Maxwellton Primary School

Recovery School Improvement Planning

August 2021

Maxi **C**onnecting **A**chieving **N**urturing

Improvement Priority 1 -   Continuity of Learning

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
2.2 Curriculum • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work 2.3 Learning, teaching and assessment • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring 3.2 Raising Attainment and Achievement • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners	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.	This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	This section outlines what the desired impact will be for our children and young people and how it will be measured.

2.2 Curriculum	Schools should:	Refreshed Narrative of CfE	Refreshed Narrative of CfE	Refreshed Narrative of CfE
Theme 1: Rationale and design Our curriculum is grounded in our commitment to securing children's rights and wellbeing. It takes account of learners' entitlements and the four capacities and reflects the uniqueness of our setting. There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum. We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement. Our creative and innovative approaches to curriculum design support positive outcomes for learners. **Theme 2: Development of the curriculum** Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community. **Theme 3: Learning pathways** The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance. We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning. All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts. **Theme 4: Skills for learning, life and work** All staff and partners provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning. We emphasise enterprise and creativity across all areas of learning.	• Consider the curriculum rationale and how this should/could be adapted for the forthcoming session, considering the varied experiences learners have had during session 20-21. • Consider how cross curricular themes can support the delivery of different curricular areas. • Think creatively, innovatively and "outside the box" to ensure provision of a wide and varied curriculum. • Ensure all curricular areas are being covered. • Prioritise, through self-evaluation, any curricular area which should be reviewed or refreshed, considering those that were utilised well during remote learning. (eg. Digital learning, IDL) • Ensure the curriculum provides all children and young people with breadth and depth in their learning, including experiences which include skill development in a range of contexts and environments. (including outdoors) • Ensure that identified learning pathways are flexible enough to support <u>all</u> learners – no matter their experience during remote learning or level of engagement over the last session. • Consider the importance of learning through meaningful and real-life contexts (reflecting on the success of this within remote learning period) • Consider the ways to further develop skills for learning, life and work through a variety of contexts.	**Refreshed Narrative of CfE** As a whole school community we need to take time to refocus on the refreshed narrative of CfE and the messages behind this. The documentation was released in Sep 2019 and we only managed to look at it briefly and then all CPD was directed towards Covid and recovery planning. Ensuring that we refocus on 'What matters' and the main messages of CfE ensures that we provide the best curriculum for our learners in Maxwellton. Developing a shared understanding of 'What matters' and the key messages of refreshed CfE is essential for all staff, learners and parents. This will also be a timely time to refocus on this with the release of the new OECD report.	**Refreshed Narrative of CfE** **We will…** • We will share the key messages and 'What Matters' from refreshed narrative of CfE with all staff, parents and learners including our ELC. All staff will receive training in Aug inset. Lessons with learners reinforcing the messages will take place throughout school year. Parent information will be sent out in Term 1 using adapted resources from Education Scotland. We will evaluate and look in-depth as a school community at how we progress the key messages on… • **4 Capacities** – raising awareness with learners, assembly focus and awards, school displays, increased use in everyday language and self-evaluation, pupil voice • **Four Contexts** – embedding into forward planning, display focus throughout school, evident in daily learning and teaching and classroom life, embedded into newsletters • **Curriculum Entitlements**-evaluation of any gaps in our curriculum and 5 year plan created, skills focus in forward planning and every day lessons through AiFL Sep • **Design Principles** – refreshed training for staff and ensuring these are	**Refreshed Narrative of CfE** **We will know because…** • Staff will have a firm understanding of the key messages and 'what matters' from the refreshed narrative of CfE. This will be evident in their learning & teaching, classrooms and planning. This will be measured through feedback from staff in their increased knowledge & understanding and confidence in the messages of the refreshed narrative and through classroom observations focus and planning focus. • Learners within Maxwellton will have an increased awareness of the key messages of refreshed CfE. This will be evident through their daily classroom language in talking about their learning. This will be measured through pupil voice and classroom observations. • Parents will have an increased awareness of the key messages of Refreshed CfE. This will be measured in a

