

**School Improvement Planning  
Copy for Parents  
(2020 - 2021)**



**School:** Georgetown Primary School & ELCC

**Date:** August 2020 Update

## 1. Vision, Values and Aims

*An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in ensuring excellence and equity for all learners.*

*Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners*

## Vision, Values and Aims For Georgetown Primary School

School Vision Statement Georgetown Primary School **“Everyone Learning Together”**

**Aims statement:** We aim to

- provide the best quality of education for life, with the needs of our pupils at the centre of all we do.
- ensure Georgetown Primary is a place where all are active, challenged and engaged in their learning.
- equip pupils with the skills to become successful, confident and responsible contributors to the world they live in.
- encourage all to achieve to their potential in a friendly, relaxed, supportive and inclusive atmosphere.
- work in partnership with parents and the wider community to provide quality experiences and outcomes for children.

**Values Statement:**

We aim to instil the following values across the education we provide;

**Caring**

**Equality**

**Honesty**

**Learning**

**Respect**

**Responsibility**

Previous Review Date: Session 2017/18  
See SIP 2018/19 for previous review details.

## 2. School Improvement Progress Report

*Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?*

**Areas for Improvement not completed or yet to be actioned due to school closure in lockdown are highlight in bold and red.**

### 2.1 Progress against Previous Year's School Improvement Priorities

| Area for Improvement   | Progress and Impact on:<br>Learners' successes and achievements<br>The school community's successes and achievements - as appropriate <i>(Include evidence of impact.)</i>  | Next Steps (Looking Forwards)  |
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| <p><b>School Priority 1</b><br/>To implement the Respect for All programme ( Anti-bullying Policy) to ensure the correct procedures and support mechanisms are in place.</p> <p><b>National Improvement Framework (NIF) Priority Improvement in children and young people's health and wellbeing</b></p> <p><b>NIF Driver Assessment of children's progress</b></p> <p><b>HGIOS?4 / HGIOELC Qis</b></p> <p><b>3.1 Ensuring Wellbeing, equality and inclusion</b><br/><b>3.2 Raising Attainment and Achievement</b><br/><b>2.2 Curriculum</b><br/><b>2.5 Family Learning</b><br/><b>3.2 Securing Children's Progress</b><br/><b>3.3 Developing Creativity and</b></p> | <p>Positive and respectful relationships established for all. Increased awareness of teacher/pupil relationships and pupil/pupil relationships highlighted as part of the 'nurture' approach. Pupil reflection sheets revised to be based around the language of Emotions.</p> <p>Increased HWB opportunities for pupils across the curriculum through the use of Emotion Works.</p> <p>Through engaging in more HWB activities and self reflection, the children will gain a sense of achievement, be more collaborative, and develop resilience and increased self-confidence.</p> <p>Children have increased awareness of wellbeing indicators and staff act upon these to develop a nurturing approach.</p> <p>Increased staff awareness of the Respect for All policy(Anti-Bullying strategy) to understand complex issues around bullying and possible support procedures.</p> <p>All relevant staff were trained in Emotion Works – Nursery to P7</p> <p><b>Development of whole school Respect for All policy completed but yet to be shared due to 'lockdown'.</b></p> <p>Incorporation of Emotion Works across the wider school curriculum and into daily class discussion/language.</p> <p>Implementation of SHANARRI wheels termly pupil self reflection used in all classes and within the Nursery to focus on individual pupil responses to SHANARRI to reflect on their own Health and Well-Being.</p> | <p><b>Rights Respecting schools status will be a focus for Pupil Council.</b></p> <p><b>Emotion Works to be utilised continuously throughout session and beyond. Specific focus in the 'return to school' recovery phase.</b></p> <p><b>Agree opportunities for whole school focus activities as well as individual classes/ stages with a key HWB focus. (Nursery-P7)</b></p> |

| skills for life & Learning   |   |  |
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| <p><b>School Priority 2</b></p> <p><b>To conduct a review of the quality of Learning and Teaching across the whole school.</b></p> <p><b>NIF Priority</b><br/>Improvement in attainment, particularly in literacy and numeracy;<br/>Closing the attainment gap between the most and least disadvantaged children</p> <p><b>NIF Driver</b><br/>Teacher professionalism<br/>Parental Engagement<br/>Assessment of children's progress<br/>School Improvement</p> <p><b>HGIOS?4 / HGIOELC Qis</b></p> <p>2.3 Learning, teaching and assessment<br/>3.2 Raising Attainment and Achievement<br/>2.5 Family Learning</p> | <p>Staff discussed the need for a more progressive approach to planning and tracking, especially within literacy. To develop and enhance coherent programmes of learning within the curriculum an ongoing review of current school policies for learning in each curricular area has been undertaken, beginning with literacy programmes including New progressive spelling and grammar programmes created and writing genre pathway also created and shared with staff to start using term 3. New literacy tracking format also shared.</p> <p>Both DHTS attended authority training event on How Good Is Our School HGIOS 4. Impact of this was creating a plan and working wall to help staff engage with HGIOS, particular focus was Quality Indicator (QI) 2.3. The working wall took the looking inwards/outwards/forwards approach and encouraged staff to share good practice, Continuing Professional Development etc. This was a useful prerequisite to further staff engagement.</p> <p>Staff looked at level 5 illustration for learning and engagement. They looked inwards and reflected on their own practice, individually, using challenge questions. They were then given the 'Building Capacity for Continuous improvement through Professional Dialogue' papers created by authority. The statements had been removed and staff, in small groups, had to decide whether statements were examples of VG/G/S/W practice.</p> <p>Staff were also given recent inspection reports with grades missing. Using knowledge from building capacity task they had to give the reports a grade. Looking forwards, staff encouraged to join a school based Teacher Learning Community (TLC) group and were given further reading etc to help to continue to improve QI 2.3.</p> <p>Within the first TLC session staff had a refresh on the TLC model and to look at current research and findings on engaging children in their learning through Assessment is For Learning (AiFL). They looked at and discussed the work of John Hattie and Dylan Williams with professional dialogue regarding Sharing Learning Intentions and Success Criteria. Staff created an action plan for a small test of change they would try. Some focused on making success more visible by showing children 'what a good one looks like' at the start of the lesson. Some staff chose to make their LI/SC more skills focused.</p> <p>At February Inset staff completed a Standards and Quality activity to traffic light the current SIP to evaluate and help create next sessions development.</p> <p>Almost all staff participated in and felt they benefitted from the TLC group and the increased opportunities for professional dialogue</p> | <p>Increased attainment levels across all stages will support more positive outcomes for all children.</p> <p>Increase engagement in learning via Skills for Learning Life and Work programmes</p> <p>Increase staff attendance and participation in school life activities</p> <p>Increased staff awareness of expectations/standards of High Quality Learning &amp; Teaching.</p> <p>Continue to promote professional development opportunities to promote high quality learning and teaching for all across other schools to reflect upon best practice and methodologies for increasing attainment.</p> <p><b>Utilise SWEIC Family links to view and improve practice through 'looking outwards'</b></p> |

