

Buckhaven Primary School Session 2020 -2021 Recovery Plan for COVID 19

National Improvement Framework Priority: relevant links made				
Focused Priority:				
QI (HGIOS 4)			HGIOELC	
Linked to all relevant QIs as well as key QIs			Linked to all relevant QIs as well as key QIs	
Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
<ul style="list-style-type: none"> Will these tasks/actions make a real difference to all or some of the school's children/young people? Are tasks/actions realistic? 	Are these linked to collegiate calendar?	<ul style="list-style-type: none"> Is responsibility shared and devolved? Does this allow for and demonstrate leadership at all levels? 	<ul style="list-style-type: none"> How will success be measured? How will evidence be gathered – data, views, direct observations? 	<ul style="list-style-type: none"> Is this focused on children and young people and making a difference to their outcomes? Is it for all learners or a group of learners?

<p><u>ICT</u></p> <p>Staff will ensure the children have the required digital skills to access their learning should we return to lockdown or a blended approach to learning.</p> <p>Seesaw – following on from the successful use of Seesaw in the ASC we will purchase this app and use it across the school – Early Entrants, Nursery ASC and P1-P7 to share learning activities with parents and for pupils to share learning with staff.</p> <p>We will also look at how we best distribute the Chromebooks from the Scottish government to best support our ICT poor families.</p>	<p>Term 1</p>	<p>Teachers will ensure their pupils have the appropriate ICT skills to access learning and support learning within schools.</p> <p>Staff will share pupil's learning through SEEsaw app.</p> <p>School management in consultation with teachers will identify pupils who require ICT resources funded by the Scottish government.</p>	<p>Should we go back into lockdown or follow a blended learning approach, we will have a greater number of learners engaging in their learning through ICT than during the first lockdown.</p> <p>The majority of families use Seesaw to access and share their children's learning.</p> <p>Families unable to access on line learning during the first lockdown will now be able to access this.</p>	<p>Children use ICT to enhance their learning both in class and at home. More pupils engage in on line learning than during previous lockdown.</p> <p>More pupils access their learning online and through Seesaw than during previous lockdown.</p> <p>More pupils access their learning online and through Seesaw than during previous lockdown.</p>
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<p><u>Pedagogy</u></p> <p>Teachers will establish where pupils are in their learning for Literacy and Numeracy using the school Assessment Rationale. Use Base and AfE as part of our assessment information gathered to triangulate with teacher's judgement on where children are in their learning.</p> <p>IDL, Accelerated Reading approaches and MFI are used as part of our assessment suite to close the gap in pupils' learning.</p> <p>4 part model – Continue to implement this as part of our whole school approach to raising attainment.</p> <p>Promoting Playful Pedagogy- Primary 1 teachers are in the second year of PPP. Staff are engaging in collaborative work across the cluster to enhance play-based learning within their classrooms.</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 2 onwards</p> <p>Term 1 onwards</p>	<p>Teachers, support staff and SfL will collaborate to ensure targeted pupils are working at the right level and are given the appropriate support.</p> <p>SfL teacher, raising attainment teacher, additional teacher (courtesy of the Scottish govt) and support staff work with pupils to put these strategies and approaches in place to support learners.</p> <p>SMT to lead on this and teachers to lead this in their classes.</p> <p>Class teachers to receive and embed approaches around play-based learning.</p>	<p>They will use the information / data they have and compare it with children's assessments from last year to establish if pupils have moved on, stayed the same or regressed. They will then use the data they have from August and September to compare progress later in the year.</p> <p>Baselines will be used to establish where targeted pupils are and subsequent evaluations / assessments will highlight the progress being made.</p> <p>Children are able to articulate the stages in the 4-part model and use them in their writing.</p> <p>Staff will continue to use the PP audit tool to evaluate impact</p>	<p>These strategies when implemented will help close the gap in children's learning from where they are in terms of national expectation to where we want them to be. (MFI and Accelerated learning for all pupils. IDL initially for targeted pupils)</p> <p>Use the range of assessment tools we have for Reading, Spelling and Writing to ensure we can plan appropriate and challenging work for all pupils.</p> <p>Close the gap in pupils attainment in writing.</p> <p>We will add value to pupil's attainment and their physical, cognitive, social, mental health and emotional development.</p>
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<p><u>Health and Wellbeing</u></p> <p>Across the school and ASC we will be using the Emotion Works Recovery Programme</p> <p>This programme has a strong focus on emotional and mental well-being. It started off on the three Rs</p> <ul style="list-style-type: none"> • Relationships • Regulation • Relevance 	<p>Term 1</p>	<p>Class Teachers will follow the progressive programme which is linked to CfE.</p>	<p>Prior to starting the programme staff will carry out the baseline assessment. They will then assess the progress as they move through the programme focusing on the impact it is having.</p> <p>The children will then be reassessed at the end of the programme to highlight the progress made in their emotional and mental well-being.</p>	<ul style="list-style-type: none"> • Pupils are supported in re-establishing the routine of attending school. • They re-establish positive adult child relationships and child to child relationships. • Children are regulated and are ready to learn. • Relevance makes learning more pleasurable and less stressful particularly during stressful times. • They develop their resilience after the negative impact of the traumatic life event. (Covid-19)
<p>Continuation of mindfulness approaches previously developed</p>	<p>Term 2</p>	<p>This will be revisited by Sofia McGarry and the cohort of teachers who had done the training and had started to cascade the training and modelled it in classes across the school or in some cases team taught across stages.</p>	<p>We had completed the pre assessment but unfortunately due to Covid-19 we were unable to complete the block of teaching which would have enabled us to measure impact through the post teaching evaluations. Once we have revisited these approaches and</p>	<p>Pupils are engaged in their learning and develop and put into practice the approaches they have learned through working on the mindfulness programme. They develop self-regulation strategies to support their well-being and learning.</p>

