



St Mark's Primary School

Recovery Plan

Session 2020-2021



East Renfrewshire Education Department Vision

Everyone attaining, everyone achieving through excellent experiences.

School Vision

In St Luke's Cluster we nurture every child's unique God given talents to enable them to flourish in a climate of high expectations, innovation and creativity.

Values

We value love, faith and understanding.

Aims

To inspire the moral purpose of learning and teaching to; unleash potential, raise attainment, promote equity and transform the life chances of each and every learner, especially those most in need of support.

Rationale for Recovery

In St Mark's Primary School we nurture every child's unique God given talents to enable them to flourish in a climate of high expectations, innovation and creativity. The period of school closure has required considerable levels of creativity and innovation on the part of staff, pupils and families to continue teaching and learning remotely, while balancing the demands and pressures of life during lockdown. As we set out the key aspects of our school recovery plan, it is essential that we make a firm commitment to prioritising the physical, mental and emotional wellbeing of our children, staff and families.

The [Refreshed Narrative of Curriculum for Excellence](#) reminds us that the process of curriculum making is a continuous process. Our curriculum should reflect the context of our school and the circumstances of our children and families at any given time. The unprecedented nature of the Coronavirus pandemic requires a considered response that starts with our learners.



Understanding the learners

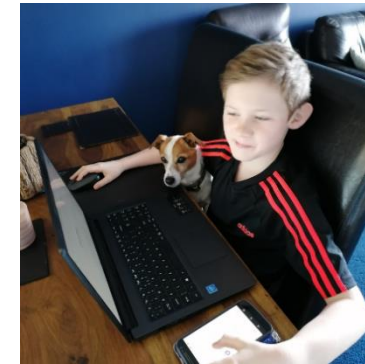
- Knowing children and young people and where they are on their individual learner journeys
- Listening to learners and being informed by their motivations and aspirations
- Empowering learners to have **agency** in their learning with opportunities for personalisation
- Using observations, assessments and feedback to design and develop the learning



When the children return to school in August, the first priority will be reconnecting with staff and other pupils. As the excerpt above illustrates, it will take time to know exactly where the children are on their learning journey. We will ensure that children have safe and structured opportunities to talk about their wellbeing and to share their experiences from lockdown. Children will want to share their successes and achievements. They may also wish to talk about what they have found challenging. Teachers and support staff will work closely with the children, listening to their views and identifying what is most likely to motivate them and help them to engage with their learning. Our school

values of love, faith and understanding will guide this process and we will work closely with families and our partner agencies to build relationships and resilience across our school community.

Play and outdoor learning will be factored into learning plans - including opportunities for learners to be physically active, to enjoy and learn about their natural environment, and to relax, meditate and pray. Music and singing are linked to positive physical and mental health. Our aim is to include as much music and song as we can in the daily life of the school to bring about an atmosphere of hope, joy and creativity. The creativity and innovation that has epitomised so much of the children's work that they have shared from home will provide the starting point for a fresh conversation with the children about our curriculum rationale: what we learn in St. Mark's and how we choose to learn it.



In addition to Health and Wellbeing, we will place a particular emphasis on Literacy and Numeracy. Whether the children are working in school or learning remotely, we will ensure that they are accessing high quality activities that develop their literacy and numeracy skills. We will support the children through a variety of approaches to demonstrate their learning, skills, knowledge and understanding across the curriculum. This will include discussions, writing, reflection, observation and practical activities. We will adopt sensitive and measured approaches to assessment to gather evidence of the children's learning and continue to explore the potential of digital technology. We will utilise our Pupil Equity Funding to target gaps that may have emerged over the period of school closure, and to continue our efforts to close the poverty related attainment gap. With current health and safety guidance preventing parents from attending events in school, we will continue to seek creative ways to connect, consult, share with and support all families. This plan sets out our strategic priorities and provides detail about the recovery process for our school. As always, if there is anything that you wish to discuss in relation to the plan, please contact the school through the usual channels.

