in place to meet the changing needs of the learner. Individual needs met in order to increase a readiness in pupils to learn. Increased engagement in learning. Improved attitude to learning. Teachers supported to deliver curriculum to meet children's and own needs. Teachers increased range of approaches in teaching strategies. Whole school nurturing approach based on the nurturing principles. SLT to target identified chn through supporting nurture, curriculum, teaching strategies and resources.
Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning. **Rationale:** As learners return to school, SAC/PEF plans need to be flexible and	**Schools need to:** • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase.	• To ensure support is in place for those who require it. • Nurture Lead Teacher will	**Measures:** Survey of staff confidence – Input resulting in teachers developing increased range of teaching approaches across literacy and numeracy to meet needs.

adaptable to meet the **current** needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.	• Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. • Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. • Review staff training needs. • Review current partnership working. • Consider how you will measure and evidence impact; plan this into home and school approaches. • Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this.	continue to provide CLPL for all staff, developing Nurturing Principles across the whole school, using Applying Nurture As A Whole School Approach framework as audit and evaluation tool to ensure sustainability and other evidence-based approaches to inform thinking. • Identify specialists to teach staff - UGS Nurture base, RISE room, Custtad, CAMHS, Covey. • Identify resources to support teaching and learning in order to close the newly identified gap. • Working alongside colleagues (CTs and SSAs) on: teaching strategies, including: -Reinforcing of teaching of growth mindset, when working **with** identified children. -To enable time for CTs and SSA to discuss children's progress/timetabling	SHANARRI What I Think Tool as a baseline and following up with Boxall Profilinfor those we are concerned about. Literacy and numeracy assessments as appropriate to the child – formative and/or summative. All pupils P1-7, through NLC Active Literacy, NGRT and SWST. All pupils P1-7 through support in writing lessons. MaLT assessments in maths. **Outcomes:** All pupils identified in P1-7. Teachers developing increased range of teaching and learning approaches in HWB, literacy and numeracy to meet needs and increased confidence in their delivery. In-house and online programmes in place to meet the changing needs of the learner. Readiness in pupils to learn. Increased engagement in learning. Improved attitude to learning. Increased engagement in learning in targeted pupils. Increased attainment and achievement in children.

		and programme of work to best benefit pupils. -Cascading knowledge to support CTs who are unable to attend courses • Working with identified children as appropriate (e.g. at times, removing from class to benefit all concerned). • In tracking and monitoring, liaise with CTs, SSA, parents and SLT. • Planning next steps, for sustainability.	
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.	• Class teachers will use Boxall Profiles as a baseline, and will plan interventions within their class to target the wellbeing of specific children (both within and beyond school's nurture class). • Rigorous T & M process will continue, using SLC's model of tracking the "whole" child and altering	**Measures:** Data meetings, T & M, Boxall Profiling.

		approaches to maximise potential.	Parent and child consultations ongoing and results responded to.
		• HT's data meetings will continue to focus on children who were on track but are now not.	Improved programmes in literacy, numeracy and HWB developed.
		• Ongoing consultation with staff, pupils and parents to inform planning.	**Outcomes:** Improved programmes in literacy, numeracy and HWB ensure gaps are addressed and there is consistent progression and cohesion across these areas, which match the needs of the learner.
		• Updated programmes to approaches in literacy, numeracy and HWB implemented to ensure maximum impact when children are in school and most appropriate methods of teaching for current pupils when home-learning.	Increased improvement in e.g. child's engagement, confidence, spelling age within given period, improved writing across the school. Teachers increased range of approaches in literacy and numeracy.
Theme: Cost of the School Day **Rationale:** The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren't before.	**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.	We are very clear that the Cost of the School Day is an area that requires constant vigilance and will not be 'fixed' by any one action. Our Recovery Plan focuses on: • Gathering the views of parents with regards to	Gain a confidential understanding of the views of the parent forum which, in turn will inform our future practice. Continue to issue annual overview, which indicates points in year which incur expense.