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| <p><b>School Priority 3</b><br/> <b>To involve all stakeholders in the review our curriculum rationale and 3 year curricular overview.</b></p> <p><b>NIF Priority</b><br/> Improvement in attainment, particularly in literacy and numeracy;<br/> Closing the attainment gap between the most and least disadvantaged children</p> <p><b>NIF Driver</b><br/> Teacher professionalism<br/> Parental Engagement<br/> Assessment of children's progress<br/> School Improvement</p> <p><b>HGIOS?4 / HGIOELC Qis</b></p> <p>2.3 Learning, teaching and assessment<br/> 3.2 Raising Attainment and Achievement<br/> 2.5 Family Learning</p> <p>QI 1.1 SELF-EVALUATION FOR SELF-IMPROVEMENT<br/> QI 1.2 LEADERSHIP OF LEARNING<br/> QI 2.2 Curriculum<br/> QI2.3 Learning, Teaching and Assessment</p> | <p>The three year curricular overview was refreshed and highlight opportunities for learning across all four contexts of learning at all stages. There is now a stronger emphasis on Science Technology Engineering Mathematics (STEM) and skills for learning ,Life and work are beginning to permeate all areas of the curriculum. The previous 3year Inter Disciplinary Learning (IDL) programme needed revised. SLT worked on creating a new IDL programme that was more relevant. New bundles were created under different organisers – STEM, Global Citizenship, DYWF (Developing the Young Workforce) , Enterprise, Local Focus/Scottish focus etc.</p> <p>To underpin this staff Looked at QI 2.2 (school rationale) all staff together on what a level 5 illustration looks like. Staff were given Curriculum Refresh document to read and discuss. They also watched and discussed “Skills 4.0.”</p> <p>All staff answered Challenge Questions to help us create rationale e.g what do we want for our children? What makes our school unique? Do we make the best use of our partners? What do we do in our school to show the 4 capacities? Etc.</p> <p>The staff worked in groups to create a sketch note for what we want our school of excellence to be like. These are displayed on a staff “Working Wall”</p> <p>We also invited Lorraine Ross from Education Scotland to discuss SLLW. Staff looked at the entitlements for SLLW/positive destinations and the career education standard 3-18. This generated a great deal of positive dialogue in how we can create a curriculum rationale that is relevant for today’s children and beyond. We discussed how we can incorporate this into our IDL programme but also every day learning and teaching.</p> | <p><b>Rationale will be shared more widely with all stakeholders.</b></p> <p>Respond to Feedback from questionnaires to parents, pupils staff and those related to workload</p> <p><b>Some reviews were conducted through pupil/staff/parent consultations against our current school rationale. From past to present to future. Due to the Covid Pandemic, this work has not been fully completed and will require to be further revised and revisited in the future</b></p> |
| <p><b>2.1.1 Report on the impact of Pupil Equity Funding (PEF)</b></p> <ul style="list-style-type: none"> <li>• Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</li> <li>• How rigorous is the school’s</li> </ul>  | <p><b><u>Pupil Equity Funding – 2019/2020</u></b></p> <p><b><u>Remit for PEF funded post 2019/2020 was to improve attainment, 0.6 for the full year.</u></b></p> <p><b>How PEF is specifically making a difference / closing the attainment gap for identified cohorts of children / young people?</b></p> <ul style="list-style-type: none"> <li>• <b>TLQ ( Talking Listening Questioning )</b> programme is carried out in nursery and Primary 1. Locally, there is evidence from Quality Improvement cycles over 4 years to show that children’s receptive language scores can change from disordered to delayed or typical within a 20 week intervention. Using PEF within Georgetown, we have been able to provide 12pupils initially, ( 11 within P1 and 1from P3 with a Global Development Delay) with</li> </ul>  |   |

**approach to providing robust evidence of closing the attainment gap?**

- **How well are you removing barriers to learning and ensuring equity for all?**

a 20week targeted intervention at nursery level (this started the previous year), the pupils were then assessed and it was decided that some pupils would benefit from being taken forward onto the Primary 1 TLQ programme. The feedback from P1 teachers is very positive, as the TLQ is closing a gap which was wide and never formally addressed previously. Pupils who were not ready for pre-phonological awareness work had no other option, now they do and we have seen a huge impact for some children. This has plugged the gap and created learners ready for formal phonics. A second cohort of 10 nursery pupils then embarked on a 20 week nursery programme in Jan 2020, this was delivered by a nursery nurse and led by the PEF teacher who assessed, resourced and planned the programme. Also, 4 Primary 2 pupils were involved in TLQ sessions with an Learning Assistant (LA), again supported by the PEF teacher through planning and resources. Unfortunately these were not completed due to Lockdown measures but an increase of confidence and language skills was commented upon during the process.

- **Closing the Numeracy Gap (CNG)** Training provided by Elaine Callendar on this pilot numeracy intervention programme in 2018/2019 to PEF teacher. In 2019/2020 22 pupils working with PEF teacher on 1-1 basis at phases 1-6, throughout Term1-3(and should have been into Term4), a further 6 working 1-1 with an LA, overseen by PEF teacher. Assessments carried out pre- and post-intervention so value added can be measured. PEF teacher was part of a development team who worked together to create Value Added assessments so that the direct impact of CNG could be tracked and be comparable across other schools within the region.
- **Developing Number Knowledge (DNK)** – PEF teacher worked as part of a development group set up by the Excellence and Equity team to create and deliver the second level Developing Number Knowledge Framework, with links to assessment and resource match. This was set to be rolled out through twilights delivered by the PEF teacher to other teachers in the region in Term 4. As Lockdown did not allow for this, a voice over powerpoint was created by PEF teacher and a colleague from Park Primary instead.
- **Consultations** with staff carried out by PEF teacher to highlight any concerns Jan 2020 – advice and/or assessments carried out where appropriate. Class teachers briefed in the use of CNG with their individual pupils and asked to take on one session a week in an attempt to grow the program within the school, especially for future years.
- Term 2 19/20 – PEF teacher did weekly **Developing Number Knowledge** lessons in Primary 2 to demonstrate good practice to probationary teacher.
- Term 2&3 19/20 – **Small group work** with 3 P7 pupils, once a week, to develop confidence and to encourage talking about numbers and guiding them towards the most efficient strategies which can then be applied in class.
- Term 1-3 19/20 – 11 P1 pupils taken for **small group work sessions**, 3x15mins a week, focusing on early intervention by Developing Number Knowledge.
- Term 4 19/20 – class teachers directed towards **Developing Number Knowledge** and **Closing the Numeracy Gap** resources on Glow in an attempt to grow the approaches being used within the school and not just confine them to 1-1 work carried out by the PEF teacher.

- **Nurture and Memory groups developed and resourced by PEF teacher, delivered by LA.** As part of our ongoing work with developing number knowledge, it was decided that a small group within Primary 5 would benefit from some input on improving visuospatial working memory. The information and research came from a course called “Numeracy with Nurture” presented by Rachael Hayton and Anne-Marie Walker (Educational Psychologists). It is supposed to have a pre/post Lucid Assessment which measures working memory, however we do not have access to this type of assessment. 7 weeks with 3 sessions of 20minutes each week. As part of the sessions the LA scaffolded the discussion focusing on Attunement Principles.
- **Communication Champion** – part of the training in 18/19 but continued in 19/20 to offer support and guidance to pupils, parents and staff.