			evident in our refreshed forward planning processes • **Creativity** – Whole school approach to encouraging and promoting, Embedded into refreshed forward planning procedures, Creativity curricular challenges, Creativity after school club • **Sustainability** - Whole school approach to encouraging and promoting, Embedded into refreshed forward planning procedures, P4-P7 Interdisciplinary topic around COP26 - Aug-OCT We will learn from others… CPD on how others are taking forward the Refreshed narrative of CfE within their schools in SLC and beyond. Learning from Case studies on Education Scotland website. Training will be delivered in-house using Education Scotland Resources. Training will take place in Aug and targets embedded throughout the school year (Aug- June)	parental questionnaire at the end of term 1

2.3 Learning, teaching and assessment	Schools should:	Numeracy Curriculum	Numeracy Curriculum	Numeracy Curriculum
Theme 1: Learning and engagement Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities. Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility in their learning. **Theme 2: Quality of teaching** We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies. Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.	• Take into account previously recorded levels of engagement and build upon these, considering how they can support and influence future learning and teaching. • Ensure learners' experiences include appropriate levels of <u>challenge</u> and <u>support</u>, linked to current assessment information. • Consider which elements of learning and teaching, which were adapted and utilised well during remote learning, could be continued and integrated into common practice. • Establish a clear overview of current learning and teaching processes, drawing on robust self-evaluation. • Provide opportunities for staff CLPL to ensure effective delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment (Moderation) Cycle. (eg. LI/SCs, questioning, feedback...)	Our data from summative assessments and from attainment meetings suggested that a wider gap had emerged after lockdown particularly in numeracy and mathematics for some children. The percentage of achievements of a level were particularly lower at First and Second level. Our data and feedback from staff suggest that this needs to be an area of targeted response in our recovery planning. On consultation with our SLC Numeracy advisor, the recommendation was that the best way to raise attainment is to revisit and develop our shared pedagogy of numeracy & mathematics hence our focus on Number Talks Pedagogy. Our summative assessment data suggested that learners were achieved better than staff judgements and tracking suggesting a possible need for further moderation work with staff also.	**We will …** • Introduce Number Talks pedagogy at our November In-service Day. Staff will receive in-house training from our PT and SLC staff. Staff will also complete Number Talks LOL. • Embed a CPA approach to the teaching of numeracy & Mathematics throughout our school • Pilot Number Talks Assessments and introduce these to staff and learners to track progress • Visit other establishments to see Number Talks lessons as part of our learning from others. • Our PT will lead staff and learners in the creation of a new curriculum rationale for Numeracy & Mathematics. This will take into consideration the key messages of the refreshed Curriculum. • Invest in new resources and materials to enhance a CPA approach to the teaching of Numeracy & Mathematics in all classes • Update forward planning procedures to reflect our new curriculum rationale and key messages of refreshed CfE and ensuring an emphasis on skills based curriculum • Train staff/parents/learners at a deeper level in the use of Sumdog and encourage a whole school approach to this resource through competitions and homework tasks • Carry out moderation work regarding the numeracy benchmarks and the achievement of a level **(Nov-June)**	**We will know because…** • We will see a rise in the percentage of learners achieving a level at First and Second Level • We will see a greater consistency in the teaching of numeracy and mathematics and a greater understanding of our shared vision of the teaching of numeracy through feedback from staff and staff confidence and quality monitoring • Increased whole school usage of Sumdog

Theme 3: Effective use of assessment
We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.

Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people.

Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.

Theme 4: Planning, tracking and monitoring
As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas.

- Consider current assessment calendar and assessments used and how these should be adapted to support recovery, establishing new assessment guidelines which take account of the varied learning experiences pupils will have had during last session.

- Ensure a range of assessments (both formative and summative) are used to ascertain the learning needs for each learner.