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.	what/when we ask for money. • Providing advance notice for parents of any activities and events that have a cost involved and subsidising costs where possible and particularly where need arises. • Introduce an Eco Swap Shop for uniforms, including outdoor gear to enable outdoor learning with children appropriately attired. • Offering a drop in clinic to support the completion of applications for Free School Meals/Footwear and Clothing Grants. • Continue to offer all pupils a range of clubs (as pandemic allows) to participate in at no charge, targeting chn in need of support in learning and home-learning. • Monitor club participation and offer regular	Sensitively support families by encouraging recycling as part of Eco plan, thus removing stigma of swap shop. Increased opportunities for FME, food vouchers and clothing grants. Clubs continue to run as described and as previously. Keep profile of CoSD high on PC agenda and adhere to feedback from parent forum when planning events and activities. Utilise survey results to determine support required i.e. physical tools, ICT, packs for learning or support from staff.

		lunchtime clubs, including a homework club, to pupils who may have issues with transport at the end of the school day. • Continue to ensure that we, as a school and our Parent Council are alert to our concerns around The Cost of the School Day when planning events and activities. • Further to SLC equity packs, survey parents re tools required to undertake home learning.	

Improvement Priority 2 - Equity

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
Re-identifying the poverty-related attainment gap. • In order to re-identify the gap, we monitored the engagement and experiences of learners during the period of school closure and online learning. This engagement and experience widely varied across the school, with some learners not engaging at all. • Upon returning to school, we used a range of quantitative and qualitative measures to undertake a new "gap" analysis for all pupils. This has taken account of: learners' wellbeing, attainment, engagement and participation in class. • Following the lockdown last session, we surveyed staff in relation to confidence in delivering a varied curriculum, taking into account home learning. Staff with particular expertise shared their skills and knowledge in order to develop the confidence of some of our less technological staff. • In terms of recovery, we have had multiple discussions and meetings where staff have shared their views and questions and have then spent time to ensure that plans and CLPL are in place to increase skills, knowledge and confidence as required. • Our SLT have undertaken analysis of pre and post lockdown data and identified groups requiring targeted ASN.	*Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.* • Engagement spreadsheet data • Gap analysis of new gap using pre and post lockdown data • Home-school communication via Google Classroom • Telephone records • Home-learning submissions via Google Classroom • Engagement at hubs (for those who were in school) • Boxall profiles • Observations • Assessment results • Class work • T & M spreadsheet • Survey of staff confidence • Sharing of good practice (cascading knowledge) • CAT/Inset minutes • PRDs • CLPL – uptake of training Our targeted group is 10% of the school roll (all in SIMD 1/2 and/or FME) making 33 pupils.	*Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.* • Continue to assess HWB using SHANARRI , Boxall profiles, Leuven scale and wellbeing indicators. • Use information to determine and implement appropriate interventions. • Further develop increased range of whole school nurture approaches with teachers being more creative in their teaching and learning across the curriculum to fully meet needs, using data to focus their direction of teaching. • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around PB in PEF funding. • Explore recommended evidence based approaches through EEF to inform thinking. • Review staff training needs and current partnership

	TPJ (2020-2021) recorded on T & M spreadsheets highlights the biggest gaps for our targeted pupils (SIMD 1/2 and FME) are at P1 (2 pupils), P3 (3 pupils) and P5 (4 pupils) pupils across reading, writing and numeracy. Gaps: Reading: P1, P3, P5, P6 Writing: P1, P3, P4, P5, P6 L & T: P1, P3, P5 Numeracy: P1, P3, P5, P6, P7 Across P1, P4 and P7 ACEL stages the biggest gap is in writing and then numeracy. Taking the anticipated TPJs from 2019-2020 out, the gap has increased across all stages session 2020-2021: Reading: 21% (up from 6% gap) Writing: 27% (up from 6% gap) Numeracy: 27% (up from 6% gap). This session: Analysis of SWST standardised assessments has highlighted a number of pupils at P2-6 who have spelling ages a year or more behind. In particular, at P2 (13= 30%) and P5 (13= 28%). SNSA data highlights: P1 Literacy 68% are at the highest 2 bands; P4 Writing 45% of learners are in the highest 2 bands, 42% middle band P4 Reading 32% of learners are in the highest 2 bands with 40% in the middle band.	working to ensure we are confident and equipped to meet the needs of learners. • Use Applying Nurture as a Whole School Approach framework as an audit and evaluation tool to ensure sustainability and other evidence-based approaches to inform thinking. • Reinforce teaching of growth mindset, when working **with** identified children. • Enable time for CTs and SSA to discuss children's progress/timetabling and programme of work to best benefit pupils. • Cascade knowledge to support CTs who are unable to attend courses. • As a staff revisit SIMD areas to increase staff awareness of children's home environment.

