**REVISED MASTER RECOVERY ACTION PLAN 2020/2021**

**PRIORITY 1 TEACHING & LEARNING**

**Please indicate whether this action plan refers to a SIP and/or PEF by ticking all relevant boxes.**

**PEF priorities must be specifically targeted at closing poverty related gaps.**

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| **SIP** | X |
| **PEF** | X |

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| **Establishment** | St Bernadette’s RCPS | **Total PEF Allocation** | £20000 | **Links to SAC** | Literacy, Numeracy, HWB |
| **Cost of this priority**  **(PEF Priorities only)** | £20000 |
| **Headteacher** | Nuala McElroy | | **Accountable Person** | Joe Buck - Literacy  Ashleigh Renwick – Numeracy  Kirsty McDonald – Support for Learning | |

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| **Outcome (Transformational Recovery)** | |
| *Please detail proposed intervention in terms of COVID-19 recovery outcomes for learners. (Consider What will change? For whom? By how much? By when?)*  Learners will be supported to recover from the impact of the Covid-19 Lockdown on learning. They will experience high quality learning activities both indoors and outdoors, focusing initially on Literacy, Numeracy and Health & Wellbeing. As learners and staff work to define and adjust to the ‘new normal’, and while there is great anxiety about rising levels of infection, our priority is to assess where our learners are in their learning and then to engage them in taking their learning forward. We expect almost all children to make a year’s progress on where they were in their learning in August 2020. We will hard to ensure that most children are on track with their learning by June 2021 despite the setbacks suffered as a result of the Lockdown. | |
| **Rationale for this proposal?** | |
| *Please provide Data/Information to support your Recovery Planning, including that specific to addressing the poverty related gap (PEF)*  Our initial assessments of children’s learning since the start of the 2020-21 session indicate that while the majority of our children have maintained or increased their attainment in reading as indicated by phonics assessments and the Lexile level at which they are reading, we have work to do on consolidation of comprehension strategies before we move forward. The impact on writing skills has been more marked with most children not writing at the length or with the technical abilities that they were demonstrating before the Covid-19 Lockdown. In Numeracy and Maths, the majority of children are not showing the same retention of number facts e.g. the stories of 10, tables etc that we would expect with the daily practice and application children experience when at school. | |
| *What will you do? What evidence do you have that this will be effective?*   * The Numeracy Lead and the Numeracy Champions will support colleagues in assessing children’s progress and implementing the concrete-pictorial-abstract approaches in Maths and Numeracy we have been introducing. * A third teacher has applied for training as Maths Champion. If they are successful, 75% of the teachers will have undergone additional intensive training on Maths Recovery, CGI or Maths Champion training. * The Literacy Lead and the Speech & Language Therapist will support colleagues in continuing the work on creating effective communications environments that we had started before the Covid Lockdown. * The Literacy Lead will support colleagues in assessing children’s progress and implementing our new Literacy approaches – pulling together listening & talking, reading comprehension and writing. * The Principal Teacher, Support Staff and Early Intervention Team Member will provide targeted support to those children who are not on track in their learning, children living in SIMD 1-3 will be prioritised for input by the partially PEF-funded Principal Teacher and Learning Assistant. | |
| *Who has been consulted? How? What was their feedback?*   * Staff have been consulted and they reported that children’s learning has been impacted by Covid Lockdown. Teachers are very keen to engage children in highly effective and engaging learning activities. They are happy to work as a team to support and challenge each other in improving children’s learning experiences. * The head teacher met with P4-7 children and discussed the draft School Improvement Plan. They were enthused by the idea of taking a greater role in their learning and most were excited by the prospect of more outdoor learning although some really dislike the prospect of being cold. * The headteacher would usually discuss the draft School Improvement Plan with the Parent Council but was unable to as a planned meeting did not go ahead. It will be discussed at the Parent Council AGM. * Families have expressed their anxieties about their children’s learning ‘going backwards’ in Team Around The Child meetings and in playground and phone conversations with the headteacher | |
| **NIF Priority**  Please highlight | **HGIOS 4 QIs**  Please highlight and add any other relevant QIs linked to improvement work |
| Improvement in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children  Improvement in children and young people's health and wellbeing  Improvement in employability skills and sustained, positive school-leaver destinations for all young people | 1.3 Leadership of Change;  2.3 Learning, teaching and assessment;  3.1 Ensuring wellbeing, equity and inclusion,  3.2 Raising attainment and achievement |

