



South Lanarkshire Council

Recovery Standards and Quality Report June 2021



Maxwellton Primary School

Maxi Connecting Achieving Nurturing !

Standards and Quality Report Session 20/21

Maxwellton Primary School

Our Vision and Values

‘Developing Potential. Letting Our Colours Shine!’

Compassion. Resilience. Respect.



Maxwellton Primary School and Nursery Class is a non-denominational school situated in the Calderwood area of East Kilbride. The local area is a mixture of social and privately-owned housing. Access to transport and local facilities is very good. There are a range of shops, cafes, a restaurant, a post office, churches, a doctor's surgery and Sports Centre all within walking distance. Our local community supports the school and we have developed strong links with local resources and businesses.

The original school was opened in 1957. As part of South Lanarkshire's Schools Modernisation Programme, our new school building was completed and opened in October 2013 and provides an excellent bright and stimulating environment in which our children can learn and achieve. Greenburn School for children with severe and complex needs, shares our campus and caters for 64 pupils. There is currently a policy and strong practice of social and functional inclusion between the two schools.

In session 2020/21 the school had a roll of 184 over 7 classes, and the nursery class has 43 children attending throughout the week. There is currently a staffing compliment of 9.4 teachers and 9.4 support staff in the school. There is a teacher, five early years workers, two members of support staff and a team leader in the nursery class

Our school has **21%** of our children receiving Free School Meal Entitlement (FSME). This is a 5% increase in recent years.

Our school roll is predominantly from **SIMD areas 4-6**

SIMD	1	2	3	4	5	6	7	8	9	10
	0%	1%	6%	38%	10%	39%	2%	2%	2%	0%

Our School has also gone through significant changes in leadership. Since August 2016, the school has had two Acting Head Teachers in place and consequently significant changes in the Depute Head Teacher post also.

In May 2018, the Principal Teacher post within the school was also revised and then terminated. The Current Head Teacher has been in post since January 2018 and the school has now entered a new season of stability and consistency in leadership.

In June 2019 the Depute Head Teacher role was revised and job sized to a Principal Teacher remit. The leadership team within the school now consists of the Head Teacher and a Principal Teacher.

In line with a new Head Teacher and leadership within the school, the school also has a new vision and values in which all stakeholders were consulted in this process.

We look forward to a season of embedding our vision together and discovering the potential in each of our children and encouraging them to shine!

We are part of the Calderglen Learning Community and have developed strong links with other local schools. Primary 7 pupils within the cluster annually attend a joint Residential Trip to Robinwood Outdoor Activity Centre, although this did not take place this year due to Covid and lockdown.

We work closely with our Nursery, other local nurseries and Calderglen High, to ensure that smooth transitions are planned for.

Our Parent Council is extremely active and engaged in the life and work of the school. Supported by our Parents and Carers, they contribute to our school in many different ways, including fundraising.

Maxwellton children are high achieving, happy learners! We strive to exemplify our school values in all we do; as we learn, as we work with others and as we prepare for the future.

Key Successes/Challenges and Achievements Session 2021/22

Key Successes

- **CPD of staff/Upskilling of staff in digital technologies**

We are very proud of our staff and their response to the upskilling of their digital technologies skills that were required for remote learning. In an already uncertain time in many people lives, our staff embarked on a required CPD journey that took many staff out with their comfort zone and levels of expertise. All staff were trained in Google Classroom, Screen Castify, PowerPoint with Voice over, Jamboards & Google Meets and used these effectively during remote learning. These were all new skills which staff were required to learn and had not been used in the school prior to remote learning. All staff have therefore recognised an upskilling in their digital technology skills and were empowered to help one another and offer peer support throughout this challenging time.

- **Resilience demonstrated by children & the deeper understanding our families**

The resilience demonstrated by many of our children during this year and in returning to school must be applauded. Resilience is a core value of Maxwellton and our children have demonstrated the ability to bounce back this year. On returning to school staff commented on the reduced number of behaviour incidences within our playground. The children were so thankful to be back together and able to play that we saw a significant reduction in playground incidences. Staff have also commented on the greater awareness of our families as a result of directly communicating with parents through remote learning. Families have shared at a deeper level and the school has gained greater understanding of the pressures, challenges and circumstances faced by individual families. We feel as a staff that we know our families better after this year and that are our families are also more aware of what their children are learning and their own child's strengths and development needs.

- **Positive Feedback received from our Health and Safety Inspection on Covid compliance from Health and Safety Executive (HSE)**

We received a Health and safety inspection from HSE with regards to our Covid protocols on 10th September 2020. We received positive feedback from this inspection and this was a key success for our school at the beginning of term as we had worked hard as a team to ensure our school was Covid complaint for the safety of all our pupils and staff before opening in August. The feedback gave us the confidence and reassurance we needed to know that we were following guidance and allowed us to focus on settling our children.

- **Positive Feedback from Care Inspectorate on inspection of Q5 Self Evaluation**

As a nursery we received very positive feedback on our self-evaluation of Q5 Covid protocols and procedures from Care Inspectorate. This resulted in no further visits at this time. Our ELC staff have worked tirelessly throughout the year to reflect and self evaluate in their continued response to the pandemic and their hard work was reflected in the comments that we received.

