

Maxwellton Primary School & Nursery

Recovery Planning August 2020



Maxi Connecting Achieving Nurturing !



South Lanarkshire Council

Recovery Planning August 2020



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Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

How will we know we've been successful?

<p>Quality Indicator</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	<p>Recovery Priority</p> <p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>Key Recovery Tasks (School specific)</p> <p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>Desired Outcomes and Impact</p> <p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Whole School Wellbeing</p> <p>Rationale: School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community.</p> <p>A sense of Belongingness and Connectedness is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through Quality Relationships, and a range of Attachment Informed Practices.</p> <p>Staff will have had a range of experiences during this period and will need a flexible and personalised</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs. Plan how best to promote an attachment -informed ethos and environment that nurtures 	<p>Key Recovery Tasks (school specific)</p> <p>Attachment Informed Practice (Term 1 Aug-Dec) All staff will undergo training on Attachment Informed Practice This will include...</p> <ul style="list-style-type: none"> Attachment Informed Practice Webinar Attachment strategy Inset/CAT sessions Attachment Strategy Policy Reading Attachment Strategy Power Point A-Z of Attachment Strategy professional discussions/display Whole School class focus on A-Z of Attachment Strategy (Weekly) Completion of Attachment Informed readiness checklists at school, SLT & individual levels Reflection on own attachment and how this impacts our relationships with others New Attachment & Nurture Whole School Policy is written Attachment Parent leaflet created for parents 	<p>Desired Outcomes and Impact</p> <p>Evident increase in Attachment Informed Practice within school Evaluations from pupils, parents, staff recognise this</p> <p>Staff confident in understanding attachment theory and delivering attachment informed practice</p>

<p>approach that emphasises the ongoing importance of self-care.</p> <p>It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some.</p> <p>Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.</p>	<p>reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.</p> <ul style="list-style-type: none"> • Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. • Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. • Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and 	<p>Nurturing School - (Term 1 Aug-Dec)</p> <ul style="list-style-type: none"> • Staff will receive training on the 6 nurturing principals through Inset and CAT nights (Looking at other SLC schools already trained in this to deliver training) <ul style="list-style-type: none"> ▪ Children’s learning is understood developmentally ▪ The classroom offers a safe base ▪ The importance of nurture for the development of wellbeing ▪ Language is a vital means of communication ▪ All behaviour is communication ▪ The importance of transition in children’s lives • Completion of Glasgow’s A whole School Nurturing Approach Self Evaluation Toolkit for professional dialogue and discussion (Ongoing) <p>Attachment & Nurture Informed Practice Classroom Observations</p> <ul style="list-style-type: none"> • Term 1 (Aug-Oct) – Peer Observations • Term 1 (Oct – Dec) – SLT Observations <p>PPRUDB - (Term 2 Jan-March) Staff will receive training on PPRUDB from Aisling Boyle</p> <ul style="list-style-type: none"> • Staff complete PPRUB Learn on Line • Professional reading and familiarisation with PPRUDB resources and paperwork • ASN update includes PPRUDB deescalation <p>The Rights of The Child - Rights Based School - (Term 1 Aug-Dec)</p> <ul style="list-style-type: none"> • Whole School refresh on The Rights of The School. • Each Class will learn about The Rights of The Child. Whole school Planner introduced • Rights of the Child weekly focus at Virtual assembly • Rights of the Child signs displayed throughout our school & Nursery 	<p>Evident increase in Nurturing Schools Practice within school Evaluations from pupils, parents, staff recognise this</p> <p>Staff confident in understanding Nurturing Principals and delivering nurture informed practice</p> <p>Increased understanding amongst all staff that all behaviour is communication. Staff trained in PPRUDB procedures and paperwork</p> <p>Increased understanding in the whole school community regarding The Rights of the Child.</p> <p>Increase in pupil voice</p>
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which allow staff to be included and consulted.

New skills/Rusty Skills Profile

Learners will complete a new skills profile during the first 2 weeks to help inform the class teacher of any new skills they have learned during lockdown. These can be shared and celebrated as a class.

Learners will also complete a rusty skills profile. Learners may put on this any skills they feel are a bit rusty or that they are worried about also. These can be shared as a class to help ease worries and identify targeted learning.