P7 Writing 32% of learners are in the highest 2 bands with 41% in the middle band.
P7 Reading 60% of learners are in the highest 2 bands with 34% of learners in the middle band.

In writing our attainment is showing that in session 2020-2021, 73% of P2 learners and 77% of P5 learners are achieving their expected levels.
In P3 84% of learners are achieving their expected levels of attainment in writing.
In P1, 4, 6 and 7- attainment levels are above 90%.

Analysis of GL NGRT standardised assessment has identified a number of pupils in P3 (10), P4 (2), P5 (12) and P6 (6) who are over a year behind their chronological age range.

Analysis of MaLT standardised assessment has identified a number of pupils in P2(16), P4(5), P5(16), P6(13) and P7(13) who are a year behind their expected age range.

SNSA data highlights that in P1, 58% of pupils are in the highest 2 bands and 37% are in the middle 2 bands.
0 are in the lowest band.
In P4, 28% are in the highest 2 bands. 40% are in the middle 2 bands. 9% in the lower bands and 0 in the lowest band.
In P7, 63% are in the highest 2 bands, 37% are in the middle 2 bands and 0% are in the lowest 2 bands. All pupils are

Planning to close the poverty-related attainment gap and reduce learners' barriers to learning

- Our PEF plans have been flexible and adaptable to meet the **current** needs of our learners throughout the changes this session. We have altered and adapted as appropriate following the re-identifying of the gap, and the need to take account of the new blended learning taking place in order ensure support is in place for those who require it.
- We have engaged in professional dialogue as a staff team in order to establish the best approaches to close the poverty-related attainment gap.
- We have considered the best methods to measure and evidence impact and planned this into home and school approaches.
- Our Nurture Lead Teacher has provided CLPL for all staff whilst we try to develop Nurturing Principles across the whole school.
- We have identified resources to support teaching and learning in order to close the newly identified gap, as well as additional CLPL.
- We have worked with identified children as appropriate and planned next steps for sustainability.

Tracking and monitoring impact of equity approaches

- We understand what works well, and have made changes or adaptions to meet the needs identified. This has resulted in many action points being carried over to next session. Our focus for this session has been HWB and recovery.
- Rigorous T & M process has continued, using SLC's model of tracking the "whole" child and altering approaches to maximise potential. This has allowed us to monitor the value of the approaches and identify what is working and what needs to be stopped/ added/ changed.
- Nurture classes continued as planned from September 2020 until December 2020, due to the school closure period announced on 11th January 2021. Sessions continued to develop skills in language and communication, emotional literacy and life skills.
- When available, nurture classes run four times per week, currently targeting 18 children in total, with children visiting twice weekly where

middle band or higher bands.

- PEF plans and evaluations
- Audit tools
- Engagement spreadsheet
- CAT/Inset minutes
- HWB surveys of staff and learners
- SHANARRI What I Think Tool as a baseline, followed up with Boxall Profiling for those about whom we have concerns.
- Literacy and numeracy assessments
- In-house and online programmes put in place to meet the changing needs of the learner

- School Improvement Plan
- PEF Plan
- Forward plans and evaluations
- Tracking and Monitoring
- Ongoing consultation with staff, pupils and parents to inform planning.
- Nurture programme in place to meet the changing needs of the learner.
- Nurture plans and evaluations
- Boxall Profiling
- CAT/Inset minutes

Close monitoring shows:
- Individual needs met in order to increase a readiness in pupils to

Utilise data as baseline and implement the above in order to have:
- Readiness in pupils to learn.
- Increased engagement in learning.
- Improved attitude to learning.
- Increased engagement in learning in targeted pupils.
- Increased attainment and achievement in children.

- In order to get an accurate measure of impact, Boxall Profiles have still to be completed for some pupils. The current Boxall Profile period was interrupted by school closures and, as such, is ongoing. This data will be collated by the end of June.

