

Neilston & Madras Learning Campus

Neilston Primary School & Madras Family Centre



Campus Recovery Plan

Phase 4 – Full Capacity (Restrictions Remain)

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

Preface

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

Now more than ever, do we require to ensure that the vision and values that we cocreated with our young people, their families and each other feature at the core of all of our decision making and planning.

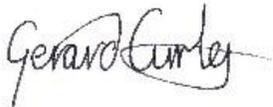
The COVID-19 pandemic has been an unprecedented experience for us all professionally and personally. It will have had varying impact on each of us and our families. It is important to understand and appreciate this as we move forward.

It is essential that we apply this train of thought to our learners and their families too.

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.

This CRP is going to present a very different way of working for staff and schooling for our young people. At a time where we can choose to be anything be kind, be brave and be ambitious for our campus.



Mr Gerard Curley – Head Teacher
Neilston & Madras Learning Campus

Consultation with Stakeholders

As part of our recovery planning frame work, senior officers within the Education Department, our Parent Council, staff from across the campus and some of our young people have all had an opportunity to contribute to, evaluate and improve this plan. A sample of children were interviewed about aspects of the plan and their thoughts and contributions have been captured through a video diary. The Chair of the Parent Council reviewed aspects of the plan and contributed to the final draft before wider consideration with the Parent Council members. Campus staff have had the opportunity to contribute to all Risk Assessments that under pin this recovery plan alongside the details with in this document.

Our Vision

We have built our school vision together with our children, families, staff and contributions from the wider community.



Our Values...

SAFE – We are safe in our campus, safe to learn from our mistakes and safe to be who we are and what we believe. We keep ourselves and each other safe.

READY – We are ready, ready to listen, ready to learn and ready to be the very best versions of ourselves. We are ready to support and protect each other.

HONEST – We are honest about our strengths and the things we need to be better at. We the staff, pupils and parents are honest with each other.

RESPECTFUL – We respect our school and our community. We respect our resources and people who are here to help us. We respect each other.

AMBITIOUS – We are ambitious and want to be the best we can be, in everything that we do. We the staff, pupils and parents are ambitious for ourselves and each other.

RESPONSIBLE – We are responsible for our actions and reactions. We are responsible for making sure we all feel safe with; ready for; respected by; have ambition for; and are honest with; each other.

R **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?

E **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?

S **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?

T **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?

O **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?

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

E **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?



The Scottish Government Routemap Guidance

Scottish Government COVID-19 Routemap



	Lockdown	Phase 1	Phase 2	Phase 3	Phase 4
	Lockdown restrictions:	As with previous phase but with the following changes:	As with previous phase but with the following changes:	As with previous phase but with the following changes:	As with previous phase but with the following changes:
 <p>Schools, childcare and other educational settings</p>	<p>Schools and childcare services closed.</p> <p>Measures in place to support home learning and to provide outreach services to vulnerable children.</p> <p>Critical childcare provision for key workers and vulnerable children provided through hubs, nurseries and childminding services.</p> <p>Universities and colleges closed - remote learning and research.</p>	<p>School staff return to schools.</p> <p>Increased number of children accessing critical childcare provision.</p> <p>Re-opening of child minding services and fully outdoor nursery provision.</p> <p>Transition support available to pupils starting P1 and S1 where possible.</p>	<p>On campus university lab research restarted subject to physical distancing.</p>	<p>Children return to school under a blended model of part-time in-school teaching and part-time in-home learning. Public health measures (including physical distancing) in place.</p> <p>Subject to the progress of the scientific evidence, schools are expected to open on this basis on 11 August.</p> <p>All childcare providers reopen subject to public health measures, with available capacity prioritised to support key worker childcare, early learning and childcare (ELC) entitlement and children in need.</p> <p>Universities and colleges phased return with blended model of remote learning and limited on campus learning where priority. Public health measures (including physical distancing) in place.</p>	<p>Schools and childcare provision, operating with any necessary precautions.</p> <p>College and university campuses open - including key student services with any necessary precautions.</p>

Phase One – Recovery Planning Priorities & Timeline (Overarching Framework)

