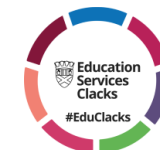




Park Primary and ELC
Standards and Quality Report
Session 2019-2020

Section D – Appendices



Appendix D1

Updated Optional Template Standards and Quality Report 2019-2020

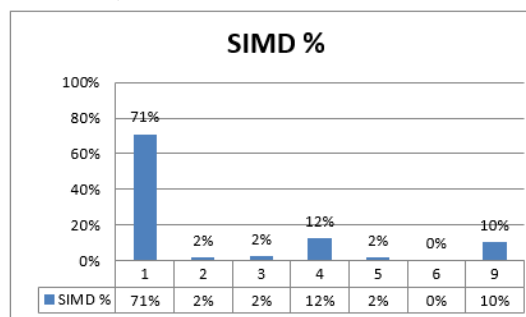
Establishment Name: PARK PRIMARY SCHOOL

This report reflects progress made towards achieving our priorities, session 2019-2020, up until schools closed on 20th March. Also included is our response to supporting learners and their families throughout the COVID-19 crisis.

Section B1 - School Context

Park Primary and Nursery School is an urban, co-educational school situated in Alloa, Clackmannanshire. Our school role is 284, with 14 classes and our nursery role is 113. Our Senior Leadership Team consists of Headteacher and 2 Depute Headteachers and 5 Principal Teachers. The school is very much the heart of the community having been attended by many parents and grandparents. Our relationships with parents and carers are good and in addition to teaching and support staff, our families are supported by a Children and Families Worker (CFW).

Our school is situated in an area of high deprivation. Using 2016 SIMD data, 7% of our children and families are living in Deciles 1 and 2. Figure 1.1 details our school SIMD Profile.



5% of children have English as an additional language and are supported by EAL outreach support teacher. 30% school aged children are on Staged Intervention. The school also has a Nurture Teacher who supports children experiencing Social, Emotional & Behavioural difficulties. 51% of our learners in P4-7 receive Free School Meals. 7% Care Experienced.

Attendance is slightly below local the local authority average of 94.5%, however, attendance and late coming continues to improvement each year.

Attendance – Whole School (%)			
16/17	17/18	18/19	19/20
93.05	92.73	93.06	92.5%

We continue to support our families to improve the attendance of children at Park PS. The Children's and Families Worker is in regular contact with parents/carers and the attendance officer to improve attendance. This is monitored and tracked daily and on a weekly basis.

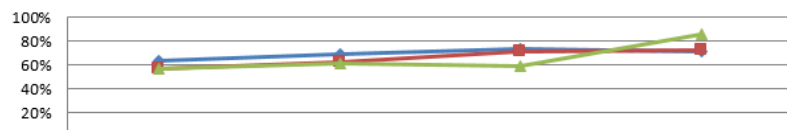
Section B2 – Performance Information

Please include HIGH LEVEL, EVALUATIVE statements and any tables/data as appropriate relating to attainment, attendance and achievement.

Our Teacher Professional Judgements for P1, P4 and P7 respectively were 65%, 55% and 89%. The majority of Primary 1 and Primary 4 learners achieved Early and First Level respectively. Most P7 learners achieved Second Level. Due to lockdown, planned interventions to increase attainment did not happen. This has impacted on our progress over time for Early and First Level.

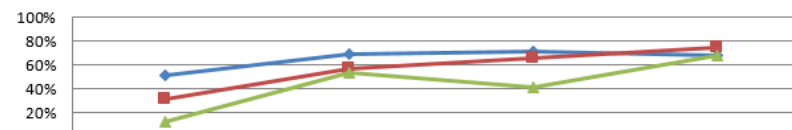
TPJ - Yearly Comparison

**Park
Reading TPJ 2017-2020**



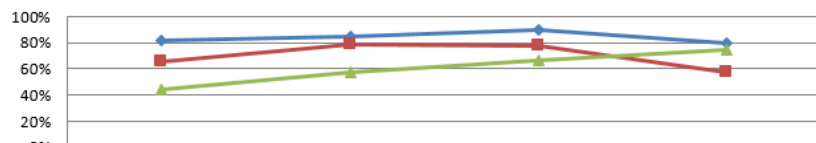
	2017	2018	2019	2020
Early Level Reading	63%	69%	73%	71%
First Level Reading	56%	62%	71%	72%
Second Level Reading	56%	61%	58%	86%

**Park
Writing TPJ 2017-2020**



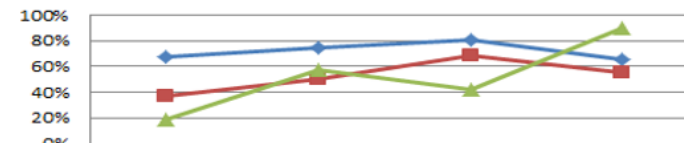
	2017	2018	2019	2020
Early Level Writing	51%	69%	71%	67%
First Level Writing	31%	57%	66%	74%
Second Level Writing	13%	54%	42%	68%