- Class teachers will use Boxall Profiles as a baseline, and will plan interventions within their class to target the wellbeing of specific children (both within and beyond school's nurture class).
- HT's data meetings to recommence, focussing on children who were on track but are now not.
- All staff to receive further CLPL on nurturing principles and on using Boxall Online and how to compare the data

appropriate. Other children who attended nurture previously but no longer do so, continue to be monitored. Staff have highlighted children throughout the session who they believe would benefit from this intervention, which means additional children have been added/removed as they are no longer benefitting.

- There had been a noticeable impact on most children involved, in particular our upper school children. School closure and Covid-19 changes and anxieties impacted success of nurture intervention on some children. However, sessions continue to impact positive changes in social and emotional behaviours for most involved.
- Recovery planning and interventions were required after lockdown and school closures, allowing staff and children to become familiar with school and build relationships again. This allowed staff to plan appropriate nurture interventions for children's needs.
- The most recent Boxall profile updates were interrupted by the school closures; however, those teachers who managed to complete these prior to the closures reported improvements in a number of developmental strands, with some children moving out of areas of concern into developmentally appropriate ranges.
- Boxall profiles were being used in place of ASPs for children who are attending Nurture sessions. These will be shared with parents at ASP review meetings.
- The Leuven Scale is currently used as are the nurturing principles as an indicator of engagement and wellbeing during class visits.
- Use of a variety of Health and Wellbeing assessment tools, such as What I think Tool and Compassionate and Connected classroom are planned to be used alongside Boxall to track Health and Wellbeing of all learners.
- Growth mindset maths for P4-7 is now in place and has been shared with parents via the parent council and the school website. Teaching staff have reported an improvement in engagement and confidence of learners.
- Attachment principles have also been shared with PC, then the wider Parent Forum via the above channels.

---

learn.
- Increased engagement in learning.
- Improved attitude to learning.
- Teachers supported to deliver curriculum to meet children's and own needs.
- Teachers increased range of approaches in teaching strategies.
- Class visit notes
- HWB assessment information

---

generated with that from the previous term. This will enable staff to target areas which remain a priority for pupils, and also to highlight areas of achievement and progress.
- CT's interrogation of data to be developed through T & M and Data meetings.

| Cost of the School Day		
Cost of the School Day • This session, we have revisited our CoSD Position Statement in order to ensure that we eliminate charges for our families where possible. • We have ensured our learners are equipped with the tools required to undertake home-learning by providing learning materials including Scottish Government funded Chromebooks and internet access. • All staff are aware that our actions can inadvertently alienate families in poverty so we use all knowledge to sensitively engage with families as appropriate to understand any financial impacts. • We have undertaken staff training and revisited this throughout the year to ensure *all* staff are consistent in their approach to poverty. • We have made alterations to the school calendar to reflect changes to family income e.g. no trips, Christmas related activities or end of term events. • There has been no fundraising (other than for local children). • We have been less enforcing of school uniform and allowed flexibility with what children are wearing to school. • We have continually gathered the views of parents on our Parents Council with regards to what/when we ask for money. • We keep the profile of CoSD high on our Parent Council agenda and adhere to feedback from parent forum when planning events and activities. • We have utilised the results from our surveys to determine the support that is required to meet the needs of our staff and learners. This has resulted in, for example, increased staff dialogue and further training, providing additional resources, materials or information to parents and children and/ or additional phone calls and check-ins where required. • We have strived to provide advance notice for parents of any activities and events that have a cost involved and subsidising costs where possible and particularly where need arises. However, with this being said, we have aimed to have a 'no cost year' in order to eliminate such issues.	• Cost of the School Day training • Position Statement • PEF plans • Device register • School Recovery Plan • Parent Council agendas and minutes • Increased staff awareness of poverty and how to impact those who need it • School newsletters, app, Twitter and website	Depending on Covid-19 guidance: • Introduce an Eco Swap Shop for uniforms, including outdoor clothing to enable outdoor learning with children appropriately attired. • Offering a drop in clinic to support the completion of applications for Free School Meals/Footwear and Clothing Grants. • Continue to offer all pupils a range of clubs (as pandemic allows) to participate in at no charge, targeting children in need of support in learning and home-learning. • Monitor club participation and offer regular lunchtime clubs, including a homework club, to pupils who may have issues with transport at the end of the school day.
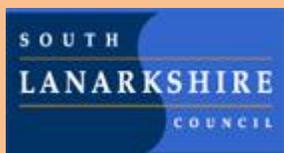
Improvement Priority 3 - Continuity of Learning			How will we know we've been successful?
Quality Indicator 2.2 Curriculum • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work 2.3 Learning, teaching and assessment assessment • Learning and engagement • 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 for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum*	**Schools need to:** • Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision.	**Key Recovery** School audit completed by HT and SSC. RA completed and shared with all staff.	**Desired Outcomes and Impact** Areas determined for use, allocated accordingly and marked out to meet needs.