#### **How rigorous is the school’s approach to providing robust evidence of closing the attainment gap?**

**TLQ** – Renfrew Action Picture Test is used pre and post intervention to show the gain in grammar and information scores. We reported a gain of 3yrs 3mths in one pupils information score and a gain of at least 4yrs9mths in another pupils grammar score.

**Closing the Numeracy Gap** is still in the pilot phase so does not have direct evidence to show it’s impact on pupil’s affected by poverty. However, the value added scores are showing a huge impact from only 4 or 5 weeks intervention. PEF teacher was directly involved in delivering training in other schools for CNG in days she was not contracted to work in Georgetown, so has been able to gather evidence and create graphs to show impact and value added.

**Developing Number Knowledge Phase Assessment Booklets and Key questions** – these have been developed by the Excellence and Equity team, involving our PEF teacher, and are used to plan and create a progressive approach to learning, to identify any gaps in numeracy and to track progress along with the Framework.

**Basic Number Screening** and **Sandwell Numeracy Tests** have been funded by PEF through Terms 3 and 4, these should have offered us a much more standardised set of results for tracking our attainment in numeracy. However, we have not had the chance to use them in Term 4.

#### **How well are you removing barriers to learning and ensuring equity for all?**

Groups and individuals who are not directly funded by PEF but who we feel as a school would benefit from extra time/help are being incorporated into TLQ, numeracy and nurture and memory groups. As a school, we are aware that the PEF funding is given from data lifted every 4years so it may be out of date now for which children directly benefit, as the next lift is due this year. Therefore teachers are aware of pupil’s individual situations and therefore can identify which pupils would benefit from extra support (information on SMID, FSM, being aware of other definitions of poverty such as experiential and rural)

#### **Considerations for Following Year 20/21**

- TLQ and DNK no longer needs 0.6 PEF teacher as resources and progression maps are all created and ready to use. The proposal for this would be to employ a Learning Assistant 3/4days a week to continue to deliver CNG and TLQ. The LA would be led by the PEF teacher, employed one day

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|  | <p>every 3/4weeks to carry out the assessments and plan the programmes of work (paid at a supply rate, as and when is necessary). Therefore, hopefully still achieving the value added in both these learning programmes but without the financial burden of employing a top scale teacher 3 days a week.</p> |
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## 2.2 Summary of Key Strengths and Areas for Improvement (What is our capacity for continuous improvement?)

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

| Quality Indicator  | How well are you doing?<br>What's working well for your learners?<br>(Include evidence of impact.)   | Areas for Improvement<br><br>These can be considered for action in session 2020/2021 and beyond.  |
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| <p><b>1.3 Leadership of Change</b></p> <ul style="list-style-type: none"> <li>Developing a shared vision, values and aims relevant to the school and its community</li> <li>Strategic planning for continuous improvement</li> <li>Implementing improvement and change.</li> </ul> | <ul style="list-style-type: none"> <li>The new School Leadership Team (SLT) are committed to change and continuous improvement in Learning and Teaching to promote the best outcomes or pupils.</li> <li>They actively encourage staff to change, adapt and improve their practice. This has led to some staff at all levels taking responsibility to make change. They take the lead on various developments and additional responsibility for Learning e.g. Early Years Play &amp; Outdoor Learning, Sharing Learning via 2Build-a-Profile, Parent Share, Numeracy, Intervention training, World of Work week, Digital literacy, new planning formats development, etc.</li> <li>All staff are committed and keen to improve practice to provide the best for the children in their classes.</li> <li>Some staff have been involved in leading change across the school and at cluster, authority and national level, e.g. Authority E.Y Play working group, Developing Number Knowledge Working Gp.</li> <li>Monitoring and evaluating through professional dialogue, observations, attainment meetings, analysis of the range of information about a child inform decision making. Minutes are maintained for staff meetings, Pupil and Parent Council meetings. Learning conversations take place twice a year.</li> <li>The SLT are aware there is scope to further develop parental engagement in children's learning.</li> </ul> | <p>Further develop the role of Parents as Partners in Learning ( Involvement and engagement Toolkit)</p> <p>Further involve parents in self-evaluation processes and school decisions via consultation sessions and electronic questionnaires.</p> <p>Encourage staff to 'Look outwards' to further improve developments and practice.</p> <p>To further build staff confidence and capacity in taking on leadership roles within and across schools via Numeracy, Literacy &amp; HWB developments.</p> |
| <p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>Learning and engagement</li> <li>Quality of teaching</li> <li>Effective use of assessment</li> <li>Planning,</li> </ul>   | <ul style="list-style-type: none"> <li>Pupils across mainstream, Queensberry Learning Centre (QLC) and Nursery contribute effectively to the life of the school and wider community in a range of well-planned activities.</li> <li>The ethos and culture of Georgetown demonstrates a strong commitment to children's rights. Relationships are positive throughout.</li> <li>Across all sectors almost all staff expectations of pupils' achievement, attainment and behaviour is high.</li> <li>The importance of praise as a motivating and positive aspect of school life is well understood and is reinforced via house points, dojo points, Gold awards cards, Achievement postcards, in class rewards. Recognition of achievements permeates all aspects of</li> </ul>   | <p>Provide more Learners the opportunity to exercise choice( including the appropriate use of digital technology) and take increasing responsibility as they become more independent in their learning.</p> <p>Consider the value of attaining 'Rights Respecting Schools' status.</p> <p>Further focus on deeper understanding of progress within a level is required – using the Four Stages of progress model BSGV.</p>  |