<p><u>School Values</u></p> <p>The school values need to be revisited to reflect the constraints and challenges we currently have due to Covid-19.</p>	<p>Term 1 onwards – completed by term 2.</p>	<p>Teaching staff revisit these with pupils. Staff then share these and we form a group pupils, staff and parents engage to create the school values to reflect the issues with Covid-19.</p>	<p>Creation of a new set of school values.</p>	<p>The new values reflect the times we are living in and encourage a safe way of learning that supports everyone’s emotional well-being.</p>
<p><u>Nurture Room</u> Darren McTurk – supports the most vulnerable pupils as they return to school after lockdown.</p>	<p>Term 1 onwards</p>	<p>Darren McTurk engages with class teachers to identify pupils who experience social, emotional and behavioural difficulties and plan together to see how Darren can support these pupils with their challenges.</p>	<p>Boxall profiles are used to identify the child’s highest needs and how to support these needs to overcome these barriers to learning.</p>	<p>Children are calmer and regulated to be in the right frame of mind to learn.</p>
<p><u>Curriculum Rationale</u></p> <p>Create a new curriculum rationale for Buckhaven Primary that reflects the values and views of our learning community.</p>	<p>Term 2 onwards completed by term 4</p>	<p>James Mcgimpsey to lead on this.</p>	<p>Creation of a Curriculum Rationale that reflects, our demograph,</p>	<p>Everyone has a shared understanding of what we are trying to achieve and what we believe is important in the education we provide to Buckhaven’s children.</p>

<p><u>DYW</u> We will create our DYW programme to show children the jobs available to them the skills they need to access these jobs and make pupils aware of the skills they have.</p>	<p>Term 3 onwards</p>	<p>Karyn Rodgers to lead on this. Sofia McGarry coordinating and all staff include peripatetic Nursery teacher involved in the embedding of these approaches</p>	<p>Development and embed a whole school annual DYW programme</p>	<p>Pupils develop a greater understanding of the jobs available in their community and beyond and the skills and qualities they need to get those jobs.</p>
<p><u>Nursery</u> Focus on nurturing approaches, Solihull, development of outdoor learning through using outdoor environment.</p> <p>Due to no open doors policy greater engagement with parents through ICT eg Sways being shared on school app, introduction of SEEsaw</p> <p>We will be using key messages from Realising the Ambition to focus closely on our learning environment in terms of offering high quality experiences, interactions and spaces.</p> <p>Due to the ELC expansion, we have children in for full days and want to carefully consider the flow of the day, allowing staff to be responsive to children's needs. This will incorporate</p>	<p>Term 1 onwards</p> <p>Term 1 onwards</p>	<p>Sofia McGarry coordinating and all staff include peripatetic Nursery teacher involved in the embedding of these approaches.</p> <p>All nursery staff, DHT, PT, Peripatetic teacher and Eyos.</p>	<p>Families to continue to engage in the life of the Nursery using digital platforms</p> <p>Staff understand that high quality outdoor play experiences have a direct and positive impact on children's physical, cognitive, social, mental health and emotional development. In order to provide these experiences, staff will develop the outdoor area ensuring a wealth of learning opportunities across the curriculum.</p>	<p>Parents receive the same information and involvement in their child's progress in spite of the Covid-19 restrictions.</p> <p>Pupils have quality outdoor play experiences that have a direct and positive impact on children's physical, cognitive, social, mental health and emotional development.</p>

<p>building on mindfulness techniques which were introduced last session.</p>				
<p>ASC Improving Wellbeing, Equality and Inclusion:</p> <p>Developing Partnership working</p> <p>Learning, Teaching & Assessment</p>	<p>Term 1 onwards</p> <p>Term 1 onwards</p> <p>Term 1 onwards</p>	<p>Karyn Rodgers, All ASC staff.</p> <p>Karyn Rodgers, All ASC staff.</p> <p>Karyn Rodgers, All ASC staff.</p>	<p>Building an appropriate physical environment for the children in our care. We want to create the optimum learning environment for learners. This includes the development of a sensory room and ‘calm’ space.</p> <p>Continue to develop and build positive relationships and effective communication between staff and families through the use of SeeSaw app. Use of pre-early milestones to support the tracking of progression for learners with complex additional support needs who are working at pre-early level; and promote consistency of language used in reporting progress and to inform planning/next steps</p>	<p>Individual profiles set up for each pupil to ensure consistent approach. This will detail information about health issues, barriers to learning, communication preferences, support needs including personal care and sensory requirements.</p> <p>Children have key workers who are clear in the process of planning and assessing the appropriate tasks and support for all pupils.</p>
<p>Ongoing Evaluation</p>				
<p>This should be updated as part of on-going cycle of self-evaluation</p>				