- Consider how moderation can be used – internally and across the Learning Community – to support their adapted/refreshed learning, teaching and assessment processes.

- Ensure tracking and monitoring processes are well utilised to inform both day to day planning for learning and teaching and longer-term assessment of progress.

AiFL

Quality monitoring tasks during 2020-2021 highlighted an inconsistent use of AiFL throughout our school.

The Refreshed Narrative of CfE is very clear on the crucial role of AiFL in learning and teaching and in teaching learners the skills of learning.

A robust and consistent approach to AiFL must be embedded in daily classroom learning if our learners are to close the gap in their learning.

A fresh look at the importance of
- Learning intentions and success criteria
- Questioning Skills
- Feedback
- Self & Peer assessment

is essential within our school as part of the effective use of assessment.

Forward Planning

Our forward planning procedures need updating in line with key messages from Refreshed Narrative of CfE and in tackling bureaucracy.

Refreshing our forward planning procedures has been identified as a priority in ensuring tracking and monitoring processes are well utilised

AiFL

We will …

- Refresh staff training on the key principles of AiFL and the research and importance behind these metacognition skills in helping learners to learn
- Create an AiFL position statement with clear guidelines on the expectations and use of AiFL within Maxwellton to ensure a robust and consistent approach
- Share good practice and good news stories regarding AiFL built into CAT Night meetings
- Make it part of our focus for quality monitoring in jotters and observed lessons

(Aug-June)

Forward Planning

We will …

- Pilot our new forward planning procedures in 2021-2022

(Aug – June)

AiFL

We will know because…

- We will see a consistent approach evident in quality monitoring tasks through jotter monitoring and classroom observations
- Learners will speak confidently on aspects of AiFL when discussing their learning

Forward Planning

We will know because…

- Staff will successfully implement the new forward planning procedures
- Staff will evaluate the new procedures in tackling bureaucracy and in ensuring tracking and monitoring processes

3.2 Raising Attainment and Achievement

Theme 1: Attainment in Literacy and Numeracy
Raise attainment in literacy and numeracy for all learners

Learners make very good progress from their prior levels of attainment in literacy and numeracy.

Theme 2: Attainment over time
Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.

A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.

Theme 3: Overall quality of learners' achievements
Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.

They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.

As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.

Schools Should:

- Establish a clear picture of the literacy and numeracy landscape in their own context in order to establish the universal priorities for the year ahead as well as any targeted approaches for stages, groups and individuals.

- Provide opportunities for CLPL which supports staff to respond confidently to learners' needs, intervening timeously.

- Ensure tracking and monitoring enables earlier identification of young people who may be at risk of not attaining and apply relevant interventions.

- Consider how learner participation is emerging (audit) and plan appropriate next steps in the journey towards empowerment of children and young people in decisions about what matters to them most- in school, in the community and globally.

- Take into consideration experiences of learners whilst at home and how these impact on overall achievements of children and young people.

- Consider the key personnel and processes which will support learners to reflect on their learning pathway in the light of the varied learning experiences they will have had during 20-21 and, where necessary, reignite learner responsibility for their learning and achievement.

Progress & Achievement Tracking

All staff commented on wishing to increase their confidence regarding tracking learners achievements and making professional judgements around their attainment.

Progress & Achievement reporting was embedded in our school last session.

Our next step as a school to utilise this programme fully is to embed the tracking aspect. This will provide staff with a structure to use when tracking learner attainment and will help make the reporting process easier also.

To increase staff confidence, skills and knowledge in tracking learners attainment Progress and Achievement will now be embedded as a tracking tool for use in our progress and attainment meetings.