**Park
L&T TPJ 2017-2020**



	2017	2018	2019	2020
Early Level L&T	82%	85%	90%	80%
First Level L&T	66%	79%	77%	57%
Second Level L&T	44%	57%	67%	75%

**Park
Numeracy TPJ 2017-2020**



	2017	2018	2019	2020
Early Level Numeracy	67%	74%	80%	65%
First Level Numeracy	38%	50%	69%	55%
Second Level Numeracy	19%	57%	42%	89%

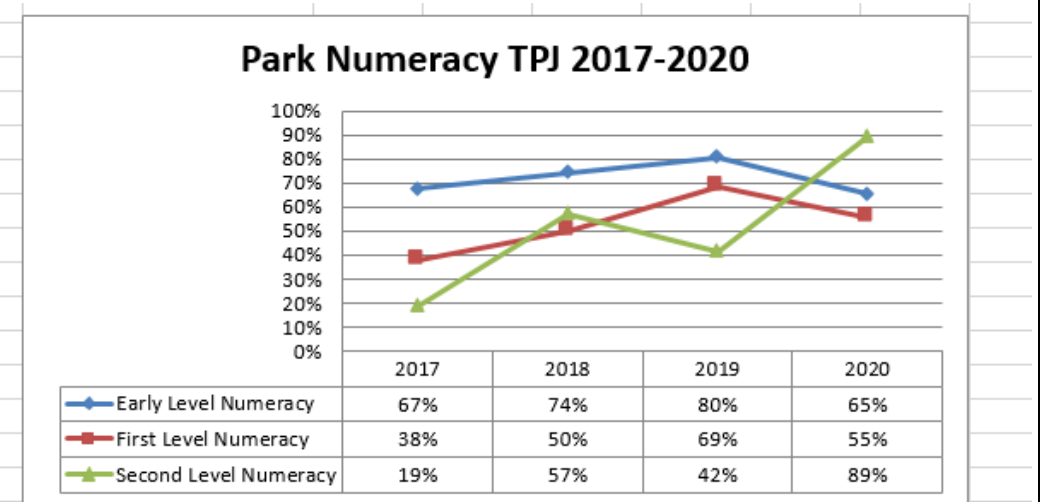
Section B2 - Review of Progress to March 2020

<p>NIF Priority 1:</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p>School Improvement Priority/Priorities:</p> <p>To develop a more consistent approach to planning, teaching and assessment within numeracy and maths using CPA approaches.</p>
<p>NIF Driver: The key drivers of improvement are:</p> <ol style="list-style-type: none"> 1. school leadership 2. teacher professionalism 3. parental engagement 4. assessment of children's progress 5. school improvement 6. performance information 	<p>HGIOS4 QIs:</p> <p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement</p>

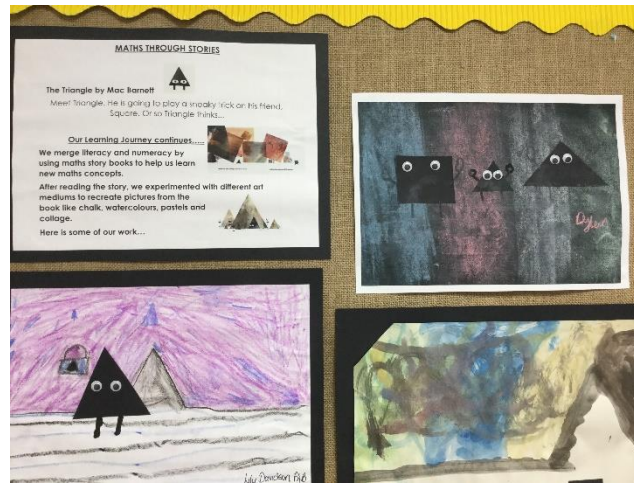
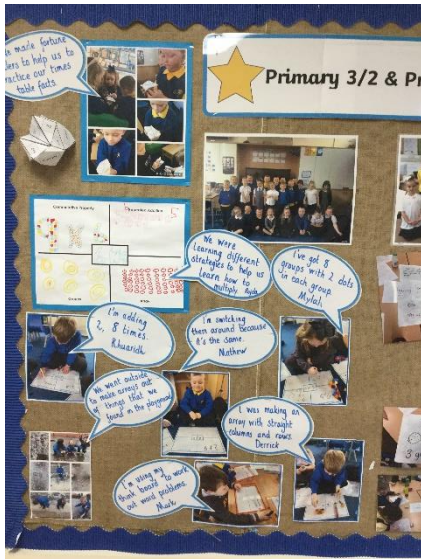
Progress and Impact until 20th March 2020

Almost all staff have engaged in high quality CLPL provided by the Local Authority and Regional Improvement Collaborative to support learning and teaching within Number and number processes, and Fractions, Decimals and Percentages. Feedback from staff was positive. Learning and Teaching observations and Pupil Learning Conversations show an increased use of CPA approaches.