- **Parental Feedback on our Remote learning**

We are proud of the feedback we received from our parents on the quality of our remote learning. 115 parental questionnaires were returned. 92% of parents that returned their questionnaire stated that they strongly agreed & agreed that they are satisfied with the quality of remote learning provided. (Further comment and analysis of this feedback can be found in the remote learning section below)

- **Summative Assessment Calendar**

Throughout this year we have worked hard to lay the foundation for a robust summative assessment calendar within Maxwellton Primary School. Our school has introduced this year PUMA termly summative assessments in maths, NGRT summative assessments in literacy and SWST summative assessments for spelling. These assessments have been crucial in helping us identify and readdress the attainment gap and in providing measurable data for our pupils. All staff can access the results of the assessments and are doing so to inform professional judgement and attainment and progress meetings. Staff have commented on the reassurance the summative assessments provided in the form of another piece of evidence to help us in the moderation of standards.

- **Progress & Achievement Reports**

After returning from remote learning, our staff were faced with another digital CPD challenge in the form of all staff being trained in the new Progress & Achievement Reporting formats. All staff have used this format this year for the writing of reports and the recording of Curriculum for Excellence data. This was not a foreseen improvement priority so the flexibility and adaptability of staff in taking on this CPD highlighted the strength and commitment of staff throughout this year.

- **Assessment Folder**

Our new assessment folder was introduced to staff this year. Although due to lockdown staff have not had the opportunity to fully embed the practices this year, staff have welcomed a robust and consistent approach to assessment throughout the school.

- **Embedding of ASN Staged Intervention**

Historically in Maxwellton the completion of ASP's and ASN staged intervention had been completed by the resident SST and DHT. Over the past 3 years with the removal of these posts and in line with SLC policy class teachers have received training on ASN staged interventions and the corresponding paperwork. This has given staff greater ownership over meeting the needs of the children within their class and has upskilled them in writing ASN targets that are SMART and attainable. This year the PT has introduced a new ASN folder in managing the staged intervention process. Staff confidence continues to grow in this area as these processes are embedded within our school.

Challenges

- **Pupil/Family Engagement in remote learning**

A particular challenge this year has been the engagement of pupils and families in remote learning. Some pupils accessed remote learning very infrequently and as a result have missed a considerable amount of teaching. This may have been due to a variety of reasons eg working parents or family circumstances during lockdown. Although all families were provided with digital technology a gap in using the digital technology existed in some households. As part of our school improvement plan for next year we are planning to hold family engagement sessions around digital technologies and the programmes used in school.

- **Addressing the gap**

Since returning from lockdown our staff have found it challenging addressing the gap that has now appeared in learning with some children. As mentioned above some children did not access remote learning and have returned to school with gaps in their learning. Some children completed all learning remotely and have been well supported at home and have returned to school with no gaps in their learning. Addressing this balance within a busy classroom in the very short space of the final term has been challenging for all staff.

- **Supporting the health and wellbeing of staff, pupils and parents**

One of the greatest challenges this year has been supporting our pupils, staff and families with their health and wellbeing throughout lockdown and remaining year. Nearly all staff have commented that this has been the hardest year of their careers to date. Most families have echoed this struggle and we have noticed increased tiredness levels in children, staff and families. Gaining support from wider agencies in a timely fashion continues to be a challenge as they also struggle to deal with the aftermaths of a pandemic. We have signed posted our families, staff and pupils to materials prepared by Jill Travena for our learning community in the supporting the health and well-being of all.

Remote Learning Jan-March 2021

We are proud of the remote learning we provided for our pupils at Maxwellton and the digital CPD undertaken by staff.

We created a Remote Learning Quality Monitoring sheet based on identified best practice from Education Scotland and South Lanarkshire Council.

This provided us with clear expectations and guidelines as to what was expected of teaching and learning through remote learning. It also provided us with a tool to self-evaluate against.

Google Classroom was the platform that was used within our school to deliver our remote learning.

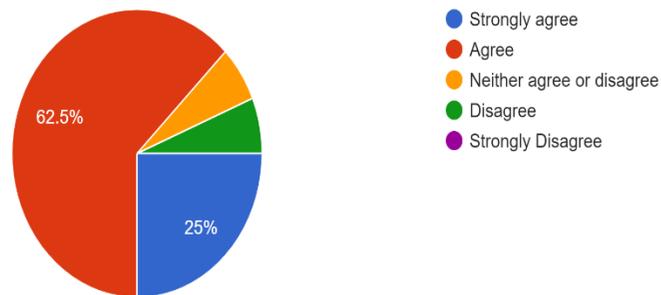
Our parents were provided with a variety of guides for accessing digital technologies and a remote learning handbook was shared with all.

We received very positive feedback from our parents regarding our remote learning. 112 parental feedback responses were given.

Some highlights include...

I am satisfied that the level of challenge in learning activities is right for my child.

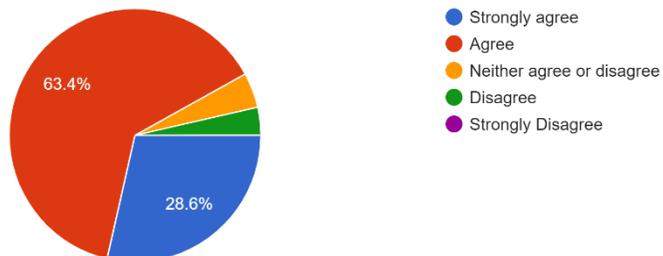
112 responses



87% of parents stated that they strongly agreed & agreed that the level of challenge in learning activities is right for their child.

