



Neilston & Madras Learning Campus



Campus Recovery Plan

Session: 2020 - 2021
Information for Parents

Safe | **Ready** | **Honest** | **Respectful** | **Ambitious** | **Responsible**

The Campus Recovery Plan

Our Campus Recovery Plan (CRP), has been produced to underpin a robust return to formal education for children attending Neilston Primary School and Madras Family Centre.

This CRP will set out a phased upscaling of provision and a proposed timescale of implementation.

To ensure that we can reopen our campus we must be confident that the systems, processes and protocols in place enable us all to be safe, ready, honest, respectful, ambitious and responsible for ourselves and each other. This attitude, approach and commitment to getting our recovery planning right will lay the foundations for the successful delivery of our recovery curriculum.

The recovery curriculum will be a streamlined curriculum that will allow us to provide excellent experiences for our young people in three key areas: Health and wellbeing (including mental health and resilience) alongside Literacy and numeracy.

Our Vision, Values and Aims

Our vision statement and values were created through collaborative activities with pupils, staff, parents and our wider school community.

Our campus is a safe, caring, nurturing environment, where everyone is respected, encouraged and supported to reach their full potential.

We value our strong partnerships with children, parents, staff and the wider social and educational community.

Working together, we develop skills for life-long learning through our high standards and expectations.



The Restore Curriculum

RECOGNITION of what's happened and that our experiences during lockdown have all been different, life-changing for many and significant for us all. How do we encourage everyone to share their story of the pandemic so far?

EMPATHY for the mix of emotions that we have in response to events at home, in school, the community and in the wider world. How can we respond with empathy, compassion and self-care, whether we are staff, students or parents?

SAFETY will be paramount, both emotional and physical. How do we re-establish a sense of safety for this new normal so that students are able to learn and all are able to thrive? How do we help those who may have felt unsafe whilst they've been away from school, feel safe again?

TRAUMA is now a collective as well as an individual experience, how does the school community process this? How do we support people who have experienced very particular traumas during lockdown or who are facing an even more uncertain future?

OPPORTUNITY to change what needs to be changed, to reflect on what matters to us and if we'd like to do anything differently. How do we learn from this experience, now that we know we can question even seemingly fixed aspects of our world?

RELATIONSHIPS are key, as they always have been. How do we reconnect, and (re-) build inclusive, responsive relationships at all levels in school

ENGAGEMENT in our own health and well-being and with issues that affect us: our teaching, learning and community. How do we foster a culture that enables staff and students to have ownership of and agency in their lives?



Leadership and Management

To promote positive improvement and effective leadership of change by;

- a) **Strategic / Operational Amendments** – To map out clear operational and strategic amendments to conform with government guidance for recovery from COVID-19 closure
- b) **Attainment Data Analysis** – Review attainment data in-line with recovery curriculum
- c) **Blended Learning Curriculum** – A shared understanding and implementation of what a blended learning model looks like and its preparation as a contingency plan
- d) **Staff Wellbeing** – Reconnecting

Learning Provision

To improve outcomes for learners through effective teaching and learning by;

- a) **Literacy and English** - Assess and review current levels of attainment in the FOUR components of Literacy & English.
- b) **Numeracy and Mathematics** - Having assessed and reviewed current levels of attainment, maintain consistent and effective approaches to skills development.
- c) **Health & Wellbeing** – Continue with nurturing schools accreditation and enhanced nurture, wellbeing and mindfulness provision to support learners and staff as they return from school closure period.
- d) **Distance Learning** – Plan, prepare and assess pupil engagement with distance learning and align this with direct teaching (including IDL).

Successes and Achievements

To ensure the best possible outcomes for our learners by;

- a) Revisit **vision and values** of our campus as core to our ethos and the key priorities of our wider school community.



Reporting on our Improvements

- ✓ Annually, the Senior Leadership Team compile a [Standards and Quality](#) report – this report details the successes and achievements that we experienced in-line with our improvement plan. A Parent Version of the report is also available [here](#).
- ✓ Staff, pupils and parents work collaboratively to assess the level of success that we have achieved in relation to the targets within our plan.
- ✓ Through Self-evaluation toolkits such as How Good is Our School?4 and How Good is Our Early Learning and Childcare? We measure our strengths and areas for development.

This leaflet is intended to give you a flavour of the improvements that will be taking place throughout academic session 2020 – 2021.

If you are interested in reading the recovery plan in full then please download it via the [school website](#), view it on our campus app or request an e-mailed copy via the school office.

Through regular e-mail and news alerts, class blogs and our campus twitter feed, along with interim reports/updates submitted to the Parent Council, we will keep you informed with the developments and progress of our improvement plan.



Follow us on Twitter: @neilston_madras