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| <p><i>tracking and monitoring.</i></p> | <p>the life of the school and are celebrated. The majority of pupils have high expectations of themselves and others. At all stages, they have opportunities to exercise responsibilities but more need to do so.</p> <ul style="list-style-type: none"> <li>• In the Early Years and QLC practitioners make good use observations and interactions to make accurate judgements about the progress being made.</li> <li>• Most staff are reflective practitioners and evaluate their lessons and most use identified next steps to inform future learning. Most learning is supported with the use of digital technologies across the curriculum.</li> <li>• All Teachers are beginning to develop their understanding of holistic judgement to track and report on pupil progress through CfE levels, through school, cluster and authority moderation work.</li> <li>• An effective use of a TLC group has allowed staff to strengthen their knowledge on AifL approaches within their practice. Almost all staff are beginning to embed these skills within learning and Teaching.</li> <li>• Almost all teachers successfully establish a learning environment with clear expectations for the high quality of pupils' work.</li> <li>• Separate timetables and programmes of work are tailored to meet the needs of several individuals with additional support for learning needs. Practitioners use imaginative and appropriate ways to involve children in planning learning and we regularly ask learners what they know about an area of interest and what they want to learn .</li> <li>• We monitor and evaluate progress across the curriculum with a focus on tracking children's progress in literacy, numeracy but not yet health and wellbeing. Tracking within literacy is clear and concise using the Four stages of progress approach.</li> <li>• We support children facing additional challenges and find ways of reducing and removing barriers to learning. Nurture has played a vital role in supporting these children. Staff have become familiar using Boxall Profiles to assess wellbeing.</li> <li>• The school values, recognize and share achievements with peers, parents, family members and the wider community (often using social media).</li> <li>• There is effective communication of information about pupils' achievements between senior managers, class teachers, learning support staff, and parents. Teachers are knowledgeable about the pupils and constantly seek to find out how individuals are dealing with key learning aims and tasks.</li> </ul> | <p>Continue to embed the digital literacy strategy.</p> <p>Ensure methods of assessment are well matched to clearly identified purposes.<br/>Continue to develop a triangulation of assessment methods using timely and effective feedback, questions and target setting.</p> <p>A consistent approach to communication between school and home should be embedded, including digital approaches.</p> <p>Pupils require more opportunities to evaluate their own progress and aptitudes and contribute to their own learning targets. This should be linked to the above development ( teachers' understanding of effective feedback mark less achieve more, etc</p> <p>Pupil progress in HWB needs to be recorded and monitored more formally. Continue to embed Wellbeing Wheels and Emotion Works as a method of assessment.</p> <p>The four stages of progress approach now needs to be embedded within Numeracy, Maths and HWB.</p> <p>Banks of rich assessments have been stored centrally but more staff need to engage with this process and share their assessments with others</p> <p>Appropriate arrangements are in place to moderate and validate teachers' judgements and these continue to be developed. These now need to be more strictly timetabled &amp; monitored by SMT. Further time will be allocated termly to allow moderation within and across levels.<br/>Staff need to make more effective use of information gathered to plan realistic learning targets and enable pupils to develop their own learning targets.</p> |
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| <p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul> | <ul style="list-style-type: none"> <li>• Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. This can be evidenced in the positive responses from Staff, Pupil and Parent questionnaires.</li> <li>• Staff have engaged with Emotion Works training and development.</li> <li>• Staff have engaged with Respect Me training.</li> <li>• All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community</li> <li>• Children are well supported in their learning, with ASL provision in place for positive impact where assessed and required.</li> <li>• The nursery presents a caring and supportive environment to meet the needs of the children .</li> <li>• The QLC has a clear vision of learning as central to pupil activity in a caring and supportive environment to meet the needs of the children with severe and complex needs.</li> <li>• Children with additional support needs are well supported in their learning in the nursery, QLC and primary stages within the parameters of current staffing levels.</li> <li>• We are developing a greater understanding of the role of nurture in learning and have had successes with specific pupils with needs.</li> <li>• Children in Early Years are provided with very good quality outdoor experiences and have been using resources in the local community to help them learn.</li> <li>• Positive relations are established with a range of support partners, Befrienders, Active Schools, Let's Get Sporty, Dumfries Baptist Church, Incredible Edibles and Local library.</li> <li>• Staff completed background reading and research into adverse childhood experiences (A.C.E.S) , trauma and adversity, and building resilience. As a result staff should now be more aware of factors which impact on pupil development and their own role in creating positive, supportive relationships.</li> <li>• ELC have been successful in securing funds through Early Years Inclusion Fund to create a sensory room within the nursery.</li> </ul> | <p>We are developing effective strategies to improve attainment and achievement for children facing challenges such as, young carers and those with additional support needs. The use of Pupil Equity Funding will allow us to target support to specific individuals and groups.</p> <p>Emotion Works and Respect me training needs to be embedded as a whole school approach, alongside the new Emotion Response policy.</p> <p>Staff need to develop an understanding of how and when to assess HWB</p> <p>Curricular programs that explore different aspects of diversity including ; faiths, cultures and beliefs to support inclusion and understanding of others are required.</p> <p><b>Staff now need to use the Emotion Works Recovery programme as a response to pupils' emotional wellbeing as a result of the Covid Pandemic. See Stabilise and Recover plan below.</b></p> |
| <p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> </ul>   | <p><u><b>NUMERACY:</b></u></p> <ul style="list-style-type: none"> <li>• New electronic planning for Numeracy was revised to encapsulate the phased assessments from Math's Recovery.</li> <li>• The planning for Mathematics was sub-divided in the different subjects within Maths to make planning simpler for staff and to track progress more readily.</li> <li>• Pupils progress continues to be tracked in 'Beyond Expectation, on</li> </ul>   | <p>Continue to increased knowledge of benchmarks across all curricular areas.</p> <p>Further develop understanding of achievement of a level. Using a range of evidence has provided an increase in attainment over time in these areas aiming to achieve the National Stretch Aim of 85%.</p>   |