Virtual Assemblies – (Until required)

Weekly virtual assemblies to celebrate the life of the school will take place until assemblies can happen in person. These will be done in video format and used to celebrate and inform our families of our school life and create a positive warm ethos.

HWB Baseline Assessments & Family Survey - (Term 1 Aug-Dec)

Learners will participate in 2 HWB baseline assessments in first month of school and again at the end of the term

- GIRFEC HWB Self Assessment Rating Scale
- 10 Keys to Happiness and Well being self assessment – Rating Scale

Family survey also to be issued to parents about family lock down experience.

These HWB assessments and surveys will allow us to understand our children's lockdown experiences better and plan to meet their needs or deliver interventions where necessary.

Leuven Scale Observations – (Ongoing)

Staff will make observations of all children in their class within the first 3 weeks of being back at school. Staff will observe learners wellbeing in learning and involvement in learning. Class Teachers will meet with SLT to discuss observations and any targeted support/intervention or action resulting from these

Deeper understanding of new skills gained in lockdown. Evidence and information to help identify gap analysis.

Partnership and communication with parents. Developing of Maxi ethos and celebrating achievements.

Information gathered to establish new gap analysis to tailor support and intervention

Information gathered to establish pupils HWB needs and identify new gap analysis to tailor support and intervention

		<p>Looking After Staff Wellbeing – (On-going)</p> <ul style="list-style-type: none"> • Staff will be asked to complete a staff HWB survey on returning to work during the inset day. This will offer a one to one support meeting with SLT for any member of staff that requests it. The survey will allow us to best support staff on their return to work. • Staff will complete 'The Juggler' self reflection exercise during Inset Day 1. This will allow staff an opportunity to reflect on their own lockdown experience and everything they have had to juggle at this time. There is no obligation for staff to share this although they can bring it to their PPR meeting to discuss if they find it helpful. In line with attachment informed practice and compassionate leadership this will allow us to see with kindness all that others hold • PRD meetings will focus on supporting staff health and well being and ensuring supports are in place • Daily email bulletins will be introduced to ensure good communication to all staff in place of the daily bulletin board • In line with attachment informed practice 'Angels' will be introduced to staff to help keep each other in mind. Names will be changed every month but staff will be allocated another member of staff to look out for and keep in mind. • Weekly Recovery Meeting will be introduced, and a member of staff will be asked to join this to represent the rest of the staff. This meeting will be to discuss COVID compliance and health and safety issues and to ensure everyone feels safe and any issues are being addressed. • 'Connect & Chat – will be introduced on a Wednesday from 3pm-3.30pm for anyone that wishes to stop and have a tea/coffee and chat -socially distance of course. Priority and emphasis will be placed on connection. • HT to attend HT support group within LC 	<p>Staff feel informed and communicated with and that their welfare needs are being supported also.</p>
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		<p>Communication with Parents – (Term 1 – ongoing) As well as our usual means of communication with parents we will be enhancing it this term with the following to stay connected and to support our Maxi families...</p> <ul style="list-style-type: none"> • New Website launched • Classroom blogs with video footage of learning • Google Classroom continued use for communication • Weekly Virtual Assemblies • Recovery Curriculum – Parent Leaflet • Back To School Handbook given • Weekly Newsletter with COVID Section • Attachment and Nurture Parent leaflet • Zoom Parent Council Meetings • Parental partnership and engagement activities in Happy and Healthy Topic • Sharing A-Z Attachment & Resilience Weekly Focus • Learning Journals in Nursery • Family survey regarding lockdown and HWB • Virtual – Meet the Teachers – Videos & PowerPoints 	<p>Effective communication with parents at a time when they are not allowed in the building. Evidence gathered from self evaluation and triangulation.</p>
<p>Theme: HWB CURRICULUM</p> <p>Rationale: The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is underpinned by recognition that all Behaviour is Communication.</p> <p>Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Contextualise the 'Reconnection & Recovery' guidance to develop a recovery curriculum within a unique context. • Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing 	<p>'We Are Maxi' Interdisciplinary Topic – (First 3 Weeks) Implementation of the 'We Are Maxi' Interdisciplinary Topic Identify and belonging and building a secure base for our learners will be key priorities within the first few weeks at school. This short whole school Interdisciplinary Topic focuses on 'We Are Maxi' and has been written to foster identify, connectedness and belonging. This will be a whole school topic and will last for the first 3 weeks. It will cover...</p> <ul style="list-style-type: none"> • Maxi Family – what makes us family, we all have a role to play, what is wonderful about our school etc • Our school Vision • Our school Values • Our school Rules 	<p>To help create fresh sense of belonging and identity in our school community as we Come together again</p>