I am satisfied with the quality of remote learning activities provided.

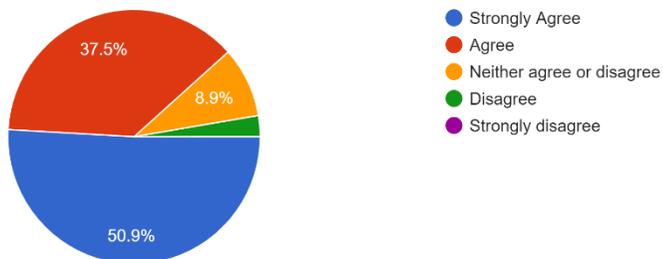
112 responses



91% of parents stated that they strongly agreed & agreed that they were satisfied with the quality of remote learning activities provided

I am satisfied with the support my child receives from their teacher.

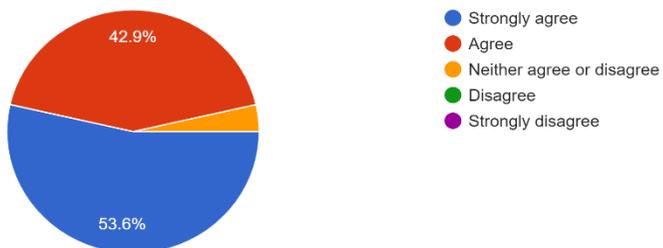
112 responses



87% of parents stated that they strongly agreed & agreed that they were satisfied with the support their child received from their teacher

I am satisfied with the communication from the school regarding remote learning.

112 responses



96% of parents stated that they strongly agreed & agreed that they were satisfied with the quality of communication from the school regarding remote learning

Please see below the full parental feedback analysis of our whole school and each class for remote learning

[Parental Questionnaire\School Overview PF Summary Remote Learning.pdf](#)

[Parental Questionnaire\P1 PF Summary Remote Learning.pdf](#)

[Parental Questionnaire\P2 PF Summary Remote Learning.pdf](#)

[Parental Questionnaire\P3 PF Summary Remote Learning.pdf](#)

[Parental Questionnaire\P4 PF Summary Remote Learning.pdf](#)

[Parental Questionnaire\P5 PF Summary Remote Learning.pdf](#)

[Parental Questionnaire\P6 PF Summary Remote Learning.pdf](#)

[Parental Questionnaire\P7 PF Summary Remote Learning.pdf](#)

Learning & Teaching

- All classes shared a structured timetable overview of their day on a daily or weekly basis
- Throughout the week all classes experienced a mixture of live lessons through Google Meets, Recorded lessons through Screen Castify or PowerPoint with voice over and all classes were supported through the live stream by a teacher from 9am -3pm
- All teachers provided quality learning and teaching experiences and differentiation was evident for groups and individuals
- Learning intentions were explicitly stated either orally or on learning tasks and videos by the teachers

- New learning was taken forward in all classes via Screen Castify or PowerPoint with voice over
- AiFL was promoted through the use of Jamboards , comments on the stream or through feedback from Google Meet sessions
- Specific additional support needs of children were tailored for . Examples include Goggle Classroom set up by SST, Weekly lessons given to pupils
- Small targeted groups were created for some children through Google Meets where additional support was required
- Some physical in person support for learning was given where children were identified as struggling and all other digital options had bee used
- Substantial amount of work was posted each day (Possible too much for most families from the parental feedback)

Engagement and Well-being

- Daily check in's were established and all children had to register their attendance on the stream each day
- All children that required it were provided with digital technology to access Google Classroom
- Monitoring of learner engagement was tracked by teachers and SLT. All families received weekly follow up calls if children did not present on Google classroom and upload work twice a week
- Class teachers effectively monitored children's health and wellbeing through conversing on the live stream and through feedback on work. Class teacher alerted SLT to any concerns and phone calls home were made to target specific children where necessary.
- Activities to encourage collaboration were planned for including Jamboards, idea generating via stream, Google Meets etc
- Teachers maintained regular contact with learners by conversing on the stream each day and giving feedback to all work handed in each day also

- Weekly opportunities were provided for the whole class to get together through Google Meets
- Opportunities for pupils to be active were encouraged through CCC teachers PE and health and well being lessons
- Children were invited to attend our school hub where a this was noticed deterioration in their health and well being or severe lack of engagement
- Class teachers worked effectively with partner agencies to ensure children with ASN were engaged eg SST
- Links to active schools relaxation and health classes were promoted on all Goggle classrooms to promote balance of screen time and exercise.
- Information leaflets, handbooks, videos were created to help parents engage in Google Classroom. Many of these were then used by other schools as good practice

Assessment

- Formative assessment strategies were used by all teachers in assessing learning on a daily basis e.g. learning intentions, effective questioning and self-assessment
- Teachers provided feedback to inform learning on each piece of work handed in
- Time for learners to reflect on their own learning was planned for and shared during Google Meets or on the Stream