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| <ul style="list-style-type: none"> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul> <p><b>3.2 Securing children's progress (for Early Learning Childcare)</b></p> <ul style="list-style-type: none"> <li>• <i>Progress in communication, early language, mathematics, health and wellbeing</i></li> <li>• <i>Children's progress over time</i></li> <li>• <i>Overall quality of children's achievement</i></li> <li>• <i>Ensuring equity for all children</i></li> </ul> | <p>Track and Below Expectation' and three points within the session and percentages recorded to track stage progress for Achievement of a Level.</p> <ul style="list-style-type: none"> <li>• These are reviewed at regular tracking meetings between SLT and teachers to discuss what interventions are being put in place for those learners not on track to achieve their expected CfE Level.</li> </ul> <p>Percentages state that Numeracy attainment at <u>March 2020</u></p> <ul style="list-style-type: none"> <li>• <b>Pr1 at the end of Early level is 83%</b></li> <li>• <b>Pr4 – end of First Level was 79 %</b></li> <li>• <b>P7 – end of Second level is 84%.</b></li> </ul> <ul style="list-style-type: none"> <li>• The planning formats based on the SEAL/ Maths Recovery approach are being used successfully from Early Level to second level with nursery now using the phase approach for Number.</li> </ul> <p><b>LITERACY:</b></p> <ul style="list-style-type: none"> <li>• New planning/ <b>BSGV</b> tracking (Beginning to Learn/Some Progress /Good Progress/Very Good Progress) ) documents for all aspects of Literacy and Language have been introduced but need to be fully implemented.</li> <li>• There is now progressive programmes of study in place for Spelling, Grammar, Talking &amp; Listening at all stages.</li> <li>• Writing Targets and next steps are displayed in each class in Early, First &amp; Second level.</li> <li>• A more consistent approach, across the whole school, is needed to the teaching of reading and writing through explicit links between the two.</li> <li>• A new writing criteria which incorporates the benchmarks has been introduced to help develop staff confidence and teacher judgment in the assessment of writing</li> <li>• Pupils progress continues to be tracked in '<b>Beyond Expectation, on Track</b> and <b>Below Expectation</b>' and three points within the session and percentages recorded to track stage progress for Achievement of a Level.</li> <li>• These are reviewed at regular tracking meetings between SLT and teachers to discuss what interventions are being put in place for those learners not on track to achieve their expected C.f.E Level.</li> </ul> <p><b>Achievement of a Level data in Literacy</b></p> <p>Percentages ( March 2020) state that Literacy attainment in Pr1 – end of Early Level were;</p> <ul style="list-style-type: none"> <li>• <b>Reading 85%</b></li> <li>• <b>Listening and Talking 87 %</b></li> </ul> | <p>Further develop our ( robust) tracking system together with effective interventions to ensure continuous progress for learners in all curricular areas through the Four Stages of Progress (BSGV)</p> <p>Second Level Phase Planning to be introduced and developed.</p> <p>Seek to improve levels of achievement in General Maths and Reading and Writing across the school through focused monitoring of teachers' lessons, planning ,tracking pupil progress and observing learning and teaching</p> <p>More confident teacher judgements together with benchmarking and an appropriate range of assessments are required to lead to improvements in attainment at first and second level.</p> <p>Continue to embed new writing criteria across all levels and allow for more opportunities to moderate writing to help develop teacher judgment.</p> <p>The assessment of reading skills across the school needs to be developed.</p> <p>Interact more closely with Third Level documents that allow teachers and pupils to engage more fully with the Benchmarks and raise their confidence in reporting achievement of a level.</p> <p>All Staff systematically track individual pupils' progress through standardized assessments and other data sources but should now link this to target setting and identifying appropriate interventions for those individuals who are 'not on track'.</p> <p>Focus of Raising attainment policy in 6 main areas. Tracking pupil progress, increased expectation, Improving L&amp;T, using information intelligently and focusing on Lit and Numeracy. Further work required on engaging families and developing more effective leadership at all levels. The pace of progress through</p> |
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|  | <ul style="list-style-type: none"> <li>• <b>Writing 85%</b></li> </ul> <p>Percentages ( May 2020) state that Literacy attainment in Pr4 – end of First Level were;</p> <ul style="list-style-type: none"> <li>• <b>Reading 84%</b></li> <li>• <b>Listening and Talking 86%</b></li> <li>• <b>Writing 77%</b></li> </ul> <p>Percentages in P7( May 2020) – end of Second level were;</p> <ul style="list-style-type: none"> <li>• <b>Reading 94%</b></li> <li>• <b>Listening and Talking 96%</b></li> <li>• <b>Writing 81%</b></li> </ul> <p><b>This data is formulated from the following sources; SNSA data, Writing assessment data, Reading tracking data, classroom assessment and teacher judgement.</b></p> <ul style="list-style-type: none"> <li>• Jolly Phonics and Jolly Grammar are now being used as a whole school approach.</li> <li>• Early Level Planning formats have been streamlined at First and Second Levels.</li> <li>• Evidence from tracking meetings – above/ below/ expected levels reported for Numeracy and Literacy. Suggested interventions also noted to remove barriers to learning.</li> <li>• We have developed an Inward/Outward/Forward approach to self evaluation as a staff creating Self-Evaluation working walls for staff to contribute too. This session we focused on QI 2.3</li> <li>• At Early Level Nursery and P1 use the same planning/ tracking documents and these are continued as pupils’ transition into school.</li> <li>• Whole school database contains information on all pupils including SIMD levels and attainment information so that we can identify trends.</li> <li>• Evidence of tracking pupil progress in Reading and writing is available for several years - this needs further scrutiny to ascertain pace of progress. Procedures to reduce planning whilst focusing clearly on benchmarks.</li> <li>• Records of achievement carry forward – handing on notes and information at all points of transition – stage partner and cross level planning /working in evidence</li> <li>• We track pupils as <b>Beyond, At</b> and <b>Below</b> expectations in Prof Dialogue at different points of the session with record of interventions now minuted. This needs to be done more precisely</li> </ul> | <p>programmes and learning needs to be challenged further through the school.</p> <p>Consistency in approaches to learning and teaching across all curricular areas is required. This will be an improvement plan focus for next session.</p> <p>Ensure the proactive and consistent use of Staff Self Evaluation Working Wall.</p> <p>A whole school approach is needed to develop communication on blended learning and learners progress to families. A communication policy is now required</p> <p><b>A refresh is needed as to how we celebrate wider achievements across the school and how we celebrate and share learning with others.</b></p> <p>Rigorous Target Setting needs to be embedded across all levels</p> <p>More work needed to identify robust evidence of how we are closing the attainment gap as a school. Wider data to be gathered to support the progress and attainment of PEF Children and others receiving support.</p> <p>All Second Level classes to begin to develop the use of individual class blogs and My World of Work Profiles</p> <p>More community links need to be made with The Baptist Church through community singing group.</p> <p>Evaluate other ways of engaging parents in Learning Events</p> <p>Blue Assessment folders need to be reviewed after workload feedback from staff</p> <p>Introduce Progressive Curricular planning for Digital Literacy, HWB, Exp Arts and further develop current numeracy planning and tracking</p> <p>Continue to develop STEM and Skills for Learning, Life and Work across the school</p> |
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|  | <p>in some classes.</p> <ul style="list-style-type: none"> <li>• Most staff make effective use of information gathered to negotiate realistic learning targets and enable pupils to develop their own learning targets.</li> <li>• Fishtank assemblies to recognize achievements and Citizenship assemblies to promote learning within the four capacities.</li> <li>• Facebook page shares information and success with families.</li> <li>• 'Parent Share' from the '2Build a Profile' software is being used consistently in P1 and P2 to share achievements in learning with families.</li> <li>• ELC and QLC have successfully used DOJO as a way to communicate with parents and share learning both in school and at home</li> <li>• Pupils are awarded 'Dojo' points that are equal to House Points and we are currently adapting this so that points are awarded in relation to our school values. Whole school assemblies have focused on School Values this session</li> <li>• Pupils regularly participate in sports events such as netball, football and cross country. Pupils participate in the Rotary Quiz and Speech Making competitions and Regional Burns Poetry Festival, Knex Challenge.</li> <li>• STEM and Skills for Learning, Life and Work were developed through a Whole school STEM event for World Book Day, STEM after school clubs for P2 and P6, Children in P6 were Cluster winners of the Knex Young Engineer Challenge.</li> <li>• P6s are engaged in the TOTS Young Leaders programme with Nursery children. This is run by Let's Get Sporty.</li> <li>• P6 and P7 are involved in Go Getters awards but this needs to be tightened up and revisited throughout the year rather than at the end of P7.</li> <li>• P7 Children developed their individual Blog which is used as transition to secondary school to help celebrate learning and wider achievements.</li> <li>• P7s are given various responsibilities such as House Captains, P1 Helpers, monitors, etc. P6 Children are now Young Librarians</li> <li>• The Baptist Church has been a great community asset to school, we have regular visits for some groups and we held a successful Christmas concert.</li> <li>• Positive feedback from parents / wide range of activities, learning experiences / feedback via social media and Parent Share</li> <li>• Parental Engagement Event shared learning across the school linked to the Curriculum Refresh and Skills for Learning, Life and Work. Although poorly attended this is a valuable parental engagement that should continue.</li> </ul> | <p>There was some evidence of learners not being appropriately challenged, staff 'playing safe' rather than going with the individual's pace of development.</p> <p>Continue to Develop Curiosity Approach throughout the Early Years.</p> |
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|   | <ul style="list-style-type: none"> <li>• Various opportunities for celebrating personal success included - comment slips on each newsletter, Achievement wall , class focus on individual pupils, class dojo type systems , Fishtank Assembly linked to behaviour and celebrating success out with and within school ( twice termly), successes highlighted on social media page and now also on Parent Share. Gold awards and Celebration ‘postcards’, Citizenship Awards termly and annual winners. End of year P7 specific Awards.</li> <li>• Celebrations are posted on displays, records are retained of Citizenship awards winners</li> <li>• Citizenship termly focus on 4 capacities/ Opportunities for pupils to represent on Global Gang, Health Group, Pupil Council and as P7 House captains. P7 helpers in class with specific responsibilities . Also P6 leaders training then turn to P7 buddies.</li> <li>• Pupil Learning Journey Folders – termly assessment evidence collected.</li> <li>• Each Class Introduced the Emotion Works Programme to families through a Celebration Afternoon. Leaflets were created for parents to help them support their children’s emotions at home. This event was very well attended.</li> <li>• Individual teachers continue to highlight learners who are experiencing barriers to their learning and the appropriate action is taken by the SMT – referrals, meetings, Nurture Sessions through HWB IEP Targets etc.</li> <li>• Pupils from N-P7 who we believe should be targeted with PEF have been identified according the Free School Meals entitlement and their postcodes.</li> <li>• We have introduced progressive Curricular Programmes within Literacy and IDL with a focus on Skill Development and Knowledge.</li> </ul> <p><b>Early Learning &amp; Childcare</b></p> <ul style="list-style-type: none"> <li>• Within the nursery each staff member implemented a small test of change to make improvements within learning and teaching. From this staff developed the nursery environment and learning resources using the Curiosity Approach. This was highlighted as good practice by the Authority Early Years Team, with other nursery providers visiting to see good practice in place.</li> <li>• Staff were given time to develop their knowledge and understanding of HOTS, Loose Parts and Invitations to Play.</li> </ul> |   |
| <p><b>2.2 Curriculum:<br/>Theme 3<br/>Learning<br/>Pathways</b></p> | <ul style="list-style-type: none"> <li>• All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum.</li> <li>• There is a clear rationale established which clearly links to the school aims. This has been reviewed with staff, pupils and parents.</li> </ul>  | <p>Develop effective whole school overviews in ensuring children’s knowledge (and skills) are built appropriately over time in all curricular areas.</p> <p>Staff should continue to embed AifL within classrooms</p> |