TARGET	Campus Facilities Reopen in August 2020 (Phase 4 →)					
Staffing	Actions	Responsible	Timescale (Week Beg.)	RAG	Comments	Date Complete
	1. HR exercise to identify availability of staff.	Head Teacher with support from HR	18.5.20			
	2. Determine which staff will take on roles / responsibilities – for example to support in school/out of school learning.	Head Teacher	26.5.20			
	3. Staff return 2 days before pupils to enable localised planning and consultation with staff to reflect local school circumstances.	Senior and Middle Manager	From 1.6.20			
		Remaining staff groups	From 8.6.20			
	4. Consider remodelling provision of NCCT in light of availability of staff.	DHT with support from Ed. Dept.	26.5.20		2.5hrs per FTE (DHT to timetable)	
5. Consider Business Continuity Plans and availability of staff due to need to isolate, either as a result of being symptomatic or TTIS.	Principal Teachers	26.5.20		CONTINGENCY PLANNING incorporating the use of E-Sgoil and the ERC Video Vault. Further development of Quality assurance procedures for online learning required.		
	Ed. Dept.	18.5.20				

TARGET	Campus Facilities Reopen in August 2020 (Phase 4 →)					
Curriculum	Actions	Responsible	Timescale (Week Beg.)	RAG	Comments	Date Complete
	1. Focus on Restore/Recovery curriculum	All staff	August →		CLPL from June onwards delivered to all Campus staff.	
	2. Modified curriculum focusing on Health & Wellbeing, Numeracy and Literacy.	All staff	August →			
	3. Maintain stage Google Classrooms to issue homework.	All staff	January →			
	4. Playful Pedagogy will continue in the Family Centre and school.	Family Centre and P1+2 staff	August →		The model of Playful Pedagogy will look different initially, working towards full implementation when appropriate.	

TARGET	Campus Facilities Reopen in August 2020 (Phase 4 →)					
Building and Outdoors	Actions	Responsible	Timescale (Week Beg.)	RAG	Comments	Date Complete
	1. All available janitorial and cleaning staff to return to prepare schools for senior managers and staff to return.	Fac. Man.	1.6.20			
	2. All ELC settings, Primary and Secondary schools to reopen to senior leaders	School leaders	1.6.20			
	3. All hub schools to close to allow all staff and key worker and vulnerable children back into own school building on 8 June.	Ed. Dept. Head Teachers	5.6.20			
	4. Schools consider and decide on system to ensure only pupils enter school and nursery grounds.	Head Teacher	August 2020 →		Head Teachers should communicate with parents drop off and collection arrangements out with the school building / grounds. RESTRICTIONS WILL BE REVIEWED on 23rd SEPTEMBER 2020	
	5. Design systems to minimise unnecessary contact on entry and exit from buildings and in corridors.	Head Teacher with support from PaTS.	August →		Zoning and multiple entry exit points will remain. RESTRICTIONS WILL BE REVIEWED on 23rd SEPTEMBER 2020	
	6. Continue with staggered breaks and lunches for pupils and staff.	SLT				
	7. Staff Room will need to be Covid compliant. Second staff room will be set up in the GP Room.	SLT				
	8. Playground will need to be zoned, as per internal zoning, in order to contain any potential outbreaks.	SLT				