Anthony Hutcheson, Head Teacher

Recovery Plan Priorities 2020-21

LEADERSHIP & MANAGEMENT	<ul style="list-style-type: none"> • Implement operational amendments from Phased Recovery Plan • Support the wellbeing of all staff • Refresh curriculum rationale to ensure meaningful, high quality, progressive experiences for all • Revise approaches to online planning to deliver consistent learning and teaching and improved attainment and learning experiences across the school • Develop further opportunities for children and young people to lead learning
LEARNING PROVISION	<ul style="list-style-type: none"> • High quality approaches to learning and teaching <ul style="list-style-type: none"> - Formative assessment - Blended learning • Literacy: <ul style="list-style-type: none"> - Improving reading skills - Reading Recovery approaches • Numeracy: <ul style="list-style-type: none"> - Positive maths mindset - Concrete Pictorial Abstract • Health and Wellbeing <ul style="list-style-type: none"> - Nurturing approaches/ Compassionate connected classroom - Outdoor learning - Targeted support
SUCSESSES & ACHIEVEMENTS	<ul style="list-style-type: none"> • Analysis and evaluation of intelligence and data • Building the capacity and skills of our learners to work independently/ remotely • Outdoor accreditation and awards

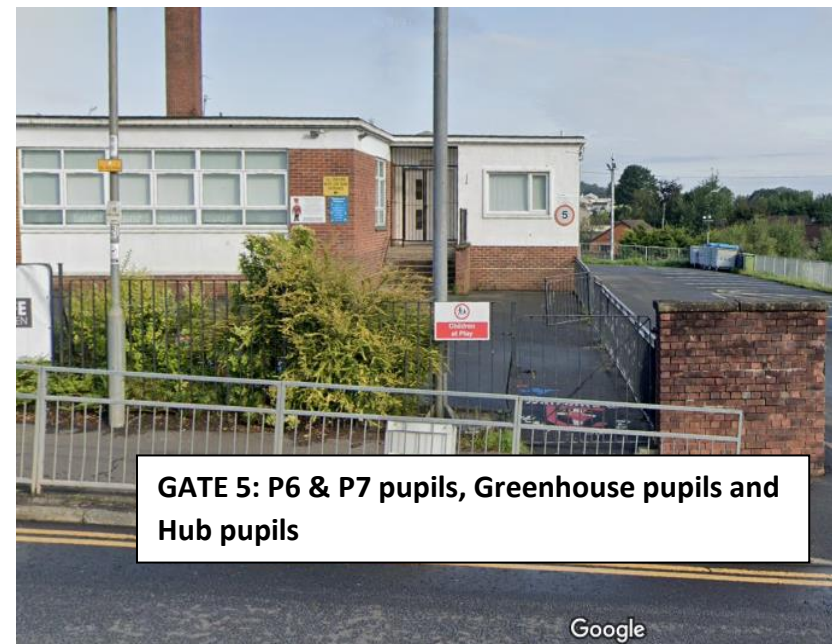
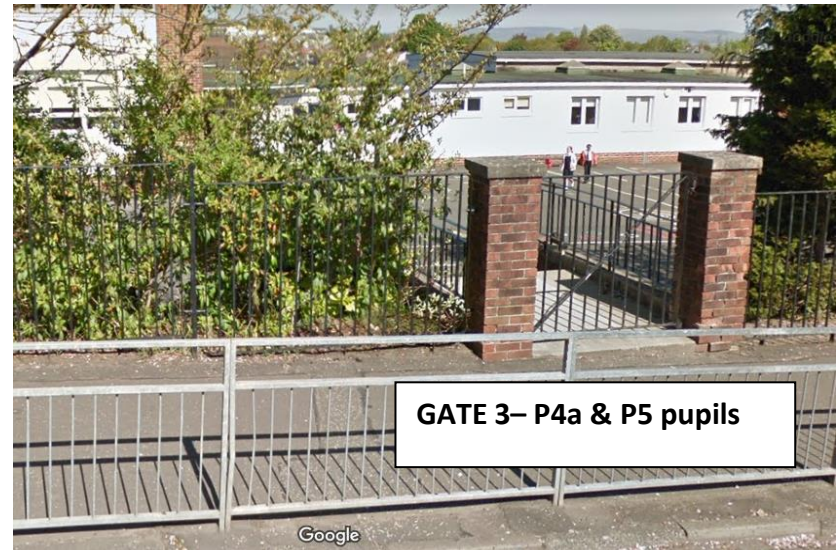
Pupil Drop Off and Pick Up Arrangements:

