

# Largoward Primary School



Agile Recovery Plan  
2020 – 2021

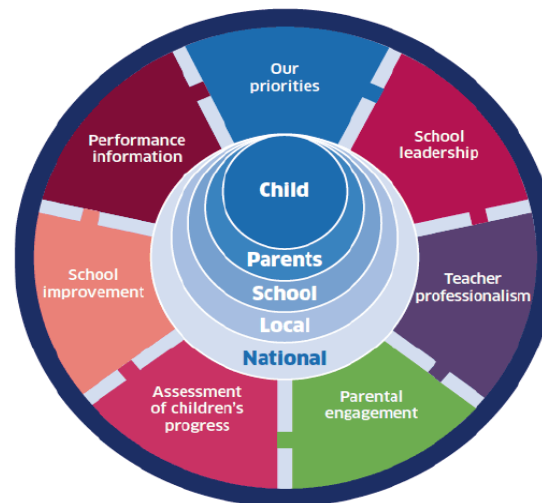
Summary For Parents

# Identifying Priorities For Improvement:

When identifying our priorities for improvement in Lawhead Primary School and Nursery we have taken into consideration national, regional and local guidance and information.



- HGIOS4/HGIOELC
- National Improvement Framework
- Fife Children's Services Plan
- Pupil Equity Funding
- Cluster Plan
- Learning Partnership
- On-going self-evaluation
- Evidence from staff, pupils, parents and partners



# How We Triangulate Our Evidence:

## Pupils:

- Focus groups
- Pupil surveys
- Pupil council
- Microsoft Teams/GLOW
- Observations
- Assessment information

## Parents:

- Focus groups
- Parental questionnaires
- Parents evenings
- Groupcall
- Facebook page
- Parent council



## Staff:

- Staff meetings
- Staff wise survey
- PRD's
- Classroom visits
- Excellence and equity meetings
- Moderation activities
- Assessment information

## Partners In Education:

- Planning with partner agencies – family support team, active schools, educational psychologist, SALT, EAL, social work.
- Planning with community groups – rotary club, sports groups and clubs, etc

## Priority 1 – Health and Wellbeing of Pupils and Staff

### National Improvement Framework Priority:

- Improvement in children and young people’s health and wellbeing

### Focused Priority:

Ensure learner wellbeing underpins all of our practice during the Covid-19 recovery period in order to maximise learner success and engagement.

#### QI (HGIOS4):

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.4 Personalised Support
- 2.6 Transitions
- 3.1 Ensuring wellbeing, equality and inclusion

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### What are we doing/have we done?

- Back to school information booklet with relevant information relating to mitigations and risk assessment.
  - Emotion Works Covid-19 Recovery Program – 14 week recovery package
  - Targeted HWB interventions for identified individuals requiring additional support – kitbag, lego group and other HWB interventions
  - HWB experiences and outcomes prioritised in weekly, block and termly plans and responsive to needs of learners in each class, including opportunities for outdoor learning and promotion of SHANARRI Indicators
  - Revision of school’s vision and values
  - Completion of HGIOS4 graffiti wall/evaluation for QI 3.1
  - Development of playground charter – linked to VVA
  - Development of class charter and celebrating success system explicitly linked to VVA and SHANARRI wellbeing indicators
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**National Improvement Framework Priority:**

- Improvement in children and young people's health and wellbeing

**Focused Priority:**

Ensure that staff health and wellbeing is underpinning our practice to enable staff to feel safe, confident and empowered to carry out their duties effectively during Covid-19 recovery.

**QI (HGIOS4):**

- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 2.6 Transitions

**QI (HGIOELC):**

- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 2.6 Transitions

**What are we doing/have we done?**

- Mandatory eLearning modules
- Whole school staff induction covering August risk assessment
- Staff Wellbeing check-ins at every meeting
- Individual Risk Assessments for BAME staff, pregnant staff or those with underlying health concerns
- Effective communication of wellbeing information to all staff
- Opportunities to allow staff to connect (safely) as restrictions allow
- Class assemblies every week giving staff additional NCCT, reinforcing school values and SHANARRI indicators with learners
- Promotion of school values through 'shout outs'

**Priority 2 – Improved Attainment in Literacy and Numeracy****National Improvement Framework Priority:**

- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in attainment, particularly in literacy and numeracy

**Focused Priority:**

Improved attainment in literacy and numeracy

**QI (HGIOS4):**

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.5 Management of resources to promote equity
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

**QI (HGIOELC):**

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.5 Management of resources to promote equity
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.2 Securing children's progress

**What are we doing/have we done?**

- New minimum expectations for class teachers forward planning including expectations for literacy and numeracy records of understanding
- Termly excellence and equity meetings with class teachers and nursery keyworkers
- Quality assurance calendar with a focus on literacy and numeracy – class visits and pupil focus groups – collegiate work with Lawhead
- PI BASE and P4/P7 SNSA data used to identify gaps in learning
- Lexia for all pupils
- Collegiate planning and moderation of holistic assessments with Lawhead staff on TEAMS

**Priority 3 – Improved Digital Skills****National Improvement Framework Priority:**

- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in employability skills
- Improvement in attainment, particularly in literacy and numeracy

**Focused Priority:**

Consistent practice across the school in using technology to support learning and teaching and home learning

**QI (HGIOS4):**

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.5 Family learning

**QI (HGIOELC):**

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.5 Family learning

3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning
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## What are we doing/have we done?

- Set up a Microsoft Team with homework channel
- All pupils regularly accessing Teams weekly in school time to upskill and ensure confident, consistent use.
- Covid-19 recovery additional teacher working with individuals/small groups to upskill on Teams.
- Collegiate activity sessions to upskill and ensure consistent use of Sumdog, Glow and Teams
- Parental Questionnaire on remote learning experiences
- Audit of all families to gauge access to internet and devices to support Chromebook and Mi-Fi allocations
- Develop staff guidance on use of 2-way video lessons on GLOW and how to adapt for pupils with ASN
- Upskill PSA on GLOW, Teams and other relevant IT.
- Staff session on CAS Barefoot resources

For all of our recovery priorities we have a clear timescale and identified staff members who are responsible for leading the tasks and activities. We regularly review our progress and gather evidence that allows us to measure the impact on our learners.

As this is an agile plan the work we are doing is constantly evolving to reflect the needs of our learners, families and staff and also to reflect the most up to date government advice.