As staff gain more experience in using this, their confidence will increase in tracking learners attainment and achievements and they feel more confident in making professional judgements

Progress & Achievement Tracking

We will …

- Train staff in the use of the Progress & Achievement programme in tracking and monitoring learners achievements and attainment

- Staff will use this at Attainment & progress meetings and it will form the structure and basis for their tracking and professional dialogue during these meetings

- PT will provide support to staff in the implementation of this programme as staff require

- Learn from other schools who have already embedded it and share their top tips with staff

(Aug – June)

Progress & Achievement Tracking

We will know because…

- The Progress & Achievement Tracking Tool will be successfully implemented by all teachers within the school during 2021/2022 session

- We will gather staff feedback regarding if they feel it has improved their confidence and ownership in tracking learners achievements and attainments

Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
3.1 Ensuring wellbeing, equality and inclusion • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality	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.	This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	This section outlines what the desired impact will be for our children and young people and how it will be measured.
3.1 Ensuring wellbeing, equality and inclusion **Theme 1 Wellbeing** As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families. Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. We consider each child and young person as an individual with his/her own needs, risks and rights. We ensure children and young people are active participants in discussions and decisions which may affect their lives. **Theme 2: Fulfilment of Statutory Duties**	**Schools should:** • Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. • Plan how best to promote an attachment - informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. • Provide opportunities for CLPL 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. • Have overt plans in place to support the wellbeing needs of staff and learners.	**Attachment Strategy** Following on from the authority level training on attachment strategy that was delivered to all SLC staff in session 2020-2021 we will now consider how this authority wide strategy shapes and impacts or own school. In session 2021-22 we will consider how we embed attachment informed practice into our daily school life in Maxwellton.	**Attachment Strategy** **We will…** As a staff team consider how we embed each of the main aspects of attachment informed practice in Maxwellton to create a new attachment informed practice position statement and behaviour policy. What do each of these aspects mean for us and what will it look like in our classrooms. We will consider each aspect in professional dialogue and CPD in our position statement • See the 'whole Child' – Consider how we can	**Attachment Strategy** **We will know because…** • We will have created an attachment informed practice position statement and staff will be clearer of expectations regarding this • We will gather evidence of good practice from our observed lessons and share this with one another and self-evaluate our next steps in developing this as a school.

			learn more about our children. Review transition procedures with this in mind. Consider Equality and how we can celebrate diversity also	
We comply and actively engage with statutory requirements and codes of practice.

Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.

Theme 3: Inclusion & Equality
All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best.

Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.

We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement. | • Ensure all staff are aware of and fully trained in all current SLC and National Child Protection advice and guidance.

• Ensure a sharpened focus on learner wellbeing and responsiveness to changes in circumstances.

• Consult with all stakeholders to gain an understanding of need based on experience during lockdown.

• Consider the universal Rights of the Child and where the work of the school could be influenced by it.

• Identify opportunities to celebrate diversity. | | • Hear their voice – Look at fresh way to embed pupil voice within the classroom & school
• Recognise behaviour is communication – links to training with PPRUDB etc
• Respond with compassion – discuss how language matters
• Act to make a difference – embed restorative practice in our classrooms and playgrounds
• Believe in change – set goals/re-establish learning conversations

• We will make attachment informed practice the focus of our first class observations ensuring quality relationships are at the heart of our classrooms and as a staff self-evaluate how we have embed the aspects

(Aug-June) | |

		PPRUDB As part of developing attachment informed practice within our school we will receive training on PPRUDB in raising understanding that all behaviour is communication. This is also in line with SLC that all staff should receive training on this	**PPRUDB** **We will…** • Train staff on the PPRUDB policy Staff will gain a greater understanding in recognising all behaviour is communication, in creating conditions to prevent behaviour escalating, in how to handle crisis/distressed behaviour, in understanding the importance of debriefing, learning about the paperwork to support the policy. (Oct)	**PPRUDB** **We will know because…** • Feedback and evaluations from staff will inform us of their increased awareness, understanding and confidence in this area.
		Extreme Demand Avoidance In following on from receiving training in PPRUDB we will also train our staff in the SLC guide to strategies to support children with EDA	**Extreme Demand Avoidance** **We will…** • Train staff in understanding what EDA is, how it presents and in strategies that can be effective in supporting learners with EDA **(OCT)**	**Extreme Demand Avoidance** **We will know because…** • Feedback and evaluations from staff will inform us of their increased awareness, understanding and confidence in this area.