Where possible, pupils should walk to school to promote good health and avoid traffic congestion and pollution around our school grounds. The staff and visitor car park will be closed to parents due to health and safety and revised access arrangements for pupils entering the school grounds. Parents who must drive their children to school should park nearby and show consideration for our neighbours, avoiding double parking or blocking access to houses and driveways.

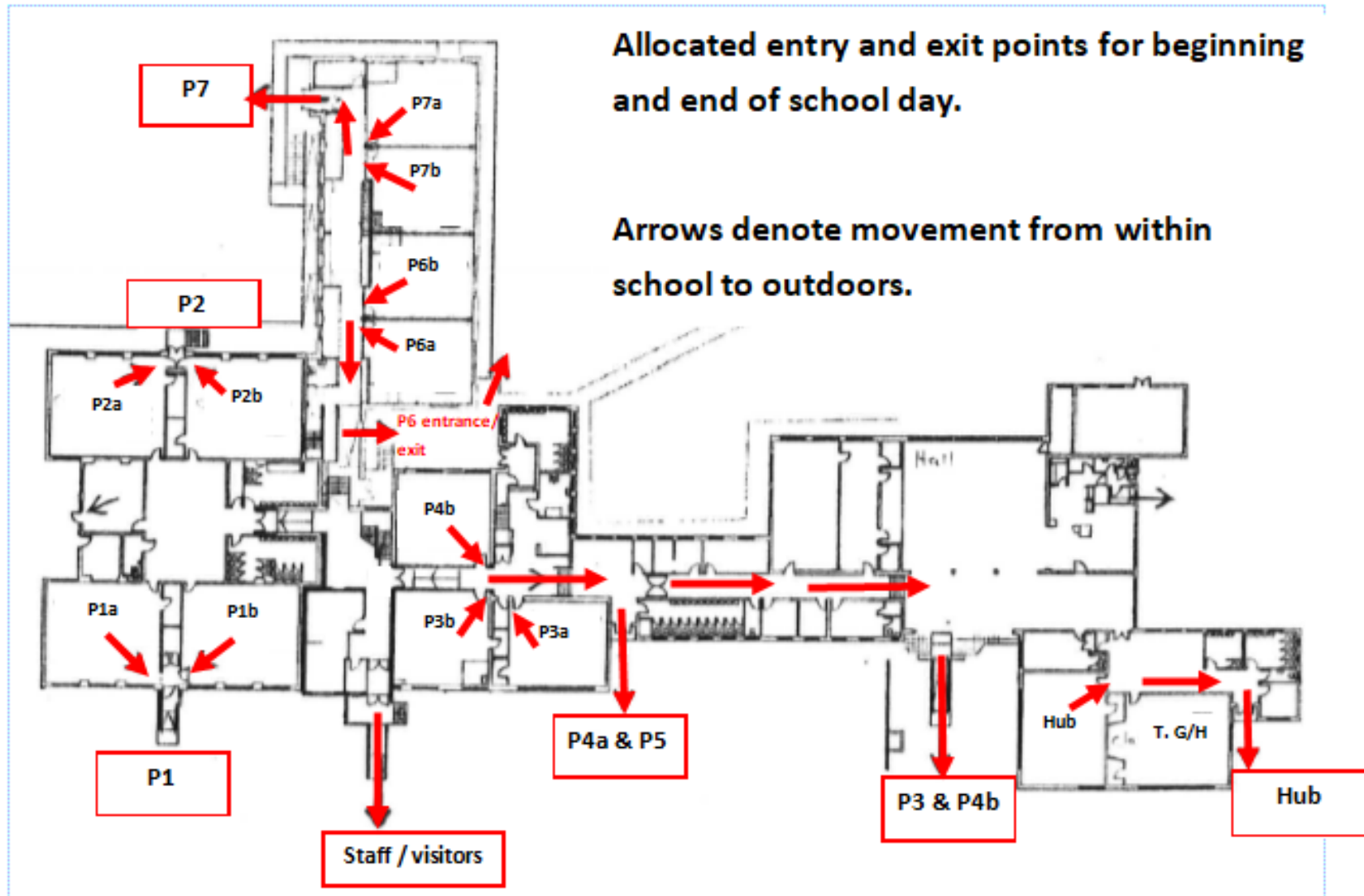
The table below indicates where your child should enter the school grounds. Please observe 2 metre social distancing when dropping and collecting your child and make way for other families as they arrive/ depart. The gates to the school grounds will be open for a soft start from 8:45am and pupils will be able to enter the school building and go straight to their classroom. Staff will supervise the gates and classrooms, ensuring that all pupils know where they are supposed to be. Parents and carers should not enter the school grounds or building.