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| **Start Date** | **Time Allocation** | **Progress Review Dates** | | **Completion Date** |
| August 2020 | CAT nights, inservice days & 35 hours CLPL | Dec 2020, Mar 2021 | | Jun 2021 |
| **Outcomes** - What change will happen? To whom? By when? (Short and medium term outcomes can relate to others but long term outcomes should always relate to learners) | **Measurement Plan** - What evidence will you gather to measure impact? When? | **RAG** (This can be done on each of the dates noted above) | | | |
|  | **Date** | **RAG** | |
| Short  Staff will carry out assessment activities with children in the first and second term as children settle back into school | * P1 will sit the SNSAs in March * P4 & P7 will sit the SNSAs in October * P4-7 will sit NGRTs in October |  |  | |
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| Medium:  Staff will collaborate to challenge and support each other in providing effective and engaging learning activities in the classroom and outdoors. There will be moderation of planning and assessment. | * Learning conversations in November and March * Tracking meetings to measure attainment * Revision of Child’s Plan targets |  |  | |
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| Long:  Learners will be supported to recover from the impact of the Covid-19 Lockdown on learning. They will experience high quality learning activities both indoors and outdoors, focusing initially on Literacy, Numeracy and Health & Wellbeing. As learners and staff work to define and adjust to the ‘new normal’, and while there is great anxiety about rising levels of infection, our priority is to assess where our learners are in their learning and then to engage them in taking their learning forward. | * TPJ in May to measure attainment |  |  | |
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**REVISED MASTER RECOVERY ACTION PLAN 2020/2021**

**PRIORITY 2 HEALTH & WELLBEING**

**Please indicate whether this action plan refers to a SIP and/or PEF by ticking all relevant boxes.**

**PEF priorities must be specifically targeted at closing poverty related gaps.**

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| **SIP** | X |
| **PEF** |  |

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| **Establishment** | St Bernadette’s RCPS | **Total PEF Allocation** | £20000 | **Links to SAC** | Literacy, Numeracy, HWB |
| **Cost of this priority**  **(PEF Priorities only)** | £0 |
| **Headteacher** | Nuala McElroy | | **Accountable Person** | Debbie MacLeod | |