Self Evaluation for Self Improvement

- Weekly tracking to ensure all were engaged was carried out by the SLT
- Weekly keep in touch calls with teachers allowed SLT to understand areas of challenges and plan for improvements

- Standards and expectations were shared with all learners and families through our Remote learning guide and handbook. Expectation were reinforced each day by teachers
- Staff shared good practice and peer support and challenge was encouraged through moderation of each others Google Classrooms

Equity

- All teachers were aware of equity issues for our children including poverty, access to technology, social isolation, accessing learning at specific times. Teachers and SLT worked together on a weekly basis updating each other of information regarding equity.
- Teachers were notified each day through Google Classroom which children were in attendance at our hub.
- Vulnerable families were supported through visits, phone calls, food, clothing and resource packages
- Paper remote learning packs were also created and given to all children within the school to encourage screen free days and to provide work for any times when they may not be able to access a computer
- Resources were made available at the school and local shops for families to replenish stationery and jotters

Challenges

- **Staff, pupils and parents health and wellbeing** – This was a particularly stressful and challenging time for all and as a school we felt the pressure on the health and wellbeing of our staff, pupils and parents. Managing the pace of change during this time continued to be a challenge also. Meeting government expectations and balancing individual family and staff needs was also incredibly challenging as the jump between what was expected from the first lockdown and the second was very substantial with regards to expectations of remote learning.
- **Supporting families with digital engagement** – As a school we identified that even when families are supported with physical digital devices there can still remain a gap in the skills and experience to access digital platforms like Google Classroom. Some families lacked skills and confidence in accessing remote learning. The school supported through video, booklets, phone calls and even doorstep demonstrations but meeting needs in this area was very challenging and time consuming for SLT.

Maxwellton's Next Steps

- Running Family Engagement Sessions for Digital Support - In the new session we would like to run sessions for parents and children to upskill families and make them more familiar in the digital programmes that we use in school.
- Consideration of how we embed the skills that we have learned into every day classroom practice so that they are not lost

'Thank you Maxwellton for adjusting so well to online learning. There's been no other choice & the health of both staff & pupils comes first. We know we can contact the school via phone or email absolutely anytime at all. X is looking forward to her 1st live Google classroom session on Wednesday 3rd February, we think this will be extremely motivating for her to have real time screen contact with her teacher & her classmates. The teachers have both shown support & encouragement to X online so thank you to both teachers too'

'X had been fantastic, with her online teaching, support and feedback. X loves hearing her voice for her tasks and learning each day and I believe this really helps to motivate her as she wants to do well for her teacher. She is a very approachable teacher. We have a good structure we work to, some days go great others don't. But X knows her teacher is waiting to mark her work so she needs to get it done. (like she would do if she was at school). I think the school have been fantastic, so prepared for home learning and so approachable should you need them. I love the weekly newsletter as it's just another way of keeping up to date and in touch. The google live meets are a fantastic way for the children to engage. X was so excited for this and really enjoyed it.'

'I think the school is doing a great job and really feel the HT and PT are doing all they can and try and be as supportive as possible to parents when they are probably facing their own difficulties managing WFH with their own children or situations. I also think having the tasks to do at the children's own pace is great rather than having to be online for classes all day which I think could bring more stress for families with multiple kids or parents all WFH. Where online class time is great is where the kids just got to see each other, say hi and do a really fun activity together with each other and their teacher. Thank you for all your efforts for us'

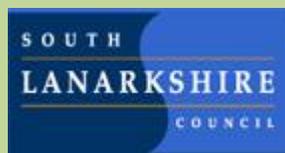
'Teachers are quick to support/respond to answers when she is stuck and she isn't made to feel silly or awkward asking for help. I'm so glad of this because I am not there to help when I am at work and am trying to split time to help 2 children's home learning and balance work and the stress of coronavirus. Sometimes we all hit burnout and I'm glad the teacher isn't on her back if one thing isn't handed in on time. We are trying hard and so are the Maxwellton teachers, thank you.'

'I was shocked when I seen the level of work and online interaction this time around as was much more. Was welcomed though. I think the teachers are doing their best but it must be difficult trying to stay in touch when they would normally have the class in front of them. Also technology can be unreliable. Well done everyone.'

Planning for and Evaluating improvement

As children and young people returned to our buildings in August 2020 following the first National lockdown, we prioritised three key areas for development: Health and Wellbeing, Equity and ensuring Continuity of Learning for children/young people. These priorities formed the basis for our School Improvement Plan.

What follows is a copy of this plan and a review of our successes in delivering on what we set out to achieve. As part of this review, we have identified new priorities, and these will form the basis of our new School Improvement Plan for Session 2021/22.



