

Inverkip Nursery Class & Primary School: Updated Recovery Plan: January – June 2021

Tasks / action	RAG of progress			Who is responsible?	Timescale	Partners / LA Links	Resources / CLPL
	S	O	N				
<p>Priority 1: Improvement in children and young people's health and wellbeing</p> <ul style="list-style-type: none"> ❖ Developing a sense of belonging and reconnection by focusing on the a RESTORE rational: Recognition/Empathy/Safety/Trauma/Opportunity/Relationships/Engagement 							
<p>Health & Safety Protocols and Procedures:</p>							
<p>1. Ensure all staff and children are practised in Health & Safety procedures:</p> <ul style="list-style-type: none"> ➤ School video/information booklet shared with parents outlining H & S procedures/protocols ➤ Continue to keep a high profile on H & S protocols such as: Social Distancing, PPE and Hygiene protocols ➤ Adapt risk assessments accordingly to ensure regular updates in accordance to current Government guidance. 				<ul style="list-style-type: none"> • SLT • All Staff 	<p>Aug 2020 ongoing</p>	<ul style="list-style-type: none"> • H & Safety • EIS/AHDS 	<ul style="list-style-type: none"> • Risk assessment protocol
<p>2. Ongoing review of contingency procedures to support a blended learning approach:</p> <ul style="list-style-type: none"> ➤ Scoping exercise of learning/skills from lockdown period to identify potential gaps in learning and build on skills and interests developed from home learning ➤ Align practices. planning to ensure a rapid response in the event of a Covid-19 positive case e.g. class groupings/desk-top exercises for a test case ➤ Review planning template and procedures to support pupils who have to self-isolate across the school and nursery ➤ Ensure continued high level of home/school communication via all available platforms. 				<ul style="list-style-type: none"> • SLT • All staff 	<p>Aug 2020 Ongoing</p>	<ul style="list-style-type: none"> • William Brown • Education Officer 	<ul style="list-style-type: none"> • EEF planning templates • ClickView • Teams

Health & Wellbeing Principles: Increased staff capacity on HWB principles to support the recovery process with a focus on::							
<p>The 6 Nurture principles:</p> <ul style="list-style-type: none"> ➤ Complete Nurture self-evaluation baseline. ➤ Develop staff pedagogy on the 6 principles. ➤ Create a bespoke action plan based on baseline self- evaluation measures to outline medium/long term aims. 				<ul style="list-style-type: none"> • HT/Ed Psychologist • Pupils • Parents 	August – June ongoing	<ul style="list-style-type: none"> • ESP • ICOS • CMO (Laura Hogan) 	<ul style="list-style-type: none"> • NurtureUk resources • Education Scotland
<p>Play for recovery:</p> <ul style="list-style-type: none"> ➤ Increase staff capacity in delivering a play based pedagogy in P1 through research and identification of good practice in our nursery and other establishments ➤ Review planning procedures/resources in P1 to support a play based approach ➤ Review Nursery planning format in line with ‘Realising the Ambition’, to develop responsive, child led approaches 				<ul style="list-style-type: none"> • Nursery Staff • Mrs Provan • Miss Milliner • Mrs Nicolson 	Jan – June and beyond	<ul style="list-style-type: none"> • Inverclyde ‘Play’ focus group 	<ul style="list-style-type: none"> • Anna Ephgrave – ‘Planning in the moment’ • Realising the Ambition
<p>Coping with Adversity, Bereavement & Loss:</p> <ul style="list-style-type: none"> ➤ Ongoing Staff CLPL on 3 pillars of Trauma and Adversity training materials ➤ Recovery teacher to work with identified children ➤ All staff to families and engage with Inverclyde Bereavement policy supported by Educational Psychologist ➤ Recover teacher to work with identified pupils to create a bespoke action plan to support emotional Well-being in vulnerable pupils 				<ul style="list-style-type: none"> • SLT • Scott Chalmers • Recovery Teacher 	Jan – June	<ul style="list-style-type: none"> • ESP – Scott Chalmers • Action For Children 	<ul style="list-style-type: none"> • PATHS • Seasons for growth • Inverclyde Bereavement policy • Good Grief materials • ESP materials
<p>Pupil Voice</p> <ul style="list-style-type: none"> ➤ Develop pupil leadership group to increase pupil participation ➤ Align systems to gather pupil feedback on a regular basis ➤ introduce a whole school initiative of personal passport: ‘What Matters to Me’ ➤ Update passports for transition purposes 				<ul style="list-style-type: none"> • SLT • All staff 	Aug – June and beyond	<ul style="list-style-type: none"> • Parent Council 	
<p>Boxall profiling/Beyond the Boxall strategies</p> <ul style="list-style-type: none"> ➤ Staff CLPL on the use of Boxall profiling ➤ Targeted support (Recovery teacher) using Beyond Boxall strategies 				<ul style="list-style-type: none"> • SLT • All staff • Laura Hogan (CMO) 	Feb In-service	<ul style="list-style-type: none"> • AC CMO 	<ul style="list-style-type: none"> • Beyond the Boxall • NurtureUK • Emotion works