		Rights of the Child	**Rights of the Child**	**Rights of the Child**
		Maxwellton Primary is a Rights Respecting School and to recognise this we wish to further embed the Rights of the Child into our everyday school life and ethos. As part of this journey we will begin by applying for Rights Respecting School bronze award	**We Will…** • Undertake work around the Rights of the Child to further embed the Rights into school life including new termly planners in new forward planning for specific HWB lessons on the Rights, assembly focus, Rights of the Child signage and posters around our school • Apply for Bronze Award in rights Respecting School and share our journey with our school community (Aug-June)	**We will know because…** • We will have gained a Rights Respecting school Bronze Award • The rights of the Child will be more noticeable around our school and this will be evident in increased knowledge and awareness from staff, learners and families. We will gather views from our stakeholders to evidence this.
		Paths **As a staff team we recognised that we wanted to work with our children to help them learn regulation skills and to better improve behaviour and how they handle emotions. We have chosen to pilot the Paths programme this term which focusses on understanding our emotions, improving self control, self awareness, anger management and teaches life skills about how to get on with others**	**Paths** **We will …** • Pilot the Paths programme from P1-P7 within our HWB lessons • We will make our Paths programme a feature at our weekly assemblies where children can discuss together what they have learned throughout the year groups (Aug-June)	**Paths** **We will know…** • We will see an increase in the skills taught being put into practice and children learning regulation skills. We will ask staff, learners and families the difference they see and feel from using the Paths programme

		RSHP	**RSHP** **We will…**	**RSHP** **We will know because…**
		We will embed the national (RSHP) Relationships, Sexual Health and Parenthood Programme within our school. We have chosen to put this on our improvement plan as we were unable to embed this during the pandemic. We will aim to deliver the programme this year as part of our HWB curriculum.	• Still will receive training on delivering the RSHP and will become familiar with the curriculum content overall and at their level • We will raise awareness with parents and allow parents opportunities to explore the national website • We will deliver the programme in the last term of school to our P1-P7 learners **(April – June)**	• Staff, parent & learners will evaluate the programme and provide feedback after it is delivered in term 3
		Behaviour Policy As a staff we wanted to focus on updating our behaviour policy to ensure a clear and concise policy and practice was in place which staff, learners and families were all aware of to create clear expectations and standards for all within our school. This year we will undertake a variety of work around behaviour including • Attachment Strategy • Restorative Practice • PPRUDB • Extreme Demand Avoidance Training • Embedding of our Paths programme Once these aspects are embedded we will update our behaviour policy and practice to incorporate our focussed training for this session.	**Behaviour Policy** **We will …** • Update our Behaviour Policy in light of the newest training that we have received incorporating views from learners, staff and families • Share our policy with all stakeholders and gather feedback on this (Jan-June)	**Behaviour Policy** **We will know because…** • We will have updated our behaviour policy and shared this with all stakeholders • We will seek views from all stakeholders on the behaviour in Maxwellton and whether they feel there has been an improvement through the strategies put in place this year

Improvement Priority 3 - Planning for Equity

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
1.3 Leadership of Change 1.5 Management of Resources to Promote Equity 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment and Achievement	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.	This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	This section outlines what the desired impact will be for our children and young people and how it will be measured.
Closing the Poverty-related Attainment Gap				
3.1 Ensuring, wellbeing, equality and inclusion **Theme 3: Inclusion and Equality** We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.	**Schools should:** Identify groups/learners/stages requiring targeted additional support and identify which barriers are poverty-related through a rigorous analysis of all relevant available data (quantitative and qualitative) which takes account of:	**5 Minute Numeracy Box & Equity & Additionality Teacher** This year we have chosen to introduce 5 Minute Numeracy box. We have already embedded the 5 Minute Literacy Box with our learners and this was our next step in progressing this intervention. Our data suggested that a targeted intervention was	**5 Minute Numeracy Box & Equity & Additionality Teacher** **We will…** • Train our Equity/ Additionality Teacher and support staff on the use of 5 Minute Numeracy Box and introduce and implemented these with targeted learners • Re-identify learners with a poverty related	**5 Minute Numeracy Box & Equity & Additionality Teacher** **We will know because…** • Each targeted learner will have an Equity Passport detailing their progression through the interventions each term