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| **Outcome (Transformational Recovery)** | |
| *Please detail proposed intervention in terms of COVID-19 recovery outcomes for learners. (Consider What will change? For whom? By how much? By when?)*  We will support our learners to see themselves as empowered partners in learning who can make full use of, and value, the opportunities they are given to improve and manage their learning and, in turn, to encourage learning and confidence in others. We want our children to develop a stronger sense of intrinsic motivation to learn. This will be evidenced through the improvement in the children’s scores in their attitudes to learning survey with at least 75% of P4-7 children expressing an interest in their learning and a willingness to work with mistakes and to ask for help. | |
| **Rationale for this proposal?** | |
| *Please provide Data/Information to support your Recovery Planning, including that specific to addressing the poverty related gap (PEF)*  Throughout the Covid Lockdown, the participation of children in the Google Classroom was low in terms of completing and returning assignments. On the weeks when participation was relatively high - 85/128 learners visiting their Google Classroom – fewer than half of those children were completing and returning assignments. We know that was in part due to the technical difficulties associated with online learning but a significant number of families were also reporting that their children were extremely reluctant to undertake learning activities. Staff worked very hard to provide varied activities and gave almost instant feedback but, at points, participation fell below 45% and in some classes fewer than 10% of children completed activities. Of those children who were most reluctant to engage in learning activities, the majority lived in SIMD 1-3 households. | |
| *What will you do? What evidence do you have that this will be effective?*   * We will promote Growth Mindsets to encourage children to believe in their ability to be successful learners. * We will work with Leigh Graham on a Professional Collaborative Enquiry Project exploring the co-creation of Success Criteria to promote pupil engagement and ownership of learning. * We will use Outdoor Learning as a vehicle for increasing the motivation of learners and developing their independence. * We will carry out more frequent learning conversations to find out from our children what excites them in learning and how we can involve them in managing their learning. * As far as is possible under current restrictions, we will incorporate Cooperative Learning strategies into our teaching in order to make lessons more engaging, learning more active and relationships stronger. | |
| *Who has been consulted? How? What was their feedback?*   * The headteacher, Principal Teacher and class teachers have had numerous conversations with families over the past months, in which families have expressed anxiety about the impact of Lockdown on learning. There have been a significant number of parents who reported being unable to overcome their children’s reluctance to engage in learning as the parents were having to juggle childcare and teaching along with the demands of their jobs while working at home. * The headteacher would usually discuss the draft School Improvement Plan with the Parent Council but was unable to as a planned meeting did not go ahead. It will be discussed at the Parent Council AGM. * In August, children were surveyed on their learning, happiness and sense of safety at school. The children expressed confidence in their learning – 90% felt able to do their learning tasks and 77% felt challenged but only 61% felt interested in their learning or willing to ask for help. These findings reflected what families were telling us about their children ‘switching off’ to learning during the long weeks out of school. * The staff were very concerned by the decreasing levels of participation in online or paper-based learning as Lockdown progressed. They are eager to support their learners to be Confident Individuals who see themselves as leaders in their own learning. * The headteacher and the authority’s Improving Outcomes Principal Teacher have co-created an online survey in which teacher’s expressed a lack of confidence in delivering the curriculum through outdoor learning. Staff have reported that they would welcome CLPL on outdoor learning. | |
| **NIF Priority**  Please highlight | **HGIOS 4 QIs**  Please highlight and add any other relevant QIs linked to improvement work |
| Improvement in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children  Improvement in children and young people's health and wellbeing  Improvement in employability skills and sustained, positive school-leaver destinations for all young people | 1.3 Leadership of Change;  2.3 Learning, teaching and assessment;  3.1 Ensuring wellbeing, equity and inclusion,  3.2 Raising attainment and achievement |

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| **Start Date** | **Time Allocation** | **Progress Review Dates** | | **Completion Date** |
| August 2020 | CAT nights, inservice days & 35 hours CLPL | Dec 2020, Mar 2021 | | Jun 2021 |
| **Outcomes** - What change will happen? To whom? By when? (Short and medium term outcomes can relate to others but long term outcomes should always relate to learners) | **Measurement Plan** - What evidence will you gather to measure impact? When? | **RAG** (This can be done on each of the dates noted above) | | | |
|  | **Date** | **RAG** | |
| Short  Learners will be surveyed re Outdoor Learning and attitudes to learning | * Baseline survey of attitudes completed in August by P4-7 * Baseline survey of outdoor learning in October – pupils and staff |  |  | |
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| Medium  Staff will undertake CLPL on   * Outdoor learning * Growth mindset * Cooperative Learning strategies * Staff will work with Leigh Graham on a Professional Collaborative Enquiry Project exploring the co-creation of Success Criteria to promote pupil engagement and ownership of learning | * Learning conversations in November and March * Revisit outdoor learning and attitudes to learning surveys – pupils and staff |  |  | |
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| Long  We will support our learners to see themselves as empowered partners in learning who can make full use of, and value, the opportunities they are given to improve and manage their learning and, in turn, to encourage learning and confidence in others. We want our children to develop a stronger sense of intrinsic motivation to learn. | * Revisit outdoor learning and attitudes to learning surveys – pupils and staff |  |  | |
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**REVISED MASTER RECOVERY ACTION PLAN 2020/2021**

**PRIORITY 3 CREATIVITY & DIGITAL LITERACY**

**Please indicate whether this action plan refers to a SIP and/or PEF by ticking all relevant boxes.**

**PEF priorities must be specifically targeted at closing poverty related gaps.**

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| **SIP** | X |
| **PEF** | X |

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| **Establishment** | St Bernadette’s RCPS | **Total PEF Allocation** | £20000 | **Links to SAC** | Literacy, Numeracy |
| **Cost of this priority**  **(PEF Priorities only)** | 0 |
| **Headteacher** | Nuala McElroy | | **Accountable Person** | Rachel Crawford | |