Teachers and Support Staff are advancing their pedagogy in relation to the Concrete, Pictorial, Abstract approach in Numeracy and Mathematics to develop learners' conceptual understanding at all stages of the school. Engagement in Local Authority CLPL is helping to develop a shared understanding of teaching approaches. Across the school, learners are becoming more confident in explaining their mathematical thinking using a range of strategies. Learners speak with enthusiasm about their work in Numeracy and Mathematics.



	2017	2018	2019	2020
Early Level Numeracy	67%	74%	80%	65%
First Level Numeracy	38%	50%	69%	55%
Second Level Numeracy	19%	57%	42%	89%



I loved seeing how new approaches using concrete materials can make learning new concepts so much more accessible.

Changed my way of thinking!
P5 teacher

I love seeing children explore using different type of materials and strategies to explain their thinking.

Learning Assistant

Following CLPL staff were motivated to develop their understanding of how CPA approaches engages learners. In addition to Local Authority CLPL, staff have engaged in a range of high quality CLPL provided through Forth Valley RIC. Early Years teacher and learning assistant have been trained in using Numicon and Number Blocks to support

learning and interventions at Early Level. Four members of staff participated in Maths Recovery training to support targeted interventions. Due to school closures this training was not completed but will be revisited in the new school session.

Early Number Trajectories have been used to share robust assessment information between nursery and school. This information has been used to inform our Primary 1 Numeracy and Mathematics curriculum and to identify groups of children who required additional supports or interventions. The development of Learning Conversation formats and processes has allowed for enhanced assessment information which supports Teacher Professional Judgement. We were unable to build on this due to school closures.

Partnership working with colleagues at Alloa Academy supported Primary 7 learners. Learners attended weekly Maths lessons with Alloa Academy Maths department. Our learners became increasingly confident in applying their learning between both settings.

An audit of resources identified gaps in the concrete materials available within the school. Replenishment of key resources ensured that materials required to support CPA approaches were available to staff and learners. Team teaching opportunities ensured that teaching and support staff were familiar with the resources available and how they could be used to support learning. Digital resources were identified to support CPA with QR code cards developed for use in every class.

Next steps:

- Identify gaps in learning post-covid and plan interventions accordingly to include use of Number Blocks, Maths Recovery, Plus 1 and Power of 2
- New staff to be trained in CPA approaches and supported in using Progression Pathways and Local Authority planning formats
- Consistent concrete materials and other numeracy resources available in every class
- Further develop consistent approach to planning, tracking and monitoring using Local Authority Planners
- Develop opportunities for parental engagement including the use of digital technology

NIF Priority 2:

Closing the attainment gap between the most and least disadvantaged children

School Improvement Priority/Priorities:

To have a consistent approach to teaching reading.

NIF Driver: The key drivers of improvement are:

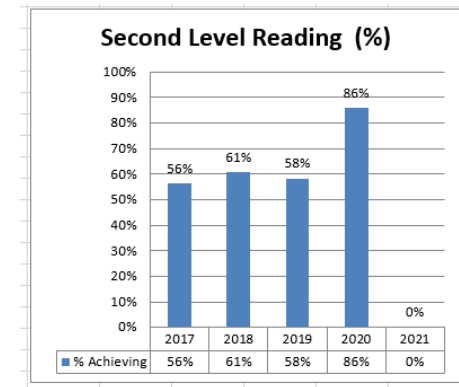
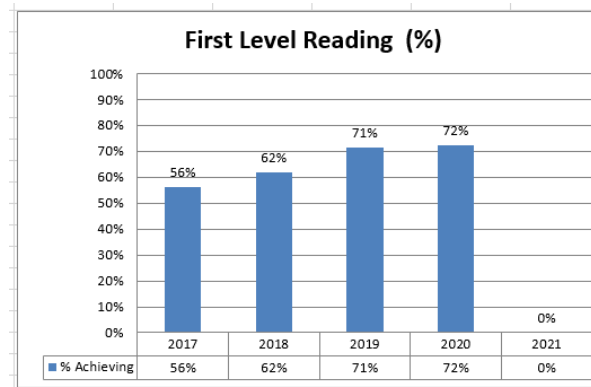
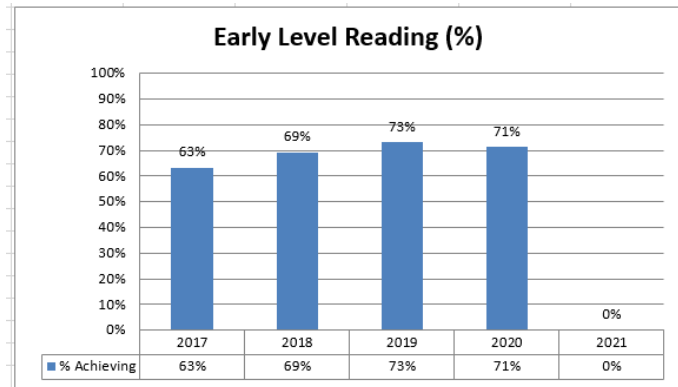
1. school leadership
2. teacher professionalism
3. parental engagement
4. assessment of children's progress
5. school improvement
6. performance information