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|  | <ul style="list-style-type: none"> <li>• The use of TLC has supported staff to make better use of AiFL strategies, including Sharing Learning Intentions and Success Criteria, Effective Feedback and Questioning. Staff engaged with current research to develop Learning and Teaching strategies.</li> <li>• All practitioners take responsibility for developing early literacy and numeracy skills across the curriculum in the Nursery and QLC.</li> <li>• Mainstream Learning assistants are mainly used effectively to support learning of a few pupils across the school.</li> <li>• Staff need to use a wider variety of innovative and creative digital resources and teaching approaches. A variety of digital technologies, e.g Clicker 7, Coding, Teams, Forms, Blogs, have been introduced to staff</li> <li>• In the Early Years we ensure children have access to high-quality learning through a play based curriculum and outdoor learning which is child-led, creative and collaborative.</li> <li>• Staff are beginning to implement class working walls for IDL to help map out the learning journey to show cross curricular working, personalisation and choice and skills and knowledge gained</li> </ul> | <p>Children require greater exposure to a knowledge based curriculum as well as a skills based curriculum. A clearer timetable for Mainstream Learning Assistants is required to ensure equity of support across the school.</p> <p>Staff need to further develop innovative approaches to Teaching and Learning across all curricular areas including Outdoor Learning</p> <p>Children require greater participation in the planning of their learning with increased opportunities for personalization and choice to control the direction of their learning.</p> <p>Staff continue to develop a shared understanding of interdisciplinary learning and how to develop it as an important context for learning?</p> <p>Extend the use of a play in Nursery to P7 to developed lifelong skills (HWB) and resilience in pupils.</p> <p><b>Working walls should be embedded within all IDL topics across the session.</b></p> |
| <p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people’s learning.</b></p> | <p>Parental ‘involvement’ is school is generally strong but engagement in learning requires to be strengthened. This is now being targeted via Class Dojo as a means to communicate pupil (home) learning</p> <p>Our setting values the contributions parents/ carers and families make to children’s learning and regularly ask for contributions, suggestions and feedback.</p> <p>We have established positive relationships that are fostered to support confidence and self-esteem within families. This was reflected in the results of a recent parental questionnaire.</p> <p>Where appropriate, targeted support is offered to families that enables them to engage in a variety of learning opportunities which meet their individual needs. Families have regular opportunities to discuss their learning needs in an environment where they feel valued and respected. Our practitioners strive to form respectful relationships and work in partnership with parents/carers and families to reduce potential barriers to engagement and overcome disadvantage. They sensitively respond to individual family circumstances</p>   | <p>(In partnership with parents) we must seek ways to increase parental engagement in their children’s learning, particularly in raising attainment and achievement in literacy and numeracy across all sectors of school.</p> <p>Staff require further opportunities to support parents/carers to actively engage in their children’s learning, attainment and achievement through a blended learning approach.</p> <p>We need to establish family learning programmes to contribute to a culture of learning within the family. We provide some opportunities for parents/carers to learn together with their children but need to think of ways to promote parent/carer only learning.</p>  |



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|  | <p>Parents/carers are supported to engage in their children's learning at home when this has been highlighted but we need to provide more information and support for this to happen in a more meaningful way and on a regular basis.</p> <p>Parents attend termly 'stay and play' sessions in Early Years and we have had 'showcase' events focused on celebrating learning but there is scope to extend parental involvement beyond this and to get parents regularly involved in their child's learning within all sectors of school. We consult with parents/carers and work in partnership with other services to share relevant information on individual family's needs. We use this information to ensure appropriate timely interventions. Needs are identified and reviewed in consultation with families and partners. Some families benefit from strong collaboration with colleagues from other sectors to ensure appropriate referrals to and from services. These engagements help to build confidence, trust and respect. We need to track outcomes over time.</p> <p>The school continually seeks to involve parents and carers in shaping policy and services to improve impacts via the Parent Council and other consultation opportunities.</p> <p>Parents have been involved in developing the new School Rationale where their opinions and views were taken on board to ensure they have their say.</p> | <p>We need to consult parents in a more focused way about how we can meet their needs in relation to literacy, numeracy and health and wellbeing and wider family learning outcomes. We already support families through changes and when making choices but perhaps we could think of how this could be extended to learning in a group of interested parents/carers.</p> <p><b>We need to develop innovative approaches to home learning across the school and provide support for parents/carers with this.<br/>See Stabilise and Recover Plan</b></p> <p>Further develop School rationale with partners and the wider community.</p> |
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### 3. SCHOOL IMPROVEMENT PLAN 2020-2021