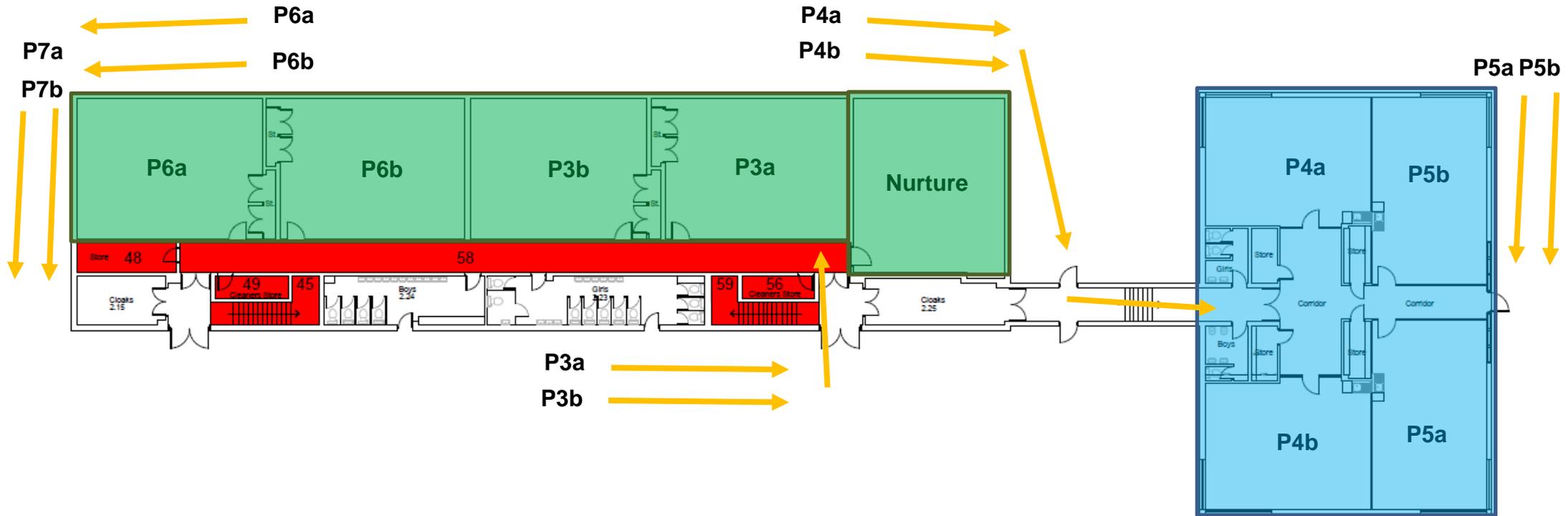
TARGET	Campus Facilities Reopen in August 2020 (Phase 4 →)					
Safety	Actions	Responsible	Timescale (Week Beg.)	RAG	Comments	Date Complete
	1. Complete risk assessment for each school building.	Head Teachers	1.6.20		Updated Risk Assessment completed by Health & Safety Team	
	2. Apply national guidance on use of PPE in an education setting. PPE must be worn by staff who are in close contact with children.	All staff	August 2020 →		Risk assessments should be used to identify the need for PPE in an education setting. Compiled by H&S team in partnership with HT School Building Risk Assessment Family Centre Risk Assessment Curricular Risk Assessment Health & Safety Team to Update	
	3. Schools to rigorously follow hand hygiene and 'catch it, kill it, bin it' guidance with all staff and pupils; hand sanitisers and wipes to be available in classrooms as required.	All staff	From June			
	4. Social distancing in staff rooms to apply at all times (5 staff per room)	All staff	From June		This will continue as practicably as possible. RESTRICTIONS WILL BE REVIEWED on 23rd SEPTEMBER 2020	
	5. Cleaning: a) Ensure all class / playrooms cleaned prior to reopening. b) Class / play rooms, social areas to have regular cleaning and all doors and windows must remain open.	Fac. Man. Cleaning staff	Before 8.6.20 Ongoing		Cleaning maintained in hubs prior to 8 June	

	<p>c) Pupil desks / tables to be wiped / disinfected at end of each session; wipes to be available in classrooms as required.</p> <p>d) Care Inspectorate guidance on cleaning of play materials to be rigorously applied.</p> <p>e) The provision of day cleaners has been prioritised by Fac. Man and should be in place by the new session.</p>	<p>Pupils Cleaning staff</p> <p>CDOs</p>	<p>Ongoing</p> <p>From 8.6.20</p>		<p>At changeover times between different groups of pupils.</p>	
6.	Schools to ensure no mass gatherings in activities such as assemblies or whole staff group meetings where 2m distancing cannot be adhered to.	Head Teacher	From 8.6.20		<p>THIS RESTRICTION WILL REMAIN.</p> <p>RESTRICTIONS WILL BE REVIEWED on 23rd SEPTEMBER 2020</p>	
7.	School meal menus to be redesigned. Full school lunch service available from the 12 th August.	Fac. Man.	26.5.20 From 8.6.20		Facilities Management to Update	
8.	School transport to be available for those who need it. This will be treated as an extension of the school estate, therefore face coverings are not required. Please check Scottish Government guidance re. Public Transport	Ed. Dept.	From 15.6.20		Transport available to reflect attendance of attending pupils. Consider need for face coverings and social distancing for pupils on buses and trains.	
9.	Parents and Carers will not be permitted within the grounds of the campus	All Staff	August 2020 →		<p>THIS RESTRICTION WILL REMAIN.</p> <p>RESTRICTIONS WILL BE REVIEWED on 23rd SEPTEMBER 2020</p>	