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| **Outcome (Transformational Recovery)** | |
| *Please detail proposed intervention in terms of COVID-19 recovery outcomes for learners. (Consider What will change? For whom? By how much? By when?)*  Our learners will be upskilled empowered to successfully undertake online learning at home and in school. All children will be able to access Google Classrooms and to use online resources to drive their learning forward. | |
| **Rationale for this proposal?** | |
| *Please provide Data/Information to support your Recovery Planning, including that specific to addressing the poverty related gap (PEF)*  Families reported technical difficulties in accessing the Google Classroom to us throughout Lockdown and those difficulties have continued since the start of the 2020-21 session. Staff worked very hard on providing engaging learning tasks and building relationships through initiatives such as ‘Keeping Connected’ but many children and their families were not confident particularly when it came to downloading, completing and submitting assignments. The children who participated least often in online learning were disproportionately living in SIMD 1-3 so building IT confidence in families and children will contribute to the narrowing of the poverty-related attainment gap. Covid-19 remains a threat to continuous face-to-face teaching so we are determined that our children will be able to successfully move forward in their learning if they should have to spend time in the online environment through self-isolation, illness or government policy. | |
| *What will you do? What evidence do you have that this will be effective?*  We will work with the Improving Outcomes Digital Literacy Team to assist in the distribution of IT equipment to our families who are in need of digital devices. We will seek the help of the Improving Outcomes Digital Literacy Team to build staff and family confidence in the online learning environment. Staff and families have reported that they need further support to build confidence and to be sure that children are adequately supported to engage in online learning.  We will continue to add to the online subscriptions that we have so that children have a wider range of online learning resources in home and at school. This will be funded from School Funds as our PEF is committed to staffing costs. Staff, children and families report that children enjoy and benefit from the online subscriptions that we currently have. | |
| *Who has been consulted? How? What was their feedback?*   * School staff have been consulted and are in agreement that we need to develop our skills and confidence as a whole school community of children, families and staff. We have individual teachers who know how to address some of the technical problems – we now need collegiate time to pool our knowledge. * The headteacher would usually discuss the draft School Improvement Plan with the Parent Council but was unable to as a planned meeting did not go ahead. It will be discussed at the Parent Council AGM. * The headteacher has discussed this plan with older pupils and they agree that they would like a more stress-free experience when accessing the Google Classroom and that they would like to have a wider range of online learning resources to explore | |
| **NIF Priority**  Please highlight | **HGIOS 4 QIs**  Please highlight and add any other relevant QIs linked to improvement work |
| Improvement in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children  Improvement in children and young people's health and wellbeing  Improvement in employability skills and sustained, positive school-leaver destinations for all young people | 1.3 Leadership of Change;  2.3 Learning, teaching and assessment;  3.1 Ensuring wellbeing, equity and inclusion,  3.2 Raising attainment and achievement |

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| **Start Date** | **Time Allocation** | | **Progress Review Dates** | | **Completion Date** |
| August 2020 | CAT nights, inservice days & 35 hours CLPL | | Dec 2020, Mar 2021 | | Jun 2021 |
| **Outcomes** - What change will happen? To whom? By when? (Short and medium term outcomes can relate to others but long term outcomes should always relate to learners) | **Measurement Plan** - What evidence will you gather to measure impact? When? | | **RAG** (This can be done on each of the dates noted above) | | |
| **Date** | **RAG** | |
| Short:  The school will survey staff, pupils and families on the levels of confidence and the experience of barriers to online learning. | | Survey on Digital Literacy confidence – staff, families, pupils  Participation levels in Google Classroom homework |  |  | |
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| Medium:  The school will liaise with the Improving Outcomes Principal Teacher Team to address issues raised through surveys.  School staff will research and identify useful online learning subscriptions.  Staff will undertake CLPL in online resources and further training on Google Classrooms.  The school will provide support to families to access online learning confidently. | Survey on Digital Literacy confidence – staff | |  |  | |
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| Long:  Our learners will be upskilled empowered to successfully undertake online learning at home and in school. All children will be able to access Google Classrooms and to use online resources to drive their learning forward. | Revisit survey on Digital Literacy confidence – staff, families, pupils  Participation levels in Google Classroom homework | |  |  | |
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