3.2 Raising Attainment and Achievement
Theme 4: Equity for all learners

We have effective systems in place to promote equity of success and achievement for all our children and young people.

We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.

1.3 Leadership of Change
Theme 3: Implementing Improvement and Change

Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.

1.5 Management of Resources to Promote Equity

Theme 1: Management of finance for learning

We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate.

- Learners' wellbeing (Boxall profile, observations, wellbeing indicators)
- Attainment (standardised assessments, class work, use of benchmarks, in-school assessments, SNSA)
- Attendance and Punctuality (in-school at hubs)
- Engagement (Leuven scale, observational data)
- Participation (remote learning participation data)

- Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding, with a minimum of 5% of PEF subject to participatory budgeting.

- 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 for learners.

- Ensure sound financial management of all sources of funding

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needed in numeracy specifically also.

Our Equity teacher will work only with children identify as having a poverty related attainment gap and will deliver targeted support to these learners.

Our additionality teacher will work with children that are not on track and those identified as having a poverty related gap.

Together they will work with support staff to deliver the targeted interventions used within our school. This will be the focus of their work.

Participatory Budgeting

In line with national Government guidance a Participatory Budgeting group will be established within our school made up of learners, staff and parents in deciding how 5% of our Equity budget is to be spent

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attainment gap and ensure targeted support is in place for each learner moving from universal support to targeted for the identified group
- Equity & Additionality Teacher will work in partnership with support staff to deliver our targeted interventions within our school
  - 5 Minute Numeracy Box (New 2021)
  - 5 Minute Literacy Box
  - IDL
  - Targeted Reading & Phonics groups
  - Targeted Numeracy Groups
- Equity Passports will be established to robustly ensure the recording and tracking of data are in place for each intervention and that progress is being made
(Aug-June)

Participatory Budgeting

We will…
- Establish a participatory budgeting group. This group will gather the views of stakeholders in how 5% our equity budget will be spent.
- The group will order and implement their decision and report on it to the rest of the school community (Aug-Oct)

- Interventions will be clearly tracked and monitored for impact and this will be recorded each term.
- Learners will demonstrate a increase in attainment and progress through their targeted intervention

- Feedback from staff, learners and parents will be gathered to help analysis impact also

Participatory Budgeting

We will know because…
- The group will be establish and will report to the wider school community on how they have spent the 5% and the impact it has made

		Leuven Scale Tracking for Engagement	Leuven Scale Tracking for Engagement	Leuven Scale Tracking for Engagement
Financial expenditure is carefully planned to improve the quality of learning and teaching and increase attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners. **2.4 Personalised Support** **Theme 2: Targeted Support** Our targeted support builds on robust, embedded universal support. Learners' needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required. Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship. **Theme 3: Removal of barriers to learning** Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised. Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty.	• Ensure equity approaches are additional and provide targeted, accelerated support to learners affected by poverty. Move away from universal to more targeted approaches. • 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. • Ensure barriers to learning are identified and regularly reviewed to reflect changing circumstances.	Our school has a gap currently in the tracking of engagement being based mostly on teachers professional judgement. To create a more robust tracking of engagement and universal language to discuss learner engagement we will embed the use of leuven scales within our classrooms this school session. Our staff have received training on this but have not had the opportunity to embed this into their practice. Leaven scale will be used throughout our school to help us track engagement of our learners. Discussion of leaven scale tracking will be discussed at attainment and progress meetings. (Aug-June) **Attendance** SLC launched new and revised attendance procedures at the beginning of 2020. Due to the pandemic the key messages and changes from these documents have still to be shared with staff, parents and learners.	**We will…** • Train staff in the use of leaven scale to track engagement in literacy and numeracy every term • Discuss the tracking of engagement and analyse findings from our leaven scale at our progress & tracking meetings **Attendance** **We will…** • Implement the operating procedures in the revised Attendance guidelines • Train all staff in the new procedures and train office staff in the issuing of new letters • Monitor and track our attendance monthly and	**We will know because…** • We will have data from our tracking of engagement which can then be shared and analysed as a staff • Staff confidence will increase in discussing engagement and in tracking it **Attendance** **We will know because…** • Increase in our attendance data previous years • We will gather staff feedback on confidence in following new procedures