HGIOS4 QIs:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
 - 3.1 Ensuring wellbeing, equity and inclusion
 - 3.2 Raising attainment and achievement

Progress and Impact until 20th March 2020

Our Teacher Professional Judgements for P1, P4 and P7 respectively were 71%, 72% and 86%. The most of Primary 1, Primary 4 and Primary 7 learners achieved the appropriate level. This is the first year that we are able to do a direct comparative with a cohort of children. This cohort have gained 9% in Reading from Early to First Level and 30% from First Level to Second. Due to lockdown, planned CLPL interventions to increase attainment did not happen.



Following CLPL sessions, the staff team developed a shared understanding of reading strategies and comprehension skills. We identified 7 key comprehension skills that would be taught and developed throughout the school. This piece of work was done during the February in-service days with a view to implement from March onwards. The planned progress within this priority did not happen due to school closures. This will be included within our school literacy progression framework for session 2020/2021.

Almost all staff were making effective use of running records to identify the correct level for instructional texts. A wide range of fiction, picture books and novels were purchased through Pupil Equity Funding to ensure appropriate resources were readily available. Staff were able to demonstrate their understanding of data to inform planning and ensure appropriate support, pace and challenge.

Feedback from children was that they loved the new books and enjoyed having access to a range of texts that they were interested in.

Do you know if we have another book by this author?

P6 Pupil

I love being able to pick a book from the walls in the corridor!

P3 Pupil

My favourite book that Mrs Strang reads to us is "There was a wee lassie..."

P3 Pupil

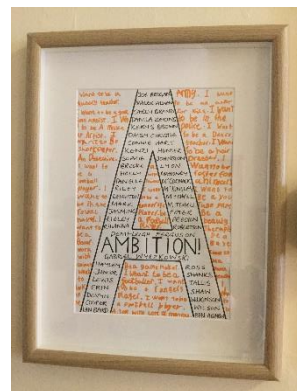
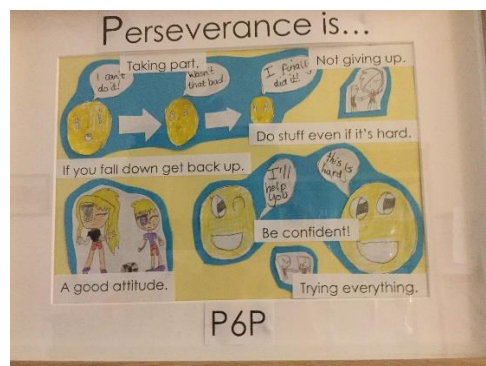


Next steps:

- Identify gaps in learning post-covid and plan interventions accordingly to include the development of a progressive Literacy Framework, small intervention groups, use of phonological awareness assessments, Toe by Toe and Ready, Steady, Read.
- Extend the range of texts to include non-fiction and a wide range of genre that will in turn support writing.
- Develop a whole school Literacy Progression Framework in partnership with the Local Authority PT team.

<p>NIF Priority 3:</p> <p>Improvement in children and young people's health and wellbeing</p>	<p>School Improvement Priority/Priorities:</p> <p>Further embed the school vision and values with a particular focus on developing resilience and growth mind-set.</p>
<p>NIF Driver: The key drivers of improvement are:</p> <ol style="list-style-type: none"> 1. school leadership 2. teacher professionalism 3. parental engagement 4. assessment of children's progress 5. school improvement 6. performance information 	<p>HGIOS4 QIs:</p> <ol style="list-style-type: none"> 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equity and inclusion 3.2 Raising attainment and achievement

Progress and Impact until 20th March 2020



Our Park values of Perseverance, Ambition, Respect and Kindness are displayed throughout the school and referenced for celebrating achievements. Star Pupil awards are presented weekly during whole school assemblies and songs shared that reinforce our Park values.