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 approach that emphasises the ongoing importance of self-care.</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 reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. 	<p>Key Recovery Tasks (school specific)</p> <p>Attachment Informed Practice (Ongoing) 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) 	<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>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>	<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 which allow staff to be included and consulted. 	<ul style="list-style-type: none"> • 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>Nurturing School - (Ongoing)</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) – Teacher Observations • Term 1 (Oct – Dec) – SLT Observations 	<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>
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		<p>PPRUBB - (Term 2 Jan-March) Staff will receive training on PPRUBB from Aisling Boyle</p> <ul style="list-style-type: none"> • Staff complete PPRUB Learn on Line • Professional reading and familiarisation with PPRUBB resources and paperwork • ASN update includes PPRUBB 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>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.</p> <p>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.</p> <p>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</p> <ul style="list-style-type: none"> • GIRFEC HWB Self Assessment Rating Scale 	<p>Increased understanding amongst all staff that all behaviour is communication. Staff trained in PPRUBB 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> <p>Deeper understanding of new skills gained in lockdown. Evidence and information to help identify gap analysis.</p> <p>Information gathered to establish new gap analysis to tailor support and intervention</p>
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		<ul style="list-style-type: none"> • 10 Keys to Happiness and Well being self assessment – Rating Scale <p>Family survey also to be issued to parents about family lock down experience.</p> <p>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.</p> <p>Leuven Scale Observations – (Ongoing) Staff will make observations of all children in their class within the first term 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</p> <p>Looking After Staff Wellbeing – (Ongoing)</p> <ul style="list-style-type: none"> • 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 	<p>Information gathered to establish pupils HWB needs and identify new gap analysis to tailor support and intervention</p> <p>Staff feel informed and communicated with and that their welfare needs are being supported also.</p>
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		<p>communication to all staff in place of the daily bulletin board</p> <ul style="list-style-type: none"> • 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>Communication with Parents – (Term 1 – ongoing)</p> <p>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 to be established • Recovery Curriculum – Parent Leaflet • Back To School Handbook given • Newsletters with COVID Section • Attachment and Nurture Parent leaflet 	<p>Effective communication with parents at a time when they are not allowed in the building. Evidence gathered from self evaluation and triangulation.</p>
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		<ul style="list-style-type: none"> • 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>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>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>	<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 • Enable opportunities for children and young people’s voices to influence decisions and ensure the curriculum is responsive to needs. 	<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>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>	<p>To help create fresh sense of belonging and identity in our school community as we Come together again</p> <p>Increased happiness and health for all parents, staff and pupils. Evidence from baseline surveys at start and end of topic</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</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>different styles of music to discuss 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>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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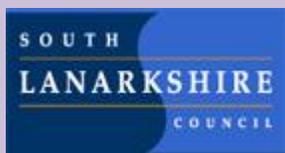
Improvement Priority 1 - Health and Wellbeing

Progress Report June 2021



What did we actually achieve?	How do we know?	What do we need to do next?
<p>The priorities within this improvement priority were overly ambitious for a normal school year and even more so with a year with lockdown and Covid disruptions. Through self evaluation we will work on reducing our priorities to a more achievable amount in our improvement plan next year.</p> <p>Attachment & Nurturing Schools</p> <ul style="list-style-type: none"> All staff have been trained in attachment informed practice through SLC training webinars Part 1 & Part 2 and are refreshed in the theory of attachment informed practice with varying levels of confidence in the application of practical attachment informed strategies All staff are aware and have read SLC's attachment strategy and materials have been provided to staff <p>PPRUDB</p> <ul style="list-style-type: none"> PPRUDB policy and materials were issued to all staff and staff are aware of some of the key messages of this policy. Training was unable to take place due to lockdown but has been rescheduled for Oct 2021. <p>The Rights of the Child</p> <ul style="list-style-type: none"> As a school we continued to raise awareness of The Rights of The Child through our Remote Learning where HWB lessons were created specifically around rights from Jan-March. The lessons were created by our Equity Teacher and received positive feedback from learners and families <p>Communication with parents</p> <ul style="list-style-type: none"> Our communication with parents continues to be strong. Classroom blogs were introduced before lockdown in all classes and Christmas shows were shared with parents via this platform. Zoom Parent Council meetings continued to run throughout the pandemic keeping parents informed. Meet the Teacher PowerPoints were created by all teachers and sent to parents. Parents valued and gave positive feedback on the responsiveness of teachers on Google Classroom. <p>Leuven Scale for Tracking Engagement</p> <ul style="list-style-type: none"> All staff were trained on the use of Leuven Scale to track learner engagement. Unfortunately lockdown hit before staff could make their observations. This will be carried forward to next sessions improvement plan. 	<ul style="list-style-type: none"> All staff have been trained. All staff report an increased awareness and understanding of the Strategy and the key messages within. Learners within Maxwellton are aware of the Rights of The Child. This will be extended further next year by applying for Rights Respecting School 96% of parents stated that they strongly agreed & agreed that they were satisfied with the quality of communication from the school regarding remote learning 	<p>Attachment Strategy</p> <p>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 on our school. In session 2021-22 we will consider how we embed attachment informed practice into our daily school life in Maxwellton.</p> <p>PPRUDB</p> <p>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</p> <p>The Rights of The Child</p> <p>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</p> <p>Leuven Scale</p> <p>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</p>