| | | Good attendance is intrinsically linked to good attainment. At Maxwellton we wish to ensure these procedures are followed to ensure the very best chances for our learners. The revision of this policy will be shared with our school community this session.

(Aug – June) | track targeted groups of learners

• Promote good attendance by reporting on it in newsletters and sharing data and research regarding the impact of attendance on attainment and achievement with the school community | • Compare our attendance statistics with other schools within our learning community and schools of a similar size and make up |
| | | **Family Engagement Sessions**

During lockdown, we found that even when learners were provided with digital hardware and software sometimes there was a lack of engagement due to digital literacy skills within the home or parent/carers being unsure of how things are taught. We identified the need to overcome this barrier by holding family engagement sessions to help raise awareness with our families. These engagement sessions will be based round a topic e.g. Sumdog or Common words. Families will then be invited along with their children to learn about how these are taught/used within schools and learners can then demonstrate to their parents. In doing so we hope to bridge the gap between what happens at school and at home and make our families feel more confident about engaging with their children's learning. | **Family Engagement Sessions**

We will…

• Ask our families for their views on which Family Engagement Sessions would be most beneficial for them.

• Offer a range of family engagement sessions at least 2 per term to offer our families | **Family Engagement Sessions**

We will know because…

• Gather views from our stakeholders regarding the impact of these events

• Report on how many families attend these events |

Being a poverty-aware school and reducing/mitigating the Cost of the School Day Schools are being asked to undertake PB for a minimum of 5% of their Pupil Equity Funding. Please highlight in any colour the outcomes, measures, tasks and rationale related to PB in the following section.				
2.5 Family Learning **Theme 2: Early Intervention and Prevention** Our staff are aware of the factors causing child poverty within our community. We work with parents and other agencies to help parents minimise the effect of poverty on our children. Our staff has an informed understanding of local demographics that informs more targeted support when appropriate.	**Schools should:** • Revisit Child Poverty Action Group Website and other relevant reading. • Revisit their CoSD Position Statement in relation to: - Getting dressed for school - Fun events - Eating at school - School trips - Learning at school - Travelling to school - Attitudes - School clubs - Travelling to school - Home-learning • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider what changes will need to be made to the school calendar in light of changes to family income and how you will communicate this.	**COSD** We are committed in Maxwellton to being a school that supports our families and works hard to help eradicate any poverty related gaps. In the aftermath of a global pandemic and how this has affected many families it is timely that we take time as a school community to revisit and revise our COSD position statement and practice. This will be a focus of our improvement in session 2021/22 (Aug-June)	**COSD** • Revisit and revise our COSD position statement for 2021/22 • Retrain all staff on COSD and being aware of poverty factors within our community • Work in partnership with our Parent Council to develop our Eco Uniform stall and approach • Creation of Maxwellton Larder Kits through establishment of COSD pupil group • Invite our local Supermarket/ other community groups in help educate learners on how they are helping to tackle food poverty	**COSD** • Revised and updated COSD position Statement to be put on website.