Another focus was to improve P4's effort and motivation to complete writing tasks by February 2020, supported by Growth Mindset UK. This was over a period of planning and supporting the class teacher in developing her mind-set, to in turn develop and improve the mind-set of her pupils.

Conclusions

This project aim was to improve pupils' levels of effort and motivation to complete writing tasks. It is apparent from the results and the learning that this was achieved. By using Growth Mindset strategies and tools, pupils began to believe in their ability to learn and grow and by creating this culture in the classroom they became self motivated to engage with the writing tasks. Examples of this were captured by the class teacher *"Pupil A's pride in his work has increased and his writing has improved because he is more considerate of who is reading it."* *"Using the individual effort scales for all the pupils was a great motivator in itself."* *"Revisiting the 'Learning Pit' with the class in the context of writing helped them overcome some of their difficulties – the 5B's were useful"*

A class survey indicated the following;

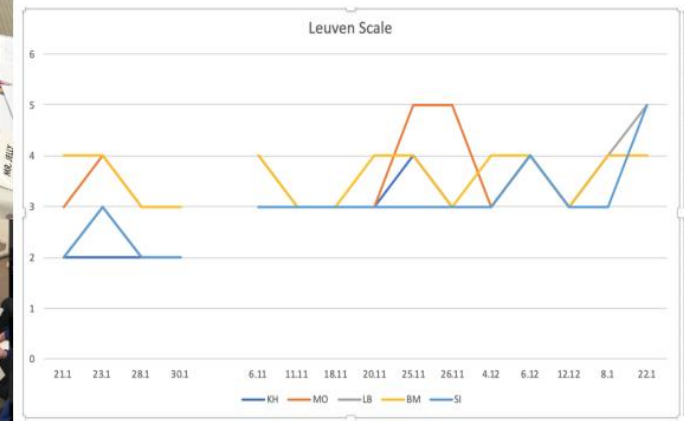
- 17 children 'enjoyed' the project very much
- 19 of the class now say they are 'very confident' or 'quite confident' writers.
- 17 said they gave '4 or 5 star' effort most of the time

Achievements

- Both the quality and quantity of writing improved across the whole class
- Some children continued their writing at home – self motivated
- Some children were taking notes in their own notebooks to inform their spelling/ideas for the next part of their book
- Children were more focused and concentrated for longer
- Handwriting improved as class were more aware that their work is being peer assessed
- The class teachers' confidence improved as a result of the coaching and participating in this project

Results/ Impact

Below is a picture of one child working independently with and with good focus and concentration. The other picture shows peer feedback buddies. The run chart indicates the impact of the project on engagement levels of the targeted children before the project and then during writing tasks



P4 child

"I will write a whole page today. My handwriting has got so much better – can you see?"

Comments from class teacher –

"One child is entering into a local competition, needs to write a chapter or two then submit to national competition and another child, despite absences, has really understood the idea that his writing will be read by others (apathetic beforehand)."

Section B3 : Supporting learners and their families during COVID-19

During Lockdown all staff were committed to remaining connected with our children and families. We were not able to continue with our original improvement priorities, and the health and wellbeing of our community was our priority. Our whole staff team, including our Children's and Families Worker went well and beyond

Teachers created Google Classrooms, which included maths and literacy. We created Family Learning Grids that could be accessed for all ages, with the encouragement of active learning and taking the pressure off some of our parents and carers. Accessibility to digital technology was an additional challenge due to lack of appropriate devices and Wi-Fi. Paper copies of grids were hand delivered throughout lockdown to ensure equity of learning. Sport equipment including footballs, Hula Hoops, skipping ropes were gifted and delivered to every family in our school to participate in Sports Week.

In order to continue links with the community and celebrate achievements, Star Pupil Awards were recorded and then hand delivered by staff. Birthdays cards were sent through the post. We used our social media, including Twitter, Facebook and YouTube, as well as Class Dojo to share information and celebrate learning.

Our Children's and Families Worker, worked in partnership with the SMT and staff to identify and support children and families in a variety of ways. This included weekly phone calls, delivery of food packages, financial advice and support, as well as ongoing emotional support. This was very much appreciated by our parents and carers.

GARDENING WEEK



WATER AWARENESS WEEK



BREATHE EASY/SCIENCE WEEK



SPORTS WEEK



Quality Indicator	School Self-Evaluation (1-6)
1.3 Leadership of change	4
2.3 Learning, teaching and assessment	4
3.1 Ensuring wellbeing, equity and inclusion	4
3.2 Raising attainment and achievement	4

Standards and Quality Report 2019-2020

Establishment Name: Park ELC

This report reflects progress made towards achieving our priorities, session 2019-2020, up until schools closed on 20th March. Also included is our response to supporting learners and their families throughout the COVID-19 crisis.

