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| **Priority** | Wellbeing |
| **Aims** | By December 2020, to:--- |
| **General Considerations** * Excellence & Equity
* Pupil voice – action needed to involve C&YP in plans for recovery.
* Partnerships and relationships across school community – is our approach clear and well communicated
* Management of expectations
* Vulnerable groups – ASN/new poverty groups/new primary 1 cohort
* Consistency of approach
* Accounting for new skills both in pupils and staff
 | **Reference materials/Key Documentation to support actions:*** [A Recovery Curriculum: Loss and Life for Our Children and Schools Post Pandemic - Barry Carpenter & Matthew Carpenter](https://www.evidenceforlearning.net/recoverycurriculum/)
* [Leuven Scales of Involvement and Wellbeing & 10 Action Points](https://glowscotland.sharepoint.com/%3Aw%3A/s/FalkirkCouncil/staff/RaisingAttainment/Ea1m2Ri9qyJDiyPVRBYbYhEB3BoB-bOgW5pSNXz_w2ejsQ)
* [Realising the Ambition: Being Me](https://education.gov.scot/improvement/learning-resources/realising-the-ambition/)
* [Education Scotland – Support to Online Learning Links](https://education.gov.scot/improvement/learning-resources/supporting-online-learning-links-for-practitioners/)
* [EEF COVID-19 Supporting parents to make the most of home learning](https://educationendowmentfoundation.org.uk/covid-19-resources/?mc_cid=7dede45ca9&mc_eid=8d2ea61a54#closeSignup)
 |
| **Specific Considerations*** HWB curriculum programmes
* Partnerships for delivery and specific interventions
* Structure and balance of curriculum to prioritise wellbeing
* Key transitions: new primary 1 cohort; new S1; consortia arrangements with FVC; school leavers
* Family engagement/learning; siblings
* ASN – staged intervention
* PEF – universal and specific interventions
 | **CLPL/Collegiate activity:** |
| **Timescale:** | **Priority Actions**(includes actions relating to: communication with stakeholders; parental engagement) | **Any budget commitment** | **By Whom** | **By When** |
| *August 2020* |  |  |  |  |
| *September 2020* |  |  |  |  |
| *October 2020* |  |  |  |  |
| *November 2020* |  |  |  |  |
| *December 2020* |  |  |  |  |

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| **Priority** | Moving learning forward (Curriculum; Learning, Teaching and Assessment) |
| **Aims** | By December 2020, to:--- |
| **General Considerations** * Excellence & Equity
* Pupil voice – action needed to involve C&YP in plans for recovery.
* Partnerships and relationships within & across school community – is our approach clear and well communicated
* Management of expectations
* Vulnerable groups – ASN/new poverty groups/new primary 1 cohort
* Consistency of approach
* Accounting for new skills both in pupils and staff
 | **Reference materials/Key Documentation to support actions:*** [Maths/Numeracy Pressure Points](https://glowscotland.sharepoint.com/sites/FalkirkCouncil/staff/RaisingAttainment/SitePages/Curriculum.aspx)
* [Realising the Ambition: Being Me](https://education.gov.scot/improvement/learning-resources/realising-the-ambition/)
* [Education Scotland – Support to Online Learning Links](https://education.gov.scot/improvement/learning-resources/supporting-online-learning-links-for-practitioners/)
* [EEF COVID-19 Supporting parents to make the most of home learning](https://educationendowmentfoundation.org.uk/covid-19-resources/?mc_cid=7dede45ca9&mc_eid=8d2ea61a54#closeSignup)
 |
| **Specific Considerations*** Range and validity of assessment information - formative and summative
* Establishing starting points for learning e.g. capturing, gathering and using evidence of prior learning/distance learning
* Revision plan – timescale for this – consistency in approach
* Key transitions: new primary 1 cohort; new S1; consortia arrangements with FVC; school leavers
* Developmentally appropriate pedagogies
* Structure and balance of the curriculum – centrality of wellbeing
 | **CLPL/Collegiate activity:** |
| **Timescale:** | **Priority Actions**(includes actions relating to: communication with stakeholders; parental engagement) | **Any budget commitment** | **By Whom** | **By When** |
| *August 2020* |  |  |  |  |
| *September 2020* |  |  |  |  |
| *October 2020* |  |  |  |  |
| *November 2020* |  |  |  |  |
| *December 2020* |  |  |  |  |

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| **Priority** | Transition Activity |
| **Aims** | By December 2020, to:--- |
| **General Considerations** * Excellence & Equity
* Pupil voice – action needed to involve C&YP in plans for recovery.
* Partnerships and relationships across school community – is our approach clear and well communicated
* Management of expectations
* Vulnerable groups – ASN/new poverty groups/new primary 1 cohort
* Consistency of approach
* Accounting for new skills both in pupils and staff
 | **Reference materials/Key Documentation to support actions:*** [Realising the Ambition: Being Me](https://education.gov.scot/improvement/learning-resources/realising-the-ambition/)
* [Education Scotland – Support to Online Learning Links](https://education.gov.scot/improvement/learning-resources/supporting-online-learning-links-for-practitioners/)
* [EEF COVID-19 Supporting parents to make the most of home learning](https://educationendowmentfoundation.org.uk/covid-19-resources/?mc_cid=7dede45ca9&mc_eid=8d2ea61a54#closeSignup)
 |
| **Specific Considerations*** Deployment of teaching and support staff to maximise consistency
* Exchange of wellbeing information between stages – what, how and when
* Key transitions: new primary 1 cohort; new S1; consortia arrangements with FVC; school leavers
* Exchange of attainment information between stages – what, how and when
* Primary 7/ Senior phase leavers closure/celebration
* Settling of new children in ELC and primary 1
 | **CLPL/Collegiate activity:** |
| **Timescale:** | **Priority Actions**(includes actions relating to: communication with stakeholders; parental engagement) | **Any budget commitment** | **By Whom** | **By When** |
| *August 2020* |  |  |  |  |
| *September 2020* |  |  |  |  |
| *October 2020* |  |  |  |  |
| *November 2020* |  |  |  |  |
| *December 2020* |  |  |  |  |