<p>Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity.</p>	<ul style="list-style-type: none"> • Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs. 	<p>Action for Happiness – Happy & Healthy HWB Topic – (Term 1- November – 10 Weeks) As a whole School and community, we will be learning about the Happy & Healthy Topic from Action for Happiness. This topic is based on research and teaches about the 10 keys for happy & healthy living.</p> <ul style="list-style-type: none"> • Staff will engage in professional reading and dialogue regarding the 10 keys • Parent and Family information booklet regarding each key will be issued to parents with family engagement activities • Happy & Healthy Toolkit implemented • Learners will take part in a Happy and Healthy Baseline Assessment at the beginning and end of the topic • Whole School celebration on the 10 keys • Partnership working with another school in the LC also using Action for Happiness materials <p>Recovery through the Arts Although our recovery curriculum at Maxi will focus on Literacy, Numeracy and HWB, we believe that the arts play an important role in the recovery curriculum.</p> <p>Whole School Art Project Our school will implement a whole school art project entitled 'Wonderful World' Learners will be taught art through the theme and sub themes...</p> <ul style="list-style-type: none"> • Wonderful Me • Wonderful Plants • Wonderful Water • Wonderful Sun • Wonderful Creatures • Wonderful Cultures <p>Whole School Music Project Each class will take part in a weekly music lesson. This will not include singing of any kind but rather listening to different styles of music to discuss</p>	<p>Increased happiness and health for all parents, staff and pupils. Evidence from baseline surveys at start and end of topic</p> <p>Increased happiness and health for all parents, staff and pupils. Evidence from baseline surveys at start and end of topic</p>
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		<p>how it makes us feel and discussing how music can help us relax. Music lessons will include these key elements</p> <ul style="list-style-type: none"> • Genre Spotlight – Listening to music from a different musical genre each week and discussing its features • Listen & Draw Piece – Listening to a piece of music and drawing what it makes you feel • Lyrics Matter – Listening to a piece to discuss which lyrics stand out to us or move us <p>Connection Time Points In order to foster school ethos, sense of belonging and safe base as per attachment strategy - each class within the school will stop for connection time 3 x per day. The focus of these connection times will be as follows...</p> <ul style="list-style-type: none"> • 9am – A-Z Attachment & Resilience & Social Skills • After Interval – Fruit & Story • 2.30pm – Circle Time <p>Pupil Voice Capturing our pupil voice will be more important than ever as we will be unable to meet in pupil voice groups as this would involve learners of other classes coming together. There will be a weekly pupil voice class question that teachers can use as the focus for one of their circle times. Each class will hand their responses in to the SLT Questions will be responsive to recovery curriculum and what the children are sharing with us</p> <p>Do Be Mindful – (Term 1 & Term 2) Staff will be trained in the Do Be Mindful resource. Staff will watch the Do Be Mindful videos and participate in the exercises Staff will pilot and implement with classes from Nov</p>	<p>Increased time together to help with attachment and decrease anxieties</p> <p>Increase of pupil voice from strategic planning for it throughout our whole school</p> <p>Increased happiness and health for all parents, staff and pupils. Evidence from baseline surveys at start and end of topic</p>
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Improvement Priority 2 - Planning for Equity

How will we know we've been successful?

Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p>2.4 Personalised Support</p> <ul style="list-style-type: none"> • Universal Support • Targeted Support • Removal of barriers to learning <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Re-identifying the poverty-related attainment gap.</p> <p>Rationale: To plan effectively to address the “gap” there needs to be a clear understanding of what the current “gap” is. Learners will have had a varied experience during their home learning period, and won't necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point;</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider the experiences learners have had during the school closure period, drawing on for example: <ul style="list-style-type: none"> - Engagement data - Home-school communication - Home-learning submissions - Engagement at hubs • Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of: 	<p>Key Recovery Tasks (school specific) Gap Analysis will include... Attainment Meetings Attainment Meeting 1 Attainment Meeting will take place after Week 3. This will be to discuss each learners wellbeing and to discuss observations from Leuven scale and their previous attainment meeting and subsequent targeted actions. Attainment Meeting 2</p>	<p>Desired Outcomes and Impact</p> <p>Identification of new gap analysis to help support families and tailor interventions to learners</p>

with others showing limited progress if any. Schools therefore, need to reconsider their “gap” and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.

- Learners’ wellbeing (e.g. Boxall profile, observations, wellbeing indicators)
- Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments)
- Engagement (e.g. Leuven scale, observational data)
- Participation (home-learning participation data)

Purple text gives examples of how schools may tackle this; this isn’t exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.

- Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school’s new “gap” position. This will enable identification of groups/learners/stages requiring targeted additional support.

Will take place before the September weekend and teachers will make first professional judgements of the year at attainment and progress meeting

Family Survey

A family survey will be issued regrading lockdown experience and analysed to help identify the gap.

Specific families that did not engage with Google Classroom will be targeted by SLT to see how any issues can be address in case another lockdown

Assessment – Term 1

All assessment will be carried out sensitively and when teachers believe learners are ready and able.

Assessments planned for Term 1 include

- P1 Baseline Assessment (First 2 Weeks)
- P1 Good Enough Assessment (First Two Weeks)
- P2 RWRA
- Standardised Literacy – GL Assessment – P2 Upwards
- SWST Spelling Assessment – P2 upwards
- PUMA Numeracy & Maths Assessment – P2 Upwards

Google Classroom

As part of gap analysis up levelling in skills on Google classroom will play an important role of learners and parents Learners – Teachers will spend time teaching all children features of Google Classroom and setting homework exercises to reinforce these skills. This will help close the gap of learners that were unfamiliar with using GC and

Identification of new gap analysis to help support families and tailor interventions to learners

Identification of new gap analysis to help support families and tailor interventions to learners

Up levelling of staff, pupil and parent skills with regards to Google Classroom

		<p>where not able to receive the IT support from home.</p> <p>Parents – Google classroom leaflets, videos and online parental workshops will be created to help parents learn more about Google Classroom.</p>	
<p>Theme: Planning to close the poverty-related attainment gap and reduce learners’ barriers to learning.</p> <p>Rationale: As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the current needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. • Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. • Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. • Review staff training needs. • Review current partnership working. • Consider how you will measure and evidence impact; plan this into home and school approaches. • Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this. 	<p>PEF Teacher – Mrs Findlay (0.5) Our PEF Teacher remit will include...</p> <ul style="list-style-type: none"> • Helping with school gap analysis and summative assessments • Establishing and furnishing of new Safe Space room. Room established for use for interventions and to provide space for those children that require a quieter sensory experience or alternative curriculum • Targeted literacy teaching of reading in P4 & P5 and with an individual pupil • Development and continuation of Emotion Works group to provide support for our EBS and ASD learners • Recovery Curriculum Planning (Music) <p>Safe Space A new room has been created within our school to be known as the ‘Safe Space’. This room will be used for interventions or for those learners that require an alternative curriculum or quieter space to work.</p>	<p>Safe Space room established and resourced</p> <p>Increase in reading attainment in P4 & P5</p> <p>Safe Space room established and resourced</p>
<p>Theme: Tracking and monitoring impact of equity approaches.</p> <p>Rationale: To ensure maximum impact for learners, there needs to be rigorous,</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy. 	<p>Interventions</p> <p>PT and PEF Teacher will track each equity intervention used in Maxwellton. These will include tracking of</p>	<p>Tighter tracking and monitoring procedures developed to record impact of interventions</p>