Section B1 - School Context

Park ELC is currently a 70:70 setting which will be moving towards 1140 hours next session. Park Nursery Class is part of Park Primary School however, the building is separated by fencing and a public path. Plans are currently in place to extend the building.

Park ELC is located in Alloa in Clackmannanshire which experiences high levels of deprivation. Many of our children who enter the setting are not achieving their developmental milestones. As a result staff are familiar with attachment theory and nurturing approaches in order to support our children and families.

Section B2 – Performance Information

Please include HIGH LEVEL, EVALUATIVE statements and any tables/data as appropriate relating to attainment, attendance and achievement.

It was not possible to gather data as we had planned due to lockdown. However, data gathered with our current Primary 1 children shows:

Reading: 58% of our pre-schoolers are on track to achieve Early level by the end of Primary 1 with another 18% predicted to achieve by October 2021 or earlier with additional interventions.

Maths: 47% of our pre-schoolers are on track to achieve Early level by the end of Primary 1 with another 31% predicted to achieve by October 2021 or earlier with additional interventions.

Section B2 - Review of Progress to March 2020	
<p>NIF Priority:</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p>	<p>School Improvement Priority/Priorities:</p> <p>Priority 1 – Literacy</p> <p>Continue to work with Speech and Language therapy and begin to plan and implement ways to engage parents in promoting language development.</p>
<p>NIF Driver:</p> <p>School Improvement</p> <p>Parental Engagement</p> <p>Assessment of children’s progress</p>	<p>HGIOS4 QIs:</p> <p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement</p>
<p>Progress and Impact until 20th March 2020</p> <ul style="list-style-type: none"> • Staff revisited peer observations and used video analysis to observe adult/child interactions. They worked in pairs to discuss observations and how to improve interactions. <ul style="list-style-type: none"> ○ Staff used professional dialogue to improve practice. Next steps were identified to reduce the number of questions used and improve interactions. ○ All children using ‘Teaching Children to Listen’ on a weekly basis. ○ Identified groups using ‘Nursery Narrative’ over 4 week blocks. ○ ACI sessions developed with identified individuals. • All staff Makaton trained. Boardmaker symbols, photographs and words used consistently throughout the nursery. <ul style="list-style-type: none"> ○ Children were able to use the symbols, pictures and words to support their communication in nursery. ○ Communication Environment Bronze award achieved. ○ Improved staff/child relationships. ○ Children more able to regulate their emotions due to decrease in frustration around the use of language and communicating their needs. 	

- Pre-school word assessments completed – children’s needs identified and support banded into universal, enhanced and targeted.
 - Support provided at an appropriate level.
 - Children showing increased confidence and understanding when attempting to use new vocabulary in a context.
- 15 Core texts introduced. These texts were chosen in collaboration with children and families. Story sacks were developed which were used in nursery and at home.
 - Staff training – Connecting with Parents. This provided staff with a framework to support parents with a range of skills which develop children’s language and communication skills. Staff able to model strategies with parents. Increased staff awareness in the importance of building positive relationships with parents when supporting development needs.
 - Familiarity with key, shared texts developed the children’s confidence, vocabulary and understanding.
 - Sharing the learning session based around ‘Oi Frog!’ This event was supported by Speech and Language Therapy. This provided an informal opportunity for parents to meet the speech and language therapist as well as to showcase the strategies used to support language development. Our nursery teacher and speech and language therapist used this opportunity to discuss the child’s learning with parents on an informal basis and build positive relationships.
 - Rhyme station established. Children showed an increased awareness and understanding of rhyme.
 - Parents participated in activities with their child to develop the identified skills. Feedback was very positive with parents sharing how much fun it had been and that they were glad they had the chance to find out more information about the work happening in nursery and the importance of child led learning. All children indicated they had enjoyed the event.

“When I try to show her what to do she always says to let her do it her way so I will try to let her to lead more.”

“I find it difficult not to ask him questions but now I see what you’re doing.”

- Improved links with speech and language therapy.

“I was going to phone the language hotline but I can just chat to you” (Parent speaking to Cara - Speech and Language Therapist)

Progress and Impact March 2020 – June 2020

During lockdown we continued to focus on our 15 core texts and maintaining connections with parents and families. Every week during lockdown we posted the following literacy based activities on Class Dojo with links to our school and nursery You Tube channel.

- Nursery teacher reading one of the core texts modelling two follow up vocabulary lessons throughout the week. Children were encouraged to share photographs of the activities they were doing at home via Class Dojo. Activities to introduce/develop vocabulary was supported by the use of Makaton as well as the written word.
- ELCEs reading a story to the children and discussing their favourite picture books. This was recorded on a rotational basis to maintain the connection and relationships between ELC staff and families. Additional learning activities based around the story and interests of the children were also set.
 - Children began to share and celebrate the work they had done at home via Class dojo. They shared some of their favourite stories, pictures/drawings of the main characters, their own stories.