<p>Staff Well Being</p> <ul style="list-style-type: none"> All staff commented on the strains and difficulties of this school year with nearly all commenting that it had been the hardest and most difficult of their professional career. Staff What's apps were established, weekly keep in touch phone calls took place with the HT. Staff participated in 'angels' and commented on the benefits of this. Weekly recovery meetings were introduced where staff could raise any issues they had regarding Covid practices. We will continue to develop our staff HWB next year through our whole school attachment strategy and learning to be a school that 'keeps people in mind' <p>HWB Whole School Topics</p> <ul style="list-style-type: none"> All learners completed the 'We are Maxi' topic. This allowed learners to reconnect with our school vision & values and school identity after being separated for so long. Classes also took part in the 'Happy and Healthy' Topic. Feedback from this was not as positive as staff felt this was too dry and the children missed the excitement of learning about their Social Studies. We focused as a school on literacy, numeracy & HWB but discussed as a staff that if we ever find ourselves in this situation again we would also continue with Social Studies and the children missed the excitement from these lessons. <p>Recovery through the Arts</p> <ul style="list-style-type: none"> Our learners took part in our recovery through the arts with a specific focus on whole school art project. The learners commented that they enjoyed returning to school and doing something different as during lockdown the focus had been on literacy, numeracy and HWB. We were not able to deliver the recovery through music programme as we were overly ambitious in what we could achieve 	<ul style="list-style-type: none"> Almost all staff commented that this had been the most difficult year in their professional career and that team connectedness and learning from each other had helped ease anxieties 	<p>of leaven 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.</p> <p>Paths</p> <p>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</p> <p>RSHP</p> <p>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.</p>
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Improvement Priority 2 - Planning for Equity

How will we know we've been successful?

<p>Quality Indicator</p> <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>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: 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)</p> <p>Gap Analysis will include...</p> <p>Attainment Meetings</p> <p>Attainment Meeting 1 Attainment Meeting will take place in term 1 . This will be to discuss each learners wellbeing and to discuss observations from Leuven scale and their previous attainment meeting and subsequent targeted actions.</p> <p>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>

<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.</p>	<ul style="list-style-type: none"> - 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) <p>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.</p> <ul style="list-style-type: none"> • 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. 	<p>Will take place after the September weekend and teachers will make first professional judgements of the year at attainment and progress meeting</p> <p>Family Survey A family survey will be issued regrading lockdown experience and analysed to help identify the gap.</p> <p>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</p> <p>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</p> <ul style="list-style-type: none"> • 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 <p>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</p>	<p>Identification of new gap analysis to help support families and tailor interventions to learners</p> <p>Identification of new gap analysis to help support families and tailor interventions to learners</p> <p>Up levelling of staff, pupil and parent skills with regards to Google Classroom</p>
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		<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 2 - Equity

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
<p>Theme: Re-identifying the poverty-related attainment gap</p> <p>The number of FSME has increased from 15% in Aug 2020 to 21% in June 2021. A rise of 6% in a school year.</p> <ul style="list-style-type: none"> • Progress & Tracking Meetings have taken place and all children not on track have been identified. • SEEMIS 'Progress & Achievement' will now be used to track individual pupils progress. This has been piloted this year and will be embedded next session • Class profiles have been created to identify targeted pupils and the support they are receiving • New assessment folders have been introduced to gather assessment data on pupils and tracking across wellbeing indicators also • Summative assessments and calendars have been introduced to help gather data on addressing the attainment gap • Leuven scale have been introduced with teachers to track engagement. These have not been fully implemented this year due to lockdown • Aug – Dec CCC teacher trained children in use of Google Classroom, live stream, handing in work to help close the engagement gap during remote learning <p>Our SNSA results and our summative assessment results would suggest that more children are on track than the statistics from our attainment and progress meetings. This suggests a need to continue to work on professional judgement and moderation when looking at the achievement of a level.</p> <p>Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning.</p>	<p>The number of FSME has increased from 15% in Aug 2020 to 21% in June 2021. A rise of 6% in a school year.</p> <p>The Poverty Related attainment Gap has been re-established after lockdown</p> <p>P1 – Reading SIMD 3-10 Not on Track = 5% FSME & SIMD 1-2 Not on Track = 60% Gap Analysis = 55%</p> <p>P1 – Writing SIMD 3-10 Not on Track = 5% FSME & SIMD 1-2 Not on Track = 60% Gap Analysis = 55%</p> <p>P1 – Listening & Talking SIMD 3-10 Not on Track = 5% FSME & SIMD 1-2 Not on Track = 20% Gap Analysis = 15%</p> <p>P1 – Numeracy SIMD 3-10 Not on Track = 0% FSME & SIMD 1-2 Not on Track = 40% Gap Analysis = 40%</p>	<p>5 Minute Numeracy Box & Equity & Additionality Teacher</p> <p>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 needed in numeracy specifically also.</p> <p>Our Equity teacher will work only with children identify as having a poverty related attainment gap and will deliver targeted support to these learners.</p> <p>Our additionality teacher will work with children that are not on track and those identified as having a poverty related gap.</p> <p>Participatory Budgeting</p> <p>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</p>

Our Equity teacher was unable to set up or establish our 'Safe Space' this session as the designated space for this had to be converted into a nursery pod. This meant that we were unable to fulfill this improvement priority.

Theme: Tracking and monitoring impact of equity approaches.

5 Minute Box – Literacy

22 children between P2-P4 have received the Five Minute Literacy box 1 since August 2020. The children have been completing the box three times per week with their class support assistant. All of the children have shown clear progress through the keyword list in the areas of reading and spelling. Clear progress is evident from their starting assessments.