<p>regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.</p>	<ul style="list-style-type: none"> • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. • Consider points in planning section to find alternative approaches. 	<ul style="list-style-type: none"> • IDL • Nessy • Reading Eggs • Emotion Works Group • 5 Minute Boxes • SumDog • Direct Teaching Intervention/Targeted use of PEF Teachers time <p>For each of these interventions a rationale and a baseline of each learner will be taken. Tracking of each of these interventions will take place each term and tracking meetings established to discuss with HT, PT and PEF Teacher. Self Evaluation tools will be used to help with the tracking and to triangulate evidence from pupils, staff and parents.</p>	<p>Increase in learner attainment/HWB</p>
<p>Theme: Cost of the School Day</p> <p>Rationale: The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren't before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Revisit Child Poverty Action Group Website • Read CPAG article on impacts of school closures. • Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families. • Consider how you will equip learners with the tools required to undertake home-learning. • Consider how our actions can inadvertently alienate families in poverty. • Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts. 	<p>Cost of The School Day Policy Update</p> <p>COSD policy to be reviewed with all staff and new policy uploaded onto website.</p> <p>Parent Council Compassion Fund</p> <p>Good governance discuss use of Parent Council Compassion Fund during COVID 19. Replacing of monies. Policy for use of this fund put into place.</p> <p>Maxi Larder</p> <p>Establish parent run small 'Maxi Larder' for a pilot period.</p>	<p>Cost of the School Day Policy updated</p> <p>Greater support and partnership created through Maxi Eco Uniforms and Maxi Larder</p>

	<ul style="list-style-type: none">• Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community.• Consider staff training needs – ensure all staff are consistent in their approach to poverty.• Consider what changes will need to be made to the school calendar in light of changes to family income.	<p>Maxi Eco Uniform Establish parent run Maxi Eco uniform stall. Gathering donations of new and preloved school uniforms to benefit others.</p>	
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Improvement Priority 3 - Continuity of Learning

How will we know we've been successful?

Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> Rationale and design Development of the curriculum Learning pathways Skills for learning, life and work <p>2.3 Learning, teaching and assessment assessment</p> <ul style="list-style-type: none"> Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> Attainment in Literacy and Numeracy Attainment over time Overall quality of learners' achievements Equity for all learners 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.</p> <p>Links are included where appropriate.</p> <p>Please note - there are 2 Head Teacher consultative groups currently working with senior officers to produce Local Authority suggested recovery phase 'curriculum models' for both the Primary and Secondary sectors. As soon as the recommended models have been assessed for operational practicalities (including services such as cleaning, transport, catering etc) they will be emailed to all Head Teachers.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would like and how it will be measured.</p>