“We LOVE zog! ♥ we are missing you all.”

“*** really enjoyed the story, he has listened to it 3 times! thank you.”

Children and families were accessing posts throughout March to June but the active engagement increased when staff began posting videos of themselves sharing stories and learning activities. Posts were viewed/liked/commented on an average 60 times per post with our YouTube being repeatedly viewed. This provided children with increased exposure to stories and opportunities to overlearn and practice new vocabulary.

The feedback we received from families confirmed that the relationships our ELCEs have built up with children and their parents are the driving force behind everything we do at Park ELC.

Children were showing increased confidence in sharing their work. They sent pictures work they were proud of and were able to share their favourite books.

- Song time – the senior ELCE posted recordings of herself playing the guitar and singing some of the children’s favourite songs with a focus on rhyme.
 - Children shared photographs/videos of themselves listening to the songs, singing along and dancing.



- CLPL – staff completed an Open University course on ‘Exploring Books’ and a variety of ‘Adventures with Alice’ online modules.

Next steps:

Repeat an audit of the communication environment working towards our Silver award.

Re-establish the love of picture books and continue to embed the 15 core texts across the nursery floor. Continue to develop links with parents through the development of the 15 core texts while working alongside Speech and Language therapy.

Develop opportunities for literacy using the outdoor spaces.

<p>NIF Priority:</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p>	<p>School Improvement Priority/Priorities:</p> <p>Priority 2 – Numeracy</p> <p>Develop children’s early number experiences and attainment using the Foundations of Number Sense (FoNS) framework.</p>
<p>NIF Driver:</p> <p>School Improvement</p> <p>Assessment of children’s progress</p>	<p>HGIOS4 QIs:</p> <p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement</p>
<p>Progress and Impact until 20th March 2020</p> <ul style="list-style-type: none"> • An audit of numeracy across the ELC identified that there were not enough opportunities to develop numeracy and mathematics through a variety of contexts throughout the ELC environment. <ul style="list-style-type: none"> ○ Increased opportunities to explore number outdoors and using loose parts play ○ Numeracy print embedded throughout the whole nursery environment e.g. number lines, measuring tapes, money, objects for ordering/sequencing etc. ○ Increased awareness of games/toys available which would provide mathematical awareness ○ Increased opportunity for developing numeracy using technology • Staff trained in Foundations of Number Sense (FoNS) <ul style="list-style-type: none"> ○ FoNS bags developed for use in the nursery. These provided the children with interactive materials to develop their number skills and mathematical concepts. These resources were gradually introduced to allow staff time to teach the children how to use the resources. ○ Number bags developed for children to take home. ○ The framework provided staff with suggested resources and materials to assess and develop children’s number skills. ○ Increased staff confidence in the small steps of number progression and number competencies. ○ Children provided with further opportunities to explore number and practise their number skills using play. ○ Specific areas of difficulty identified and steps taken to embed areas such as measuring and counting backwards within the children’s daily routines 	

- Parents using games provided to develop basic number skills at home. Feedback from parents was very positive. They had enjoyed playing the games and had requested to keep them longer.
 - E-journal entries showed a developed focus with more measurable and achievable next steps.
- Number trajectories completed with pre-school children
 - Gaps identified allowing staff to plan specific activities/provocations to support the development of identified concepts.

Progress and Impact March 2020 – June 2020

During lockdown our priorities changed to meet the needs of our families. Although numeracy/mathematics activities were part of the work shared via Class Dojo it was not possible to carry out our planned developments. Work carried out included:

- Development of mathematical language using the core texts. This language was developed using the stories and supported by the use of Makaton and the written word.
- Song time – Senior ELCE playing the guitar and signing some of the children’s favourite songs with a focus on counting.
- CLPL – staff completed an Open University course on STEM

Due to lockdown it was not possible to gather formal data around the number trajectories to measure impact. This will be carried out next session once children have settled back into routines. However, the photos and messages from families demonstrated children’s engagement with number and number processes within a range of contexts.

As with Priority 1, children’s work was celebrated through the sharing of photographs. Children’s work was compiled into a short video to celebrate their successes.



Next Steps:

Re-introduce the FoNS bags and develop systems to allow children to take them home which are in line with government guidance.

Work alongside Numeracy Lead from school to carry out baseline assessments and planned programmes of work with pre-school children.

Continue to develop opportunities for numeracy across the nursery floor including improved use of the outdoor spaces.