	10. Designated Self-Isolation	All school staff	June 2020 →		Should staff / pupils become symptomatic during the school day the end space on the admin corridor is allocated as a containment space. Guidance Here	
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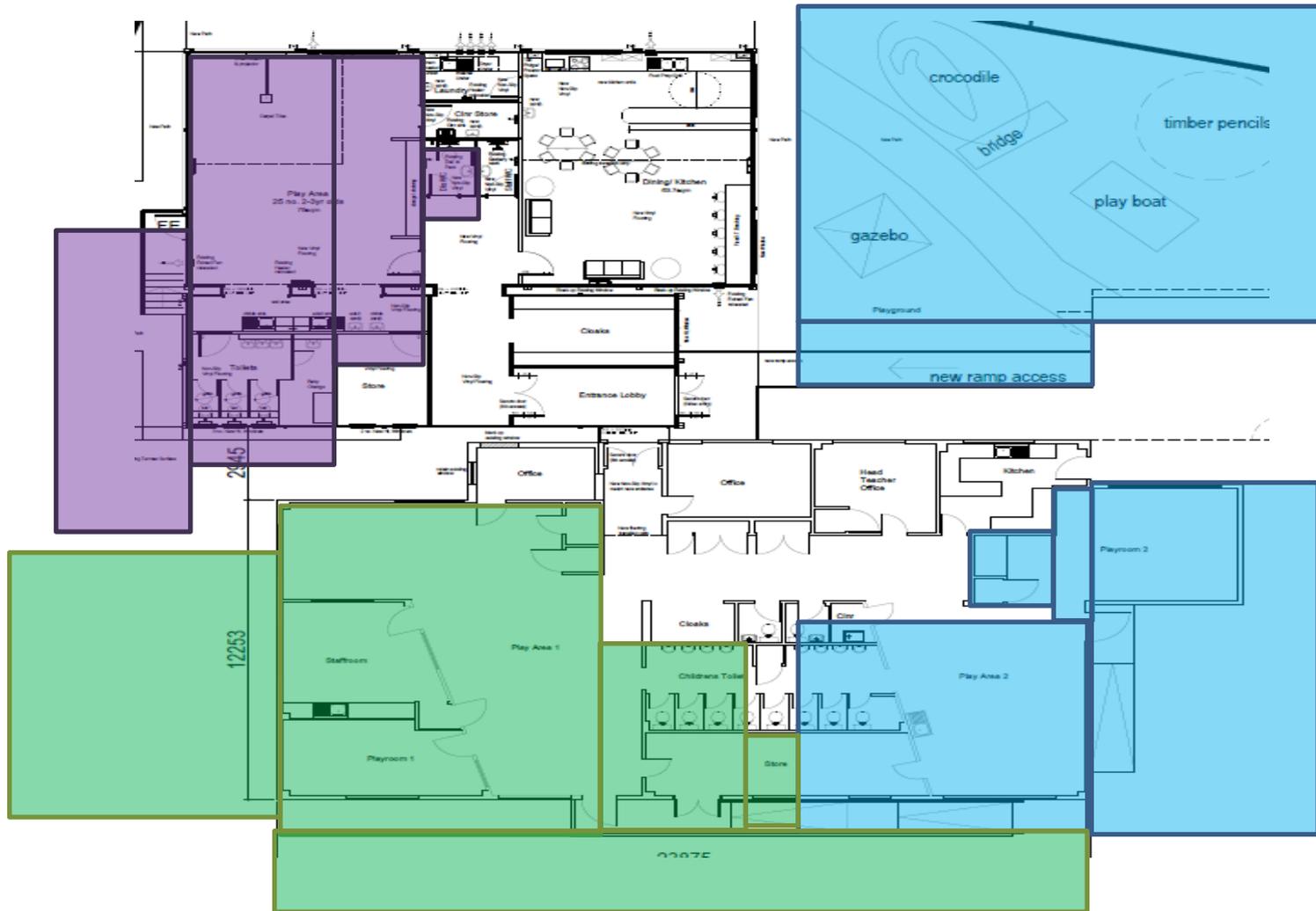
TARGET	Campus Facilities Reopen in June 2020 (Phase 1 →)					
Communications	Actions	Responsible	Timescale (Week Beg.)	RAG	Comments	Date Complete
	1. Communicate key timelines with stakeholders.	Ed. Dept. Comms team	27.5.20			
	2. Meet Staff Forums to share plans for June.	Director of Ed.	27.5.20			
	3. Consult with key stakeholders to finalise departmental recovery action plan. When finalised publicise using normal channels.	Director of Ed.	From 22.5.20		Continually review in light of publication of national guidance	
	4. Devise Local Phasing Delivery Plan and submit to Education Committee for endorsement.	Director of Education	11.6.20			
	5. Share individual recovery plans with key stakeholders and adjust as necessary; when finalised publicise using normal channels.	Head Teacher	From 8.6.20			
	6. Seek co-operation of parents in restricting contact with schools, e.g. making appointments, dropping off and picking children up timeously, etc	Comms Head Teacher	To be determined by HT			
	7. Arrangements for August (as per June Guidance) will be communicated to ALL parents	Comms Head Teacher	26/06/2020			