P2 Phonic Intervention Group

5 children have been receiving 30 minute intervention sessions three times per week to reinforce phonics and keywords since November 2020. This intervention has been delivered by the class support assistant. The children initially couldn't identify their initial sounds or common words when assessed in November 2020. It is clear from assessments that the children have made clear progress through the Stage 1 sounds and keywords.. This intervention will continue with all of the children.

IDL

39 children within our school take part in IDL intervention. The majority of the children have shown progress within their spelling and writing by utilising IDL three times per week since August 2020. This is reassuring despite the great deal of time missed from the intervention during lockdown. The children currently utilise IDL within the classroom. Further training has been organised for staffing to get the most out of the IDL program for increasing reading and spelling age further. The Primary 4 have started IDL in October 2020. A clear picture will be obtained from their progress from the intervention when a further assessment is carried out 12 months later. So far its reassurance that they are progressing through the modules and most are showing an increase in progress.

Theme: Cost of the School Day

During session 2020/2021 there have been no charges to pupils and families to participate in any learning activities or events taking place during the school day. (Except P7 leavers week and this was subsidised for families that needed support) Christmas events and summer celebrations were fully funded by the school and PTC. Twitter is

P4 – Reading

SIMD 3-10 Not on Track = 41%
 FSME & SIMD 1-2 Not on Track = 50%
 Gap Analysis = 9%

P4 – Writing

SIMD 3-10 Not on Track = 45%
 FSME & SIMD 1-2 Not on Track = 50%
 Gap Analysis = 5%

P4 – Listening & Talking

SIMD 3-10 Not on Track = 0%
 FSME & SIMD 1-2 Not on Track = 0%
 Gap Analysis = 0%

P4 – Numeracy

SIMD 3-10 Not on Track = 45%
 FSME & SIMD 1-2 Not on Track = 50%
 Gap Analysis = 5%

P7 – Reading

SIMD 3-10 Not on Track = 15%
 FSME & SIMD 1-2 Not on Track = 50%
 Gap Analysis = 35%

P7 – Writing

SIMD 3-10 Not on Track = 15%
 FSME & SIMD 1-2 Not on Track = 50%
 Gap Analysis = 35%

P7 – Listening & Talking

SIMD 3-10 Not on Track = 23%
 FSME & SIMD 1-2 Not on Track = 50%
 Gap Analysis = 27%

P7 – Numeracy

SIMD 3-10 Not on Track = 38%
 FSME & SIMD 1-2 Not on Track = 75%
 Gap Analysis = 37%

Attendance

SLC launched new and revised attendance procedures at the beginning of 2020. These will be embedded.

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.

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

<p>regularly used to update parents on additional payment grants and signpost to financial supports available. 5% of children were equipped with winter clothing and school uniforms. All school staff and the Parent Teacher Committee are aware of the Cost of the School Day and strive to minimise all costs.</p> <ul style="list-style-type: none"> • The Cost of the School Day position statement has been updated and is available on the school website. New parents are issued with this statement including how to access support, if required. • All staff participated in professional learning regarding the impact of poverty and COSD during our August inset • Maxi Parent Council Compassion Fund was used to support 3 families during lockdown • Resources were made available to families during lockdown and were free for collection at the school and local shops • Maxi Larder was not established due to Covid protocols although 4% of families were supported with food packages throughout the session • Families were supported at Christmas with help with Christmas presents through a local Community group • ParentPay was established within the school so no child is identifiable as FSME. 	<p>SNSA</p> <p>P1 – Literacy</p> <ul style="list-style-type: none"> • 68% of P1’s scored Band 4 or higher in their SNSA • 32% scored Band 3 <p>P1- Numeracy</p> <ul style="list-style-type: none"> • 64% of P1’s scored Band 4 or higher in their SNSA • 36% scored Band 3 <p>P4 – Literacy Reading</p> <ul style="list-style-type: none"> • 81% of P4’s scored Band 6 or higher in their SNSA • 19% scored Band 5 & 4 <p>P4 – Literacy Writing</p> <ul style="list-style-type: none"> • 77% of P4’s scored Band 6 or higher in their SNSA • 23% scored between Band 5 & 4 <p>P4 – Numeracy</p> <ul style="list-style-type: none"> • 85% of P4’s scored Band 6 or higher in their SNSA • 15% scored between Band 5 & 4 <p>P7 – Literacy Reading</p> <ul style="list-style-type: none"> • 87% of P7’s scored Band 8 or higher in their SNSA • 13% scored Band 7 <p>P7 – Literacy Writing</p> <ul style="list-style-type: none"> • 77% of P7’s scored Band 8 or higher in their SNSA • 23% scored between Band 7 & 6 <p>P7– Numeracy</p> <ul style="list-style-type: none"> • 83% of P7’s scored Band 8 or higher in their SNSA 	
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- 17% scored between Band 7 & 6

NGRT – Reading Assessment

P7 = 70% scored a standardised score of 90 or above
P6 = 88% scored a standardised score of 90 or above
P5 = 82% scored a standardised score of 90 or above
P4= 81% scored a standardised score of 90 or above
P3 = 95% scored a standardised score of 90 or above
P2 = 93% scored a standardised score of 90 or above