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*	• 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/	Staff consultation on physical organisation of school and methods of delivery. Parent consultation on relevant areas.	School laid out to suit individual classes and work programmes amended to meet current needs and teaching approaches to be employed. Survey results and outcomes following survey, shared with parents.
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 absence from school. It will be important to promote reconnection and recovery within the curriculum.	• 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.	Audit curriculum to determine appropriate delivery. Through RP, incorporate collegiate opportunities to ensure longer term planning in place. Utilise PEF funded teacher and SLT to enable collegiate working. Incorporate moderation and assessment opportunities within Wednesday CLPL time. • Audit school's learning, teaching and assessment	Prepare programmes in key curricular areas to meet needs of staff and pupils and ensure continuity and progression across the school, from the identified starting points of learners. Resource to meet new teaching approaches. Assessment and moderation continuing as previously. CTs working in conjunction with each other on planning to ensure children have similar learning experiences and outcomes and are able to be re-grouped at later points. Staff participation in calendar compilation to ensure all levels of ability are addressed. (See earlier re raising attainment and meeting needs). Identify gaps to be addressed, particularly where they did not exist prior to school closure. DHT to lead staged intervention where appropriate and SLT to support CTs in determining most

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.	processes. Compile strategic monitoring calendar, addressing any gaps in meeting new needs. • Identify best methods of assessing children to determine baselines (see earlier), taking account of skills gained whilst in lockdown • Audit staff needs re CLPL (see earlier) and plan CLPL to meet needs. • Identify staff skill-set in order to cascade, share and support colleagues in areas of strength. Further develop a range of teaching strategies, utilising ICT where appropriate in school, to enhance skills and home	appropriate method of assessment. (See earlier). Staff training as required to meet specific professional needs in order to meet needs of present pupils. SLT to facilitate such CLPL opportunities. Teachers to provide powerfully interactive teaching sessions in school, both indoors and outdoors and develop in learners, skills in ICT to enhance their home-learning experiences. Continue regular feedback and updates with information sharing to support parents engaged in home and school learning.

		learning. • Ensure strong two-way consultation and communication is continued to keep parents involved, included and supported.	
Theme: Learning At Home **Rationale:** A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support. While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present. Schools should consider how they track	**Schools need to:** • Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school. • Can staff who are shielding work on developing and leading on online learning opportunities? • Take account of the existing resources you have access to and how these can be used to support learning at home. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated. • Review and plan how you will deliver and set work at home and how feedback will be given to learners. • Establish a baseline on the number of pupils and staff who have home access to ICT.	• Updated audit of home-learning resources and share required resources with staff and pupils' families where possible. • Collegiately determine school plan for home learning. • Determine strengths of staff members, if not teaching in school and appoint to a role to develop home learning. • Audit staff needs re CLPL (see earlier)	Learning profiles of learners' individual family contexts ascertained. Address staff and families lacking resources and aim to supply, either through Equity Packs or school funded. Communicate home-learning system to families, taking account of time, resources and home pressures. Utilise all strengths of all staff irrespective of work place. Staff training as required to meet specific professional needs in order to meet needs of present pupils when learning at home.

ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.	• Consider how to take account of pupil voice in their learning at home. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home. • Consider how you will measure and track engagement with home learning	and plan CLPL to meet needs to support pupils' home learning. • Staff, pupil and parent consultation on delivery of home-learning and feeding back to learners. • Form Pupil Voice Committee and keep home and school learning, high on agenda. • Continue with strong communication with parents/carers as through lockdown period. Develop a range of methods of seeking viewpoints and sharing plans and outcomes. • Staff collaboration to determine method of measuring and tracking pupil engagement with home learning. All staff to put into practice where required.	Update plan of delivery and feedback and share with all stakeholders. Utilise information gained through PV meetings to determine next steps, to meet needs of all families. Staff collaborate over methods of involving parents in decision-making and methods of meeting their needs by supporting them in a range of ways. Continue to liaise with parents and keep communication channels open and actions transparent. T & M tool created to measure engagement with home learning. DHT to monitor and CTs to collaborate over how to engage pupils in their home learning.