| Intended Outcomes  | Stabilise   | Recover  | Support / Resources  |
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| Improvement Area   | Outcomes for Learners / School Community  | Key Tasks  | Planned Management of Improvement Area<br>(Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)   |
| <p><b>School Priority 1:</b></p> <p><b>Refresh of the Digital Literacy strategy after D&amp;G Windows 10 rollout</b></p> <p><b>NIF Priority:</b> Improvement in attainment, providing learners with the right skills to succeed</p> <p><b>NIF Driver:</b><br/>Teacher Professionalism;<br/>Parental Engagement;<br/>Assessment of Children’s Progress.</p> <p><b>HGIOS?4 / HGIOELC QIs</b></p> <p>2.2 Development of the curriculum;<br/>Learning pathways;<br/>Skills for learning, life and work</p> <p>2.3 Learning teaching &amp; assessment</p> <p>2.6 Transitions;<br/>Collaborative planning and delivery;<br/>Continuity and progression in learning</p> <p>3.2 Raising Attainment</p> | <p>Consistent use of digital services in a variety of contexts to achieve a purpose/ outcome throughout the curriculum: all cluster schools giving pupils the same breadth of opportunity using the same range of software and hardware.</p> <p>Pupils should be able to successfully navigate GLOW, Microsoft Office and windows to support their learning and develop their transferable skills.</p> <p>All staff to develop understanding of useful educational tools such as Onedrive, Outlook, Forms, Teams, Microsoft Office as well as online storage. All staff to be confident in the use of the same software and hardware so that the learning pathways are consistent across the cluster.</p> <p>All pupils to develop a strong understanding of cyber resilience and internet safety.</p> <p>All staff to have increased awareness and confidence to allow pupils to safely navigate the digital world.</p> <p>Parents across the cluster to have increased confidence in how to support their child to be safe when using digital resources/ the Internet.<br/>(all schools will be at different points for this)</p> | <p>When D&amp;G rollout Windows 10 update to all primary schools, the cluster digital literacy strategy to be updated to reflect the range of software and hardware now available. All primary schools to be using the refreshed digital literacy strategy, tracking and three-year cycle.</p> <p>A cluster inventory of hardware e.g. Sphero, Micro:bits to be collated so that all schools can access the same range of hardware.</p> <p>Once range of software and hardware has been established, staff survey via Microsoft Forms to gauge staff understanding/ confidence of the digital services available to them.</p> <p>Development of professional learning opportunities based on survey results: drop-in clinics, peer mentoring, staff training on INSET days.</p> <p>All cluster schools to register and progress through the 4 step Cyber Resilience and Internet Safety award, in conjunction with the Digital Schools award. D&amp;G aim for all schools to have attained both these awards by the end of 2022.</p> | <p><b>Digital Leaders, and school leads:</b> date to be decided once the date from the Windows10 rollout is available from D&amp;G.</p> <p><b>Digital Leaders and school leads:</b> by end June 2020; August 2020 issue of inventory to all cluster schools.</p> <p><b>Digital Leaders and school leads:</b> survey to be issued once software has been confirmed by D&amp;G.</p> <p>Professional learning programme: dependent on survey results. Time set aside in twilights and INSET(HTs to discuss)</p> <p>Schools to be registered by end May 2020.<br/>Digital Schools mentor will be available to support schools in this process if required.</p> <p>Individual schools will then determine further development time at school level dependent on the actions they require to complete in order to achieve the Digital Schools and Cyber Resilience awards.</p> |

The action points below follow the authority **Stabilise and Recover** programme for the return to school post lockdown. Schools will continue with unfinished business from session 2019-2020 and focus on the recovery of all participants in school throughout the session 2020-2021.

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| <p><b>Authority Recovery Priority</b><br/><b>1</b><br/>As for 'All Staff' in row below and ...</p> <p><b>Headteachers feel supported in school improvement planning</b></p> | <p>As required, EA to continue to acknowledge Headteachers' role in supporting staff, pupils and parents and in leading and managing learning, school improvement reporting and planning in these unprecedented times.</p> <p>EA to continue to communicate and raise awareness of supportive documents and actions.</p> | <p>As required, EA continue to support Headteachers through professional dialogue and signposting to examples of practice and evidence-based interventions</p> <p>EA to continue to communicate and raise awareness of supportive documents and actions.</p> <p>Increase <b>collective effort</b> to facilitate <b>empowerment</b> and <b>collaboration</b>.</p> | <p>As for 'All Staff' in row below and ...</p> <p><b>Increased EO contact:</b></p> <ul style="list-style-type: none"> <li>➤ EO/HT Teams video meetings / phone calls to support school improvement reporting and planning through professional dialogue.</li> <li>➤ EO/Cluster HTs Teams video meetings – as required.</li> </ul> <p><b>School improvement reporting and planning: Authority Agreement for schools to carry forward 19/20 SIP with this document appended as an additional sheet to support individual school recovery planning .</b></p> <ul style="list-style-type: none"> <li>➤ School Improvement Progress Report (SIPR) to reflect what has been progressed against the SIP 19/20 priorities.</li> <li>➤ The SIPR should provide evaluations against QIs as per normal practice and requirement .</li> <li>➤ This document to be appended and referred to in taking forward actions / priorities next session. There is no EA expectation; however, this is for their own</li> </ul> |
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|   |  |   | <p>purposes,</p> <ul style="list-style-type: none"> <li>➤ For Headteachers who have already written / submitted the SIP 2020-21, this document to be appended and referred to in taking forward the improvement priorities.</li> <li>➤ The SIPR and SIP should be submitted to Directorate Support <b>by mid-June 20.</b></li> <li>➤ PEF Plans for 20-21 should be completed and submitted to Directorate Support <b>by end of June 20.</b></li> <li>➤ There is no requirement to submit an additional 'recovery' plan or Action Sheet/s to the Authority.</li> </ul> |
| <p><b><u>Authority Recovery Priority 2</u></b></p> <p><b>All staff feel supported, are aware and take responsibility for health and wellbeing – including their own.</b></p> <p>Teachers / all staff are aware and take responsibility for professional development needs</p> | <p>Acknowledge impact of COVID-19 on staff, pupils, and parents.</p> <p>In-school collaborative planning</p> <p>Top slice collegiate / staff development sessions within the SWTA to ensure duty of care, wellbeing and collegiality.</p> <p>All staff engage in relevant Professional Learning.</p> | <p>Signpost to support – Educational Psychologists, partner services, etc</p> | <p><b>As identified and delivered by EPS / EVS</b></p> <p>GLOW Covid Wellbeing Tile – EPS/EVS collated, quality assured resources. Resources and links include those shared by NHS</p> <p>Vulnerable children and families on existing case-lists identified by EPS/EVS (and all Supporting Learners Teams). Schedule of telephone contact and support (in partnership with schools) in place.</p> <p>EPS/EVS telephone consultation service with slots available for parents, carers, and education staff. Temporarily modified</p>                                  |