Primary	Gate to enter by / exit from (pictures on Page 7)	Door to enter by/exit from (map on Page 8)
Primary 1	Gate 1: Main double gate (far left as you face the school)	P1 entrance (front left of school)
Primary 2	Gate 1: Main double gate (far left as you face the school)	P2 entrance (rear of school, accessed via far left of playground as you face the school)
Primary 3 & Primary 4b	Gate 4 (facing school hall entrance)	School hall door
Primary 4a & Primary 5	Gate 3 (facing middle school entrance)	Middle school entrance (leading to stairwell to upstairs classrooms)
Primary 6	Gate 5 (beside car park entrance)	P7 doors in rear playground
Primary 7	Gate 5 (beside car park entrance)	P6 doors in middle rear playground
The Greenhouse Room/ Hub (Key Worker Children)	Gate 5 (beside car park entrance)	Family Room entrance (front right of school)

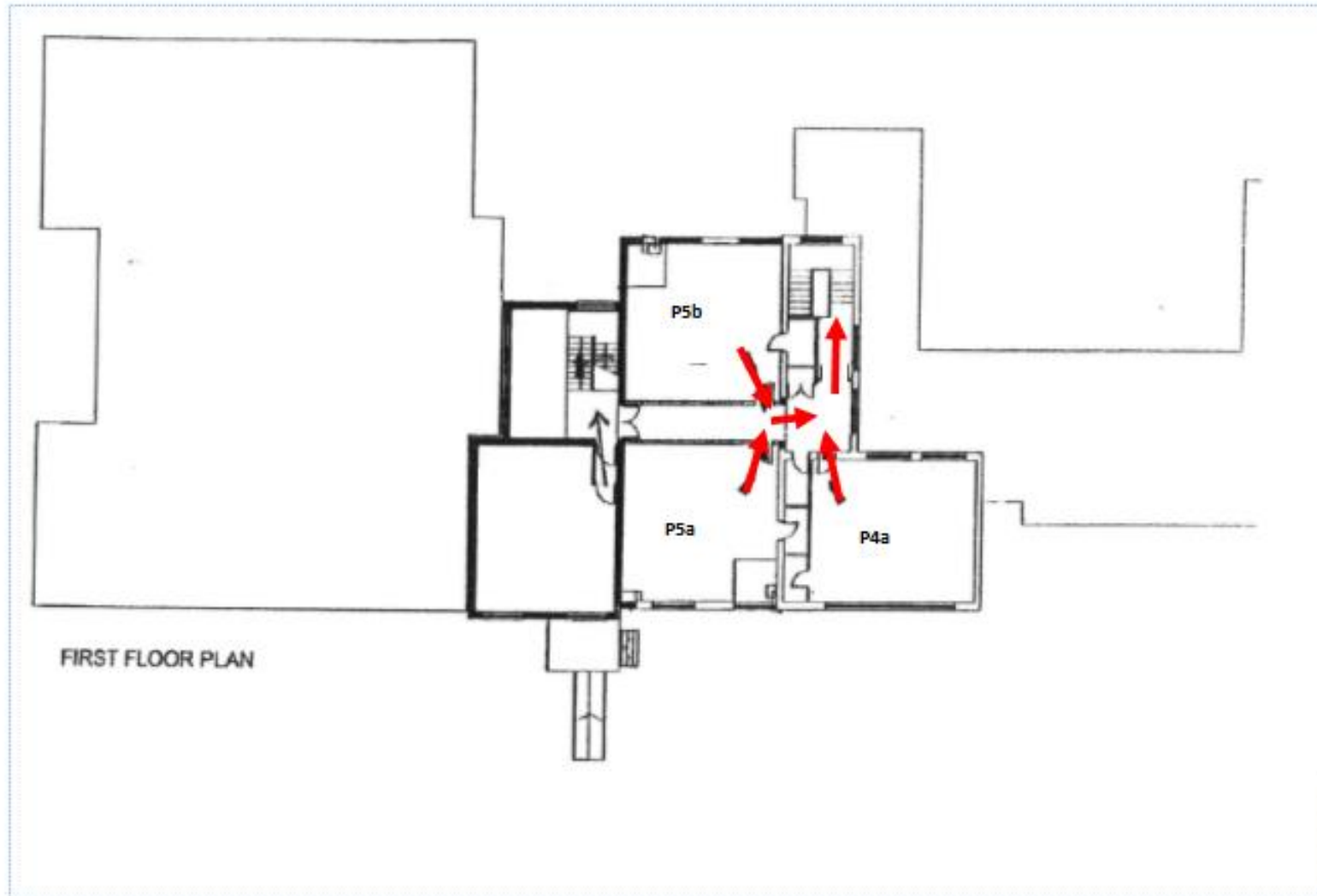
PUPIL ACCESS POINTS



Pupil Entrance and Exit Arrangements (Ground Floor):



Pupil Entrance and Exit Arrangements (First Floor):



Advice for Home Learning

Various organisations have provided advice for parents during the period of remote learning. Below are five top tips to support your child's learning from home:

1) Support your child's reading (Education Endowment Fund, 2020)

- a) Focus on quality rather than quantity of reading
- b) Ask your child questions about their reading and ask them to make predictions as to where the story will go next
- c) Ask your child to summarise, either in writing or verbally, their reading
- d) Try to maintain the motivation to read – this may be aided by demonstrating your own reading

2) Support your child's maths development