<p>Theme: Learning In School</p> <p>Rationale: <i>The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum</i></p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision. 	<p>Key Recovery Tasks (school specific)</p> <p>Recovery Curriculum Vision Maxwellton staff established a vision for our Recovery Curriculum 'Maxi CAN! <u>C</u>onnecting <u>A</u>chieving <u>N</u>urturing. These principals and values will drive</p>	<p>Desired Outcomes and Impact</p> <p>Clear vision for our recovery curriculum established for all</p>
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<p><i>number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible</i></p> <p><i>It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.”</i> The Recovery Curriculum, Think Piece</p> <p>Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.</p>	<ul style="list-style-type: none"> • Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. • Consider if communal and social areas could be repurposed to provide additional learning space. <p>https://www.gov.scot/publications/coronaviruses-covid-19-re-opening-schools-guide/</p> <ul style="list-style-type: none"> • Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. • Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. • Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks) • Review your school’s learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment. 	<p>and underpin our whole Recovery Curriculum. This vision will be shared with staff, parents and learners in a visual info graphic so all our stakeholders are aware of our vision for this period.</p> <p>Recovery Curriculum The focus of our curriculum will be mainly on Literacy, Numeracy & HWB. As we have now returned full time we will also include music, Art, IT & Interdisciplinary studies in our curriculum. Recovery Curriculum updates will be made to our parents regarding what their child is learning.</p> <p>Outdoor Learning Each class will be asked to do 3 x pieces of outdoor learning per week.</p> <p>Connection Time Points In order to foster school ethos, sense of belonging and safe base as per attachment strategy - each class within the school will stop for connection time 3 x per day. The focus of these connection times will be as follows...</p> <ul style="list-style-type: none"> • 9am – A-Z Attachment & Resilience & Social Skills • After Interval – Fruit & Story • 2.30pm – Circle Time <p>Metacognition & AiFL All staff will be reminded of the importance of metacognition and making skills explicit to learners at this time. Refresher training will take place in AiFL with all staff to aid this</p>	<p>Focus on HWB and es</p> <p>Increase in outdoor Learning experiences throughout school</p> <p>Increase in belonging and class connections. Feedback from pupils from pupil voice</p> <p>Increased use of AiFL and explicit teaching and awareness of the skills within the curriculum for staff and learners</p>
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<p>Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.</p> <p>This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.</p> <p>It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.</p> <p>Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers .</p>	<ul style="list-style-type: none"> • Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated. • Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school. • Consider how to take account of parental views and pupil voice when developing the learning in your school. 	<p>CfE Benchmarks & Assessment Folders Staff will be given time to refamiliarize themselves with CfE benchmarks especially in literacy and numeracy to help accurate assessment and gap analysis New Assessment Folders will be introduced. Initially these will focus on Numeracy, Literacy and HWB & Interdisciplinary Topics. These will be piloted and reviewed in the first 2 terms.</p> <p>CCC CCC time will be reviewed in line with staff to offer a more flexible approach to delivering CCC including the introduction of a fortnightly model.</p> <p>Virtual Assemblies Virtual assemblies will continue to develop school ethos and to celebrate achievement and attainment within the school.</p> <p>Lockdown Protocol If a further Lockdown happens our CCC teacher and PEF teachers remits would be diverted to planning and managing areas of the curriculum for Google Classroom The school has already been divided into Groups A and Groups B A staff Teams Meeting would take place every Wednesday morning at 9am to ensure staff stay connected</p>	<p>Continued understanding and awareness of CfE benchmarks and assessment process</p> <p>Flexible use of CCC discussed to decrease staff time with different classes</p> <p>Procedure and policy regarding blended learning developed and ready to go if a lockdown happens again</p>
<p>Theme: Learning At Home</p> <p>Rationale:</p>	<p>Schools need to:</p>	<p>Blended Learning Policy A Blended learning policy is to be created by staff with pupil, staff and parent voices represented in it.</p>	<p>Procedure and policy regarding blended learning developed and ready to go if a second lockdown happens again</p>

<p>A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support.</p> <p>While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.</p> <p>Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.</p>	<ul style="list-style-type: none"> • Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school. • Can staff who are shielding work on developing and leading on online learning opportunities? • Take account of the existing resources you have access to and how these can be used to support learning at home. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated. • Review and plan how you will deliver and set work at home and how feedback will be given to learners. • Establish a baseline on the number of pupils and staff who have home access to ICT. • Consider how to take account of pupil voice in their learning at home. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home. • Consider how you will measure and track engagement with home learning 	<p>Google Classroom Now that staff have had the opportunity to use Google Classroom at length staff training and next step CPLP needs should be established to ensure consistency in the use of Google Classroom across the school. A Google Classroom consistency section will be included in the Blended Learning Policy. Staff will be trained by our PT and have opportunities to learn from each other and each other's Google Classrooms.</p> <p>Microsoft Teams Staff will be trained in the use of Microsoft Teams so that staff Team Meetings can be conducted if lockdown occurs again. PT will lead on this through their Digital Technologies remit.</p> <p>Homework Policy Our Homework policy will be reviewed to take into account equity issues and ensure that we are still giving physical homework and following COVID 19 protocols regarding non contamination procedures.</p> <p>Our homework policy will also be reviewed to ensure that learners are using Google Classroom on a weekly basis as part of their homework so that skills remain polished should we need to return to a lockdown again.</p> <p>New homework policy to be shared with staff, parents , and learners</p>	<p>Increased up levelling in skills regarding Google classroom for parents, staff and learners at Maxwellton</p> <p>Increased up levelling in skills regarding Microsoft Teams for staff at Maxwellton</p> <p>Procedure and policy regarding homework refreshed to include continued use of Google Classroom</p>
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