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. **Learning in school** • The risk assessment for physical distancing has been completed by the HT and shared with all staff who are confident in their knowledge and application of this in their practice. • We have planned a whole school approach to best utilise our learning spaces, taking account of social distancing and the types of learning episodes this will allows us to deliver. • Curriculum: staff feel that most pupils have continued to make progress throughout the session, including the period of online learning. When returning to school following the January-March lockdown, assessments have shown progress and learning has been made for those who engaged. Those we did not engage with online learning were identified and supported (where possible) and have been differentiated for by their class teacher on the return to school. During online learning, some of these children were provided additional or alternative learning materials. Some have now began the staged intervention process. • When in school learning, we initially delivered literacy, numeracy and HWB, then progressed to all curricular areas,	*Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.* • Ongoing risk assessing and updating SSOW • Staff and pupils applying physical distancing at all times • Staff agreed that all classes will be seated in rows to mitigate risk. • PE (MUGA) and ICT timetables followed with mitigations in place • Isolation room created • Staff spaces to ensure numbers don't exceed maximum (i.e. staffroom, staff tutorial room etc.) • Google Classroom utilised. Data drawn from: • Assessment audit for strategic monitoring calendar • Baseline assessments • Formative assessments • SNSA data • Monitoring engagement spreadsheet • Tracking and monitoring spreadsheet • Forward plans and evaluations • Weekly/daily plans • Working time agreement • Professional dialogue	*Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.* • Due to the new nursery in BPS, we are presently determining how communal and social areas can be repurposed to provide additional learning space and if classes can be seated in groups and move around the class/school again. This will be in accordance with Covid-19 guidance. • Audit school's learning, teaching and assessment processes. Compile strategic monitoring calendar, addressing any gaps in meeting new needs. • Utilise expressive arts to promote HWB of pupils i.e. art/music therapy. Staff training required. • Vision, values and aims to be finalised, shared and implemented. These shall underpin our curriculum rationale which requires updating to meet current needs.

following Covid-19 guidance. Some CTs have focussed on literacy, numeracy and health and wellbeing over other areas as part of ouir recovery planning.	• Outdoor learning implemented more fully	
• We have continued to moderate and work collegiately but following current guidelines have been unabel to extend across ULC as previously.	• HT and staff survey from HQ	
• CTs have continued to work in conjunction with each other on planning to ensure children have similar learning experiences and outcomes.	• Snapshot jotters	
• Outdoor learning opportunities have been used for a range of learning experiences, particularly literacy, numeracy and health and wellbeing.	• CAT/Inservice minutes	
• Staff needs have been audited to determine what is required regarding CLPL. All staff completed survey from HQ which will further identify needs.		
• Opportunties have been availed for staff to share skillset to supported home learning. This could be developed further.		
• Teachers have provided interactive teaching sessions in school, both indoors and outdoors, which have developed skills in ICT to enhance learners' experiences.	• Survey results	• As a staff team we need to agree how to ensure a strong two-way consultation and communication with parents (e.g. continuing with the use of Google Classroom, etc.) to ensure consistency across the school.
• The views of all stakeholders have been gathered in relation to home learning, returning to school following lockdown and the school's vision and values.		
• During the period of home learning on Google Classroom, staff felt that communication with parents was adequate in order to ensure progress.	• Google Classroom	
Learning at home		• Form Pupil Voice Committee
	• Home learning handbook	• Keep home and school learning, high on agenda in order to increase parental engagement.
• In reference to our rationale for learning at home, we collegiately determined a school plan for home learning and implemented this successfully. We utilised the strengths of staff in order to ensure all staff were involved during the period of home learning (eg keyworker hub etc).	• Communication/ phone call records	• Other options to ensure pupil voice is prioritised to be considered, following changes based on Covid-19 guidelines.
• See above evaluations for 'learning at school' which also take learning at home into account.	• Virtual parent council meetings	