

# What are our priorities for supporting children as they return to school?

## Nurturing approaches

This places emotional well-being as central to the developmental needs of pupils and to the effectiveness of teaching and learning. The approach encourages staff to respond non-judgementally to children at their developmental level. Staff are encouraged to respond in a way which will enable the child to know they are valued and that their feelings are understood. The importance of structure, predictability and firm and clear boundaries is emphasised. Staff build trusting relationships with pupils by being understanding, accepting, reliable and consistent. Staff understand behaviour as a method of communication and teach children appropriate social, emotional and communication skills.

**Supporting Children's Social, Emotional and Behavioural needs by making full use of Nurturing and Restorative approaches**

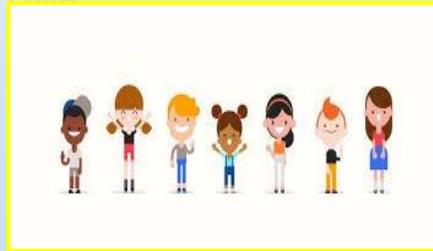
## Restorative Approaches

This includes a range of practices used to promote positive relationships and behaviour in schools. They include the use of affective statements/questioning, circle time, restorative conversations, restorative enquiry, restorative peer mediation and restorative conferences. The term 'Restorative Approaches' is used in education to mean:

- Restoring good relationships when there has been conflict or harm
- Developing school ethos, policies and procedures that reduce the possibilities of such conflict and harm

The restorative approach aims to promote harmonious relationships in schools and successful resolution of conflict and harm. Instead of attributing blame and punishment, the focus is on involvement, exploration of thoughts and feelings and the identification what action is required to repair harm and move forward.

Love



Understanding



Faith



## Highest Quality Learning, Teaching and Assessment

- The best available evidence indicates that **great** teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital after. Teachers are committed to continuous professional development to ensure the most effective approaches are used for our learners.
  - We will develop our Learner Dispositions in all children as a springboard for their improvement: Bravery, Creativity, Curiosity, Resilience and Independence
- We will support Pupils and Parents to be at the heart of the learning journey by making it clear how children are progressing in line with Curriculum for Excellence Levels.
  - We will ensure Next Steps in learning, especially in Mathematics and Literacy, are understood, known and visible to learners, teachers and parents.
    - Pupils will be provided with effective feedback from teachers and peers which supports progress in their learning.
- The school will seek feedback from all stakeholders throughout our recovery journey, recognising that **trust and honesty** is a key element for supporting pupil progress
  - Children will have time to **Play** and **Have Fun**

### Targeted support to meet the needs of our learners including:

Seasons for Growth, Social Groups, Focused Nurture Groups, Toe by Toe, Retrieval Learning, Pupil Support Assistant Support, Lexion, Together Raising Attainment in Literacy (Reading Recovery), Support for Learning teacher, Nurture Teacher, Multi-Agency Approaches etc.

### Targeted diagnostic as well as continuous assessments to monitor pupils' progress, particularly to identify gaps and recover any learning loss including:

Big Writing Assessments, East Renfrewshire Standardised Assessments, MALT Maths, Primary One Literacy Assessment and Action Resource, Developmental Milestones, SNSA, BOXALL assessments, Formative Assessment tools etc.

All that we do will be underpinned by **Safety, Trust and Openness** which will include enhanced hygiene practices and continuous consultation / communication with parents, pupils and all stakeholders.