Classroom Allocation / Allocated Entry & Exit Points (Lower Ground Floor – School)



RESTRICTED MOVEMENT WILL REMAIN IN PLACE – REVIEW 23/09/2020

Playroom Allocation / Allocated Entry & Exit Points (Family Centre)



RESTRICTED MOVEMENT WILL REMAIN IN PLACE – REVIEW 23/09/2020

Playroom Allocation / Allocated Entry & Exit Points (Family Centre) Descriptor

The nursery has been split into three zones: **Blue, Green and Purple.**

Blue zone – playroom nearest staff car park plus forest area (to the right hand side of nursery main door)

Green zone – playroom nearest Neilston Primary School and area outside including garden area to the left of staff car park.

Purple zone – Playroom for two year olds.

Each playroom has their own entrance to nursery for parents. Unfortunately in the current circumstances **no parents will be allowed within the nursery building or grounds.** This is to protect all of our children and our staff as best we can. Due to children having been allocated staggered start and finish times **we would ask that parents adhere to the times given for drop off and collection as there will be limited access to staff out with this period.** Whilst this may seem a challenging rule it is vital to maintain the efficiency of our social distancing protocols. Each zone has an allocated staff team who, notwithstanding ill health or annual leave, will remain consistent.

RESTRICTED MOVEMENT WILL REMAIN IN PLACE – REVIEW 23/09/2020

Improvement Priorities for 2020 – 2021

Strategic aims for recovery

1.	<p><i>To promote positive improvement and effective leadership of change by;</i></p> <ul style="list-style-type: none">a) Strategic / Operational Amendments – To map out clear operational and strategic amendments to conform with government guidance for recovery from COVID-19 closureb) Attainment Data Analysis – Review attainment data in-line with recovery curriculumc) Blended Learning Curriculum – A shared understanding and implementation of what a blended learning model looks liked) Staff Wellbeing – Reconnecting
2.	<p><i>To improve outcomes for learners through effective teaching and learning by;</i></p> <ul style="list-style-type: none">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).
3.	<p><i>To ensure the best possible outcomes for our learners by;</i></p> <ul style="list-style-type: none">a) Revisit vision and values of our campus as core to our ethos and the key priorities of our wider school community.

Leadership and Management

How good is our leadership and approach to improvement?

Improvement Priorities:

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
- d) **Staff Wellbeing** – Reconnecting

NIF Priority	Quality Indicators
<ul style="list-style-type: none"> ✓ Improvement in attainment (Literacy & Numeracy) ✓ <u>Closing the attainment gap between the most and least disadvantaged children</u> 	<ul style="list-style-type: none"> 1.1 Self-evaluation for Self-improvement 1.2 <u>Leadership of Learning</u> 1.3 <u>Leadership of Change</u> 1.4 <u>Leadership and Management of Staff</u> 1.5 Management of Resources to promote Equity
NIF Driver(s)	Local Improvement Plan – Expected Outcome/Impact
<ul style="list-style-type: none"> ✓ <u>Teacher Professionalism</u> ✓ <u>School Improvement</u> ✓ <u>School Leadership</u> ✓ <u>Parental Engagement</u> 	<ul style="list-style-type: none"> ✓ A culture of self-evaluation and continuous improvement ✓ Higher levels of parental engagement in their children’s learning and the life of the school ✓ A skilled and confident workforce ✓ A culture of professional enquiry