Priority 2: Ensure effective learning and teaching in Outdoor Learning							
<p>Develop opportunities for outdoor learning across nursery and school community:</p> <ul style="list-style-type: none"> ➤ Establish a working party of key staff to create a policy for outdoor learning in order to develop a consistent approach to Outdoor Learning in response to COVID 19 ➤ Clear identification of Health & Wellbeing E &O for planning Outdoor Learning ➤ Identify resources to support outdoor learning and develop playground zones with 'loose parts' play materials ➤ Establish effective timetable for whole school to engage in meaningful outdoor learning tasks PT/SMT ➤ Engage parents in workshop to help develop understanding and benefits of outdoor learning ➤ Develop use of Loose Parts play in the nursery ➤ Grant application for funding to develop outdoor planting bed/poly-tunnel 				<ul style="list-style-type: none"> • SLT • Mrs Crossan • Ms Fleming 	August 2020 Ongoing	<ul style="list-style-type: none"> • Active Schools 	<ul style="list-style-type: none"> • Loose part play toolkit
Priority 3: Improvements in attainment, particularly in literacy and numeracy							
<p><u>3.1 Metacognition Strategies:</u></p> <p>Use EEF “Metacognition and Self-Regulated Learning” Audit Tool to ascertain baseline and develop a plan featuring the recommendations below:</p> <ul style="list-style-type: none"> ➤ Seek feedback from pupils regarding their ability to engage with learning and their understanding of how they learn. ➤ Teachers to acquire the professional understanding and skills to develop their pupils’ metacognitive knowledge. ➤ Teaching staff to explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning ➤ Teaching staff to model own thinking to help pupils develop their metacognitive and cognitive skills ➤ Teaching Staff to ensure an appropriate level of challenge for learners to develop pupils’ self-regulation and metacognition ➤ Teaching staff to use high quality classroom dialogue to develop metacognitive skills. ➤ Teaching staff to explicitly teach pupils how to organise and effectively manage their learning independently ➤ Staff to further discuss authority “Learning, Teaching and Assessment” policy and gauge against own practice and set own “next steps” accordingly. 				<ul style="list-style-type: none"> • SLT • Teaching staff • Scott Chalmers (ESP) 	August 2020 Ongoing	ESP – Scott Chalmers CMO team	<ul style="list-style-type: none"> • EEF Audit Tool • EPS - Webinar/video

<p>3.3 Refresh Visible Learning action plan:</p> <ul style="list-style-type: none"> ➤ Develop Aifl strategies and the use of feedback to feed forward ➤ Focus on Learning dispositions related to recovery e.g. resilience/independence and link to metacognition strategies ➤ Whole school/nursery consultation to develop what a 'Kip Learner' looks like with regards to chosen focus learner dispositions 			<p>SLT Mrs Provan/Mrs Reynolds All staff</p>	<p>June 2020</p>	<ul style="list-style-type: none"> • Parent Council 	<ul style="list-style-type: none"> • Osiris training materials • VL research
<p>3.4 Reporting and feedback:</p> <ul style="list-style-type: none"> ➤ Audit and seek feedback from pupils, parents and staff re: current reporting procedures ➤ Develop the use of 'Learning Journals in the Nursery ➤ Pilot pupil conferences (P6 & 7) using