- a) Consider how everyday tasks can be an opportunity for your child to use their numeracy skills
- b) Consider using the wide range of online maths support resources that are available – a list can be found at:
<https://education.gov.scot/parentzone/learning-at-home/supporting-numeracy/>

3) Try to maintain a daily routine (adapted from Educational Endowment Fund, 2019)

- a) Maintain sleeping habits (bed/waking times)
- b) Encourage daily exercise
- c) Plan reading periods
- d) Plan socialising time
- e) Plan time to discuss what your child has learnt each day

4) Create a positive home learning environment (Education Scotland, 2020)

- a) Provide time and space for your child's homeworking
- b) Show an interest in your child's work and encourage them

5) Be realistic and manage expectations (NSPCC, 2020)

- a) Your home is not a school and you cannot be expected to deliver a perfect curriculum
- b) Do not expect every hour of the day to be filled with learning
- c) Avoid comparisons with other families, who may exist in very different circumstances

Resources for Parents

Other guidance can be found at the following links:

<https://education.gov.scot/parentzone/learning-at-home/>

<https://www.education-ni.gov.uk/articles/support-parents-and-pupils>

<https://education.gov.scot/parentzone/Documents/parents-as-partners-toolkit.pdf>

<https://www.gov.scot/publications/national-parenting-strategy-making-positive-difference-children-young-people-through/>

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education>

Please also visit our Home Learning Help section which will continue to be updated as we move through our phased recovery plan:

<https://blogs.glowscotland.org.uk/er/StMarks/home-learning/>