Impact & Outcomes		Action <i>(including responsible personnel)</i>	Timescales	Resources	Monitoring & Evaluation
a	Strategic / Operational Amendments – To map out clear operational and strategic amendments to conform with government guidance for recovery from COVID-19 closure.	<ul style="list-style-type: none">  Establishment of a Campus Recovery Plan (CRP)  Conduct Risk Assessments of both buildings  Map out recovery Timeline as part of CRP  Identify and implement social distancing measures in all indoor / outdoor spaces  Develop signage to direct flow of traffic around the building  Hygiene routines built in to daily routines of the school / family Centre  Enhanced cleaning schedule to be deployed by Facilities Management (FM) across both buildings  Draft plan to be used for consultation with key stakeholders  CRP to be published to wider parent body and school website 	<p>June / August 2020 June 2020 June / August 2020</p> <p>August 2020</p> <p>August 2020 June 2020 →</p> <p>June 2020 August 2020</p>	<p>CRP Risk Assessment (School) Emma Scoular (H&S) DHT and EIS Safety Rep Risk Assessment (Family Centre)</p> <p>Marking tape/paint/ signage</p> <p>Requisition of cleaning and hygiene products (FM)</p> <p>Consultation with Parent Council Members and Staff Cohort Hand Washing Guidance</p>	<p>Evaluate implementation of the CRP</p> <p>Revise CRP as necessary and in line with the change of guidance from Scottish Government</p> <p>Share revisions and changes with all stakeholders</p>
b	Attainment Data Analysis – Review attainment data in-line with recovery curriculum	<ul style="list-style-type: none">  Raising awareness / building a shared understanding of what a professional judgement is and how we arrive at it. (Class Teachers, CDOs and SLT) Using Assessment Policy and Assessment Map to guide  Interrogating data – Using developmental milestones, baseline assessments, ST / SNSA data to support professional judgements and inform practice and planning. (Class Teachers and SLT)  Moderate, using benchmarks and 'achievement of a level' guidance, the CfE toolkit and judgements of pupil progress and developmental milestone data. (Class teachers, CDOs and SLT)  Analysis achievement data and how this correlates with Target attainment groups – identify a recovery baseline for learners / cohorts – Agree revised attainment targets for learners in line with the gradient of learning (PT, A.Howie)  Use recovery planning alongside blended learning curriculum to identify gaps in learning and plan future learning around this  Through effective use of a suite of assessment, review 'Assessment within BGE' by Ed Scot and adjust Assessment Policy and Assessment Map to reflect this 	<p>August (AH)</p> <p>Moderation (3hrs)</p> <p>Assessment (2hrs)</p> <p>October In-service (Day 3) (1hr)</p>	<p>Gradient of Learning</p> <p>SIMD / FME Data</p> <p>Benchmark Documentation</p> <p>Achievement Database</p> <p>Benchmarking toolkit</p> <p>Attainment Database</p> <p>Assessment within the BGE</p>	<p>Attainment Data</p> <p>Pre / post assessment information</p> <p>Standardised Test results</p> <p>Baseline results</p> <p>Developmental Milestone results</p> <p>Achievement Database</p> <p>CfE levels / judgements</p> <p>Professional Dialogues</p> <p>Early Years Database (P1 Entrants)</p>

Impact & Outcomes		Action <i>(including responsible personnel)</i>	Timescales	Resources	Monitoring & Evaluation
c	Blended Learning Curriculum – A shared understanding and implementation of what a blended learning model looks like	<ul style="list-style-type: none"> 👤 Identify a clear definition of WHAT blended learning is 👤 Standardised how a blended curriculum will be delivered and supported through face-to-face (F2F) and distance learning (DL) 👤 A revised suite of assessment to account for a blended curriculum and how and when this will be undertaken designed to support teachers in making robust judgement about learner progress. 👤 Revised Quality Assurance calendar to account for the blend of learning and delivery of the curriculum 	<p>August 2020 October 2020 (All Staff)</p> <p>August 2020→</p> <p>September 2020</p>	<p>Assessment Policy</p> <p>Assessment Map</p> <p>Quality Assurance Calendar</p>	
d	Staff Wellbeing – Reconnecting	<ul style="list-style-type: none"> 👤 Continue to deliver 'Mindful Monday' programme for All staff 👤 One additional period of Planning time (delivered through French provision) 👤 Establish weekly Check-in system with SLT (F2F or Remotely) 👤 Collaborative learning planning across stages to be facilitated. 👤 Reducing workload – e.g. Stage Google Classroom 👤 Opportunities to rebuild a sense of team and reflect on Term 4 👤 Opportunities to reconnect with colleagues and foster those positive working relationships that are essential in driving the campus to success and reaffirming the ethos and vibe that the campus are praised for. 👤 Virtual staff room to maintain staff ethos and provide opportunities for social reconnections 	<p>September 2020 →</p>	<p>SLT / Staff Group Rota NCCT to be facilitated alongside stage partners Roles and responsibilities for the planning and delivery of Blended Curriculum model</p>	