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|  |  |  | <p>EPS/EVS referral criteria to allow for opening a file for any children currently not known to these services who may require ongoing support.</p> <p>School staff advised to contact the Supporting Learners inbox with any queries or requests for help. All schools/nurseries continue to have a link EP and EV who can also be contacted directly.</p> <p>All Supporting Learner teams trained in NHS Psychological First Aid (including self-care) and all HTs will receive / have received these materials through the Management Briefing (week beginning 20<sup>th</sup> April).</p> |
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| <u>Improvement Area</u>  | <u>Outcomes for Learners / School Community</u>   | <u>Key Tasks</u>   | <u>RESOURCES</u>  |
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| <p data-bbox="149 167 514 235"><b>Authority Recovery Priority 3</b></p> <p data-bbox="149 280 514 451">Increasingly, all learners have opportunities for skills development and progression in Literacy, Numeracy and Health and Wellbeing.</p> <p data-bbox="149 483 514 678">Children and young people are reflective and know how they are progressing in terms of developing their skills in literacy, numeracy health and wellbeing, and for learning, life and work.</p> | <p data-bbox="558 159 1146 248">Given the evolving picture around a physical return to schools and the usual learning and teaching arrangements carefully consider:</p> <ul data-bbox="558 256 1146 540" style="list-style-type: none"> <li>➤ <b>The specific needs of children, young people and their family circumstances when facilitating continuation of learning at home - a blended approach of digital learning and other approaches might be required in meeting needs</b></li> <li>➤ Learners' transition into new stages/composite classes, staff changeover (retirals and new staff – including probationers taking up post).</li> <li>➤ Also consider points below and apply, as relevant</li> </ul> <p data-bbox="558 565 1146 646"><b>On physical phased return / return</b>, facilitate supportive transition to school / learning / ELC environment for children and young people.</p> <ul data-bbox="558 654 1146 1084" style="list-style-type: none"> <li>➤ <b>Build / re-build welcoming, supportive, nurturing ethos.</b></li> <li>➤ <b>Establish / re-establish positive relationships, routines and structure.</b></li> <li>➤ <b>Refer to the Vision, Values and Aims to ground expectations of pupil/ pupil and staff/pupil interactions in school, the classroom and playground (positive behaviour, Respect for All).</b></li> <li>➤ <b>The impact of COVID-19 related issues - illness, bereavement, social isolation and poverty on individual children, families, the school should be considered – as appropriate.</b></li> <li>➤ Factor in opportunities for 'saying goodbye' as learners move onto new schools / the next phase in education / positive destinations.</li> </ul> <p data-bbox="558 1117 1146 1230"><b>Develop knowledge of each learner's attainment gap and particularly, children for whom the gap might have widened. Rapid assessment (summative and formative) on children's return to school.</b></p> <p data-bbox="558 1255 1146 1279"><b>Plan for short and longer-term learning outcomes.</b></p> <p data-bbox="558 1304 1146 1442"><b>Maintain focus on developing skills for reading, writing, listening and talking and maths based on identified gaps for all learners. Form targeted learning groups. Focus on remediation within core skills. Extend the learning of more able children and</b></p> | <p data-bbox="1173 159 1566 248"><b>Recovery should reflect the potentially 'phased' nature of future delivery.</b></p> <p data-bbox="1173 272 1566 402"><b>Carefully consider approaches for a blended approach of online and school-based face-to-face delivery of learning and teaching:</b></p> <p data-bbox="1173 427 1566 483">Tailored <b>targeted support</b> as required.</p> <p data-bbox="1173 508 1566 703"><b>Ensure all staff have the knowledge, understanding and skill to plan, deliver, monitor and provide feedback to children and young people who are being taught remotely.</b></p> <p data-bbox="1173 727 1566 889"><b>Ensure all staff are developing their skills in this area (at least to a minimum acceptable level) through targeted CLPL/ mentoring within school teams</b></p> <p data-bbox="1173 914 1566 1084"><b>Ensure all children and young people (including ASN/ PEF) have the knowledge, understanding and skill to access and interact with learning delivered remotely.</b></p> <p data-bbox="1173 1109 1566 1312"><b>Ensure that provision targeting different classes / stages / subjects is kept under review to promote quality and a degree of consistency in what is experienced by the learners.</b></p> <p data-bbox="1173 1336 1566 1442">Tailored <b>additional support targeted to support pace of progress.</b></p> | <p data-bbox="1593 167 1953 329">PEF targeted to support recovery of identified learners' skills in literacy, numeracy, wellbeing as well as digital delivery to vulnerable families.</p> <p data-bbox="1593 370 1953 475">Staff engagement in school-generated, cluster, regional and national professional learning</p> <ul data-bbox="1593 483 1953 1304" style="list-style-type: none"> <li>➤ EA to support schools in recovery</li> <li>➤ EA support to development of digital learning</li> <li>➤ EA Professional Learning to ensure teachers' skills development to use data effectively.</li> <li>➤ EA 'Teaching for Effective Learning'</li> <li>➤ STEM Conference and professional learning to enhance practice and facilitate development of sustainable approaches.</li> <li>➤ Literacy and Numeracy Interventions</li> <li>➤ D &amp; G Health and Wellbeing Strategy and professional learning dates.</li> <li>➤ Refreshed CfE</li> <li>➤ Developing And Incorporating Skills for Learning, Life &amp; Work Into the Curriculum</li> </ul> <p data-bbox="1593 1312 1953 1369">IEPs, Child Plans, learning conversations,</p> |

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|   | <p><b>young people. Ensure differentiated learning to meet varying needs.</b></p> <p><b>Ensure appropriate, pace, challenge and progression in learning.</b></p> <p><b>Re-engage with the four capacities across literacy, numeracy and health and wellbeing.</b><br/> <b>Draw on STEM</b> and 1 + 2 Languages to broaden and enrich learners’ experiences.</p> <p><b>Wellbeing Wheel / Indicators used by children and young people to evaluate wellbeing. Information used by staff to target resources, services and address aspects raised at individual, class and whole school level. (Time for Reflection, HWB – PSE)</b></p> | <p>Effective use of data and evidence to improve children and young people’s learning, progress and achievement</p> <p>Ensure high-quality learning and teaching</p> <p>Use evidence-based approaches and interventions to secure improvement.</p> <p><b>Effectively support development of the skills and attributes within the four capacities - Breadth and flexibility within the curriculum</b></p> <p><b>Empower and support children and young people to:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Participate in their own learning</b></li> <li>➤ <b>Participate lead in the work and life of the school.</b></li> </ul> <p><b>Share approaches</b> that have the <b>biggest impact</b> in the <b>least possible time.</b></p> <p>Increase <b>collective effort</b> to facilitate <b>empowerment</b> and <b>collaboration.</b></p> |   |
| <p><b><u>Authority Recovery Priority 4</u></b></p> <p><b>Parents/carers are supported and engaged.</b></p>  | <p>Communicate regularly with parents / carers.</p> <p>Ensure parents/ carers know how their child / young person’s learning, personal, social and emotional needs are being met.</p> <p>Ensure parents know how their child / young person is progressing and achieving in relation to Curriculum for Excellence Levels / preparation for national qualifications / positive destinations.</p> <p>Ensure parents are supported to engage with the learning provided digitally.</p>  |  | <p>IEPs, Child Plans, learning conversations, reporting processes</p> <p>Engagement with Parent council and DG Parent forum</p> <p>A range of media and school generated approaches to regular communication.</p> |
| <p><b>In conjunction with other modes / approaches, digital technology is used effectively to facilitate the actions above – as and if appropriate.</b></p> |  |  |   |