

We formed Collaborative Cohorts, which created time for teachers from different stages across the school to learn, work and support each other. This was especially powerful during the significant period of remote learning during our Recovery.

Our holistic Assessment Overview is now embedded. Teachers used this tool to support Recovery and used the data when planning to address loss of learning and target support. We took a whole school approach to delivering a Recovery Curriculum using a range of assessment data to inform planning and plan next steps for all.

**Religious Education:** Christian meditation is embedded. This has helped children to reconnect with their friends. It creates time and space to enable children to reflect and impacts positively on their wellbeing.

## Leadership QI: 1.2 & 1.3

### Building Professional Capacity

Three teachers engaged in Masters Level learning through the West Partnership Model: Improving Our Classrooms. (IOC)

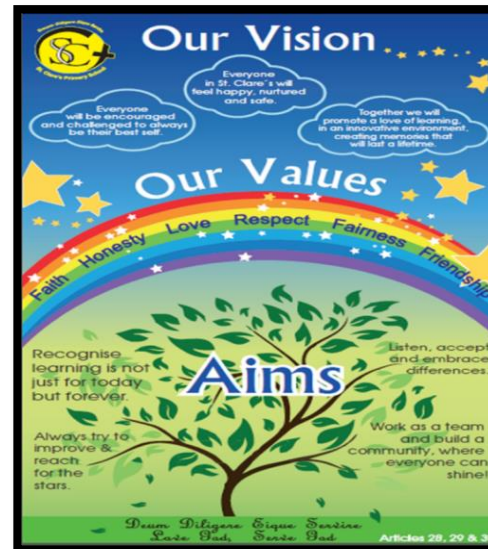
The IOC focuses explicitly on improvement through self-evaluation. The teachers collaborated across the Authority with colleagues, engaged in academic reading and webinars culminating in a targeted intervention with their learners, raising attainment within their class. Due to the enthusiasm and success of the project next session, St Clare's will take part in a whole school pilot project of IOC.

Through periods of remote learning, all teachers quickly adapted and improved their skills in digital literacy to provide progressive, high quality experiences for all of their learners.

The Digital Leader and Principal Teacher worked together with children to improve our approach to digital profiling across the school. Profiles encouraged learners to evaluate progress across the curriculum and supported learners in making more focused reflections.

We introduced Learning Walls into our classes. This encouraged our learners to reflect on their learning and capture and contribute to their journey. It acts as a stimulus to encourage conversation about learning.

## Learning QI: 2.2 & 2.3



Teachers worked collaboratively to create a conceptual character sketch note for their stage, linked to the benchmarks for Numeracy and Mathematics. Accompanying supportive parent prompts were also produced following feedback from the parent forum.

Due to the strong, collaborative ethos within our school, teachers worked closely with their learners and their families during remote learning. Children benefited from progressive learning and families were fully supported by the team of staff within St Clare's.

## Successes & Achievements

### QI: 3.1 & 3.2

**Wellbeing:** This was a key aspect of our Recovery Curriculum. Our HWB programme (The Healthy Schools) is fully embedded across the school. All classes adopted the "We Eat Elephants" programme, which helped our learners develop their emotional literacy and increase their confidence when discussing their feelings and emotions. We continued to hold our annual Mental Health Week remotely with our families who engaged in the activities and shared these through Google Classroom. We continue to develop our school garden with support from our Family Gardening Gang. All our efforts accumulated in the achieving our First ECO Flag.

**Pupil Equity Fund:** We agreed to use our funding to invest in additional Pupil Support Assistant hours to target support at key stages, to address loss of learning. This support had a positive impact and contributed to supporting learners well. Through purchasing various assessments, we could gather additional data which the class teachers and Recovery teacher used to plan learning, target support at key stages and measure impact of this process. Overall, attainment increased for these groups.