Learning Provision

How good is the quality of the care and education we offer?

Improvement Priorities:

To enhance the quality of care and education 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) **Online Homework** – Plan, prepare and assess pupil engagement with online homework.

NIF Priority

- ✓ Improvement in attainment, particularly in numeracy.
- ✓ Closing the attainment gap between the most and least disadvantaged children.
- ✓ Improvement in children and young people's wellbeing

Quality Indicators

- 2.1 Safeguarding and Child Protection
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

NIF Driver(s)

- ✓ School Improvement
- ✓ Assessment of children's progress
- ✓ Parental Engagement

Local Improvement Plan – Expected Outcome/Impact

- ✓ An increase in putting nurturing approaches into practice
- ✓ An ethos of high expectations and achievement
- ✓ High level of parental engagement in their child's learning

Impact & Outcomes		Action <i>(including responsible personnel)</i>	Timescales	Resources	Monitoring & Evaluation
a	Literacy and English – Assess and review current levels of attainment in the FOUR components of Literacy & English.	<ul style="list-style-type: none">  Continue to implement Big Writing (as a development of pedagogy) Staff continue to use this in the delivery of extended writing and to benchmark children’s current learning.  Continue to implement revised Writing policy update and rationale for implementation – Revisit with new staff cohort.  Improved attainment in writing based on CfE levels (SLT teaching staff) (Professional judgements)  Using google classrooms to support the learning and teaching of writing (Planning and preparation)  Attainment Data Review for writing (All stages)  Using assessment suite ascertain where children are in their learning journey – identify gaps and plan new learning to support this  Planned and measured assessment / Baseline Analysis of where learners are in their current learning journey  Planning of Coherent and progressive, skills based activities focused on bridging gaps in learning  Implement a blended model of school and distance learning EEF Framework  CLPL in Reading Recovery strategies to enhance reading skills across the school  Enhance staff understanding and pupil experiences in phonological awareness (FC)  Embed musicality within the Family Centre weekly experience  Quality Assurance pairs/trios 	<p>On-going across the year</p> <p>August 2020 →</p> <p>Termly</p> <p>August 2020 →</p>	<p>Resourcing: £500</p> <p>0.5fte (Teacher Leader time)</p> <p>Timetable</p> <p>EEF Planning Framework (Exemplar Planning)</p> <p>Reading Recovery Practitioner</p>	
b	Numeracy and Mathematics – Having assessed and reviewed current levels of attainment, maintain consistent and effective approaches to skills development;	<ul style="list-style-type: none">  Understanding of shared expectations (SLT)  Number talks will feature as part of the daily maths lessons to build confidence and capacity in learners to articulate their learning (all teachers & CDOs)  Embedding problem-solving strategies across (Weekly Problem Solving challenges – Google Classrooms) (AH)  Embed problem solving experiences within Family Centre  Using assessment suite to ascertain where children are in their learning journey – identify gaps and plan new learning to support this  Attainment Data Review for Numeracy and Mathematics (ALL stages)  Planning of Coherent and progressive, skills based activities, focused on bridging gaps in learning  Continue the improvements made in enhancing learners articulation of number sense through the pedagogy of Number Talks  Implement a blended model of school and distance learning adapting the EEF 	<p>On-going across the year</p> <p>In-service – October (1.5hrs)</p> <p>On-going</p>	<p>ERC Numeracy Strategy</p> <p>YouTube number talks</p> <p>Count on Us (Number Blueprints)</p> <p>Google Classroom Access / Feedback Template</p> <p>EEF Planning Framework (Exemplar Planning)</p>	<p>Pupil voice</p> <p>Parent voice</p> <p>Participation analysis</p> <p>Tracking standardised test scores</p> <p>5 minute box baseline assessments</p> <p>Questionnaires</p> <p>Moderation of Numeracy In-house and LA event</p> <p>Shared Feedback from observations and engagement</p>