NIF Priority:

Improvement in children and young people's health and wellbeing

Closing the attainment gap between the most and least disadvantaged children and young people

School Improvement Priority/Priorities:

Priority 3 – Health and Wellbeing

In session 2018-2019, the nursery reviewed and developed their indoor learning environment taking into account children's Health and Wellbeing and readiness for learning. Following on from this, the nursery plan to continue to develop the learning environments with a particular focus on the outdoor learning environment.

NIF Driver:

School Improvement

Parental Engagement

Assessment of children's progress

HGIOS4 QIs:

1.3 Leadership of change

2.3 Learning, teaching and assessment

3.1 Ensuring wellbeing, equity and inclusion

3.2 Raising attainment and achievement

Progress and Impact until 20th March 2020

- Removal of the outdoor climbing frame. Increased safe outdoor space to be developed in line with the interests of the children.
- Purchase of storage for the literacy shed resources.
- Creation of sensory path leading to the literacy shed to improve access to literacy resources.

- Increased opportunities for children to read and be read to outdoors.
- Development of the outdoor art/craft area using outdoor/natural materials.
- Wet wall positioned on the side of a storage container.
 - Increased opportunities for pupils to create pieces of art work on a larger scale.
 - Learners demonstrating a developing interest in using natural materials found in the environment for aesthetic purposes.
- Development of a mud kitchen.
- Plans agreed to develop a secret garden discovery area and the foundations of work completed.

The development of the outdoor space had to be put on hold in December due to planned building work on the nursery grounds. At this stage staff continued to develop opportunities for outdoor learning using a small area within the nursery grounds as well as providing opportunities in and around the community.

Progress and Impact March 2020 – June 2020

During lockdown our focus was initially to ensure our families were well and maintaining contact with staff.

- Initially Class Dojo was used on a daily basis to remain connected with our families providing two activities to encourage learning through play as well as offering providing messages of support. This quickly evolved into a structured plan where the focus was daily stories with follow up activities to develop language and family learning opportunities which would support learning but more importantly support the mental health and wellbeing of our learners and families. This included videos from staff with 'miss you' and 'stay safe' messages
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- Sports week - Staff delivered sports gifts to all families across nursery and school to allow them to join us in our 'Virtual Sports Week'.
 - All children provided with the required equipment ensure equity for all and to encourage physical activity.
 - Face to face connection with members of staff.
 - Community spirit lifted.





- Our Children's and Families Worker has been working alongside ELC staff to provide any additional supports required. We were able to identify families who required support. This has involved organising meat packs, organising free lunches, organising support networks, referring to SLT, Paediatrics, Social Work Services, contacting Health Visitors and organising places in the Hubs.
- Birthday messages and cards posted. Children received a birthday card through the post and a 'shout out' on Class Dojo to celebrate their special day. Feedback from parents and children was very positive and supported families to celebrate birthdays during lockdown.



- Family learning grids were developed which were themed around National days/weeks/events. These grids were issued across nursery and school to encourage family time and relieve stress for parents who have children over multiple stages of nursery and school.



- The creation of a virtual nursery where all videos were stored. Laminated paper copies were delivered to the homes of pre-school children in their 'Welcome to School' pack to support them to access all transition videos more freely.
- Nursery to P1 Transition – The following videos were posted throughout the months of April, May and June to support the transition from nursery to school.
 - Introduction to key members of staff
 - Tour of a P1 classroom
 - Tour of the playground
 - A typical day in P1
 - How to prepare for P1
 - 'Welcome Packs' explained (which coincided with the delivery of packs to children's homes)
 - Our curriculum – Part 1 and Part 2
 - Arrangements for the very first day of school
 - Graduation celebration – delivery of gifts, celebration photograph created and photos in the local paper.



- In preparation for returning the following measures were put in place to support the transition back to nursery.
 - Video to show the procedures for staggered drop off and pick up times.
 - Video - An introduction to the 'pods' to explain what their space and day would look like.
 - Children who were new to nursery were provided with a time to visit the nursery to familiarise themselves with key members of staff and their allocated pod. These times were over two weeks at times when no other children were in the nursery.
 - New families signed up to Dojo during their visit to establish clear lines of communication.
 - Glow form issued to parents to establish how children and parents were feeling about returning to ELC, which activities children were looking forward to and any other ways staff could offer support. These were followed up with phone calls to alleviate/address any concerns.
 - Familiar members of staff identified to support children on their return.

CLPL – staff completed Open University courses on attachment, environments, ACEs, Family At the Centre

During lockdown we had increased engagement with identified families who previously were difficult to engage and whose children were poor attenders. Photographs were being sent in to show the learning they had been doing at home as well as messaged sent through Class Dojo.

Next Steps:

Share CLPL completed last term across the whole team and engage in professional dialogue linking theory and practice.

Continue to share and develop nurturing practice using the principles of R4L.

Re-establish relationships and connectivity with children and families.