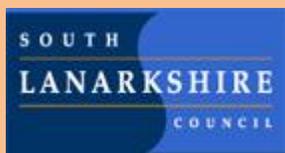
SWST – Spelling Assessment

P7 = 67% scored a standardised score of 90 or above
P6 = 85% scored a standardised score of 90 or above
P5 = 68% scored a standardised score of 90 or above
P4= 73% scored a standardised score of 90 or above
P3 = 86% scored a standardised score of 90 or above
P2 = 93% scored a standardised score of 90 or above

PUMA – Maths Assessment

P7 = 80% scored a standardised score of 90 or above
P6 = 82% scored a standardised score of 90 or above
P5 = 50% scored a standardised score of 90 or above

	<p>P4= 81% scored a standardised score of 90 or above P3 = 86% scored a standardised score of 90 or above P2 = 93% scored a standardised score of 90 or above</p> <p>84% of P1's made improvements in their scores on the RWRA between March-June</p>	
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Improvement Priority 3 - Continuity of Learning

How will we know we've been successful?

<p>Quality Indicator</p> <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>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, including the SLC Recovery Guidance documentation.</p> <p>Links are included where appropriate.</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 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 and underpin our whole Recovery</p>	<p>Desired Outcomes and Impact</p> <p>Clear vision for our recovery curriculum established for all</p>

<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/coronavirus-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>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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Improvement Priority 3 - Continuity of Learning

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
<p>Theme – Learning in School</p> <ul style="list-style-type: none"> • Our Recovery Curriculum Vision was created and established with staff (Please see front cover) . The slogan Maxi CAN! Reinforced the Connceting, Achieveing, Nurturing – our hopes for our pupils as they returned to school and continued to remind staff of our priorities in attachment informed practice this year • Recovery Curriculum – Focus on literacy, numeracy & HWB and art • Throughout Term 1 our school did 3 daily connection points – 9am attachment A-Z, 11am fruit & story and 2.30pm circle time. Staff and pupils commented on the benefits of this in connecting again and re-establishing ways of being with one another again. • CfE benchmarks and Assessment Folder – All staff have received a copy of CfE Benchmarks for their desk to be used as a working document and referred to throughout Attainment & Progress meetings. Our Assessment folder was successfully launched in November 2020. Staff have welcomed a robust and consistent approach to assessment throughout the school. The folders have still to be embedded as we then went into lockdown after the launch of the folder. • Our Equity & CCC teacher both contributed to Google Classroom through ‘The Rights of the Child’ Topic work, Health & Well being lessons. These were well received by parents, pupils and staff and comments reflecting the positive impacted are reflected in our remote Learning Parental Feedback • Other than discussing AiFL and its use during Google classroom, we were unable to get to this and this wil remain in our improvement plan <p>Theme – Learning at Home</p>	<p style="text-align: center;">Maxi <u>C</u>onnecting <u>A</u>chieving <u>N</u>urturing !</p> <p>Teachers commented on the importance of being allowed to focus on literacy, numeracy and HWB and the extra time helped teachers to establish the attainment gap in returning from lockdown.</p> <p>Staff commented that the full benefit of this though was reduced due to the amount of time that was also necessary to do hand washing and toileting to follow covid protocols. Although keeping us all safe, staff felt that these procedures did eat in to learning and teaching time.</p> <p>We focussed solely on HWB topics in term 1 and from staff evaluation and feedback we would include social studies next time as our children missed studying their topics and the excitement that comes from this area of the curriculum. SS were reintroduced in January 2021</p> <p>The children enjoyed the art focus within the school and pupil feedback shows that pupils</p>	<p>Refreshed Narrative of CfE</p> <p>We will...</p> <ul style="list-style-type: none"> • 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. <p>Numeracy Curriculum</p> <p>We will ...</p> <ul style="list-style-type: none"> • 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

<ul style="list-style-type: none">• All staff were trained in Microsoft Teams and this was used to conduct our staff team meetings• All staff were upskilled in their use of Google Classroom and were trained on Screen Castify, PowerPoint with Voice over and the use of Jamboards• Tracking of engagement of our learners took place with SLT making phone calls on a weekly basis to any learner/family that did not engage on Google Classroom	<p>found this therapeutic, calming and rewarding after lockdown.</p> <p>Learner engagement was published each week in our remote learning newsletter to parents. Primary 4 remained the highest percentage of pupil engagement which consistently stayed above 90%. Other stages fluctuated between 70-80%.</p> <p>Nearly 20 children were issued with a laptop. We felt that even after issuing Chromebooks to children there was still an engagement gap that existed. We have planned to address this in family engagement sessions this year.</p> <p>Please see parental feedback questionnaires on our remote learning. Insetred in section 1</p>	<p style="text-align: center;">AiFL</p> <p>We will ...</p> <ul style="list-style-type: none">• 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 <p style="text-align: center;">Forward Planning</p> <p>We will ...</p> <ul style="list-style-type: none">▪ Pilot our new forward planning procedures in 2021-2022 <p style="text-align: center;">Progress & Achievement Tracking</p> <p>We will ...</p> <ul style="list-style-type: none">• Train staff in the use of the Progress & Achievement programme in tracking and monitoring learners achievements and attainment
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