Impact & Outcomes	Action <i>(including responsible personnel)</i>	Timescales	Resources	Monitoring & Evaluation
<p>C</p> <p>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.</p>	<ul style="list-style-type: none"> 👤 RESTORE approach to initial planning Include vision, values and aims in weekly class wellbeing programme (Digital Assembly Focus too)! (CLPL) 👤 Health & Wellbeing – Consistent approach to Curriculum delivery (focus of connectedness and relationships (CBT and Class Visuals) Daily Input 👤 Reconnecting and Relationships with staff, learners and families (Seesaw P1) (Staff Book Group – Know me to teach me) 👤 Identifying core groups for nurture input and other targeted groups (including bereavement) (DHT / NT) 👤 Structured social activities indoor / outdoor to foster reconnecting and relationships (NT) 👤 'Lift and Learn' Forest Schools Package for all classes (OC) 👤 Develop and sustain a growth mindset using a pivotal approach (V.McC) 👤 Complete and validate the accreditation framework (DHT, J.McDermott and S. Connor) 👤 Attachment Aware Trauma Responsive Training (ALL STAFF) 👤 Significantly altered Working Time Agreement (WTA) for all Teaching staff 	<p>August → Dec August →</p> <p>August In-service</p> <p>Sep /Oct →</p> <p>August →</p>	<p>RESTORE Posters</p> <p>We eat Elephants License and Visual £500.00</p> <p>Know me to Teach Me by Marie Bomber £480.00</p> <p>WTA</p>	

Successes and Achievements

How good are we at ensuring the best possible outcomes for all our learners?

Improvement Priorities:

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.
- b) **1+2 Languages & Internationalism:** Continue to deliver whole campus opportunities for learners to experience language learning.

NIF Priority	Quality Indicators
<ul style="list-style-type: none"> ✓ <u>Improvement in attainment, particularly in literacy and numeracy.</u> ✓ <u>Closing the attainment gap between the most and least disadvantaged children.</u> 	<ul style="list-style-type: none"> 3.1 <u>improving well-being equality and inclusion</u> 3.2 <u>raising attainment and achievement</u> 3.3 <u>increasing creativity and employability</u>
NIF Driver(s)	Local Improvement Plan – Expected Outcome/Impact
<ul style="list-style-type: none"> ✓ <u>School Leadership</u> ✓ Parental engagement ✓ <u>School improvement</u> ✓ Teacher Professionalism ✓ <u>Assessment of children’s progress</u> 	<ul style="list-style-type: none"> ✓ An improvement in the percentage of young children reaching all of the expected developmental outcomes at 27-30 month assessment on entry to primary 1 ✓ <u>An increase in the number of pupils with well-developed employability skills</u> ✓ <u>Learners’ experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their fullest potential</u> ✓ An increased number of pupils agreeing they have opportunities to celebrate personal achievements

Impact & Outcomes		Action <i>(including responsible personnel)</i>	Timescales	Resources	Monitoring & Evaluation
a	Revisit vision and values of our campus as core to our ethos and the key priorities of our wider school community.	<ul style="list-style-type: none">  Reaffirm our values and embed them into daily practice and celebration.  Staff engagement with values through HWB curriculum  Relentlessly promoting values  Values based school routine (in line with SG guidance) 		HGIOS 4 HGIOELC HGIOURS (Part 1) HGIOURS (Part 2) National Improvement Framework (NIF) When the Adults change, Everything Changes by Paul Dix	
b	1+2 Languages & Internationalism: Continue to deliver whole campus opportunities for learners to experience language learning.	<ul style="list-style-type: none">  Maintain the Common European Frame of Reference for Languages (CEFR) to track learner progress and support transition from P7 - S1 (L. Allen)  Professional Dialogue – Pupil Attainment and Progress  Continue to build language learning into daily classroom practice – assess the impact of this on language learning and pupil confidence (class teachers) 	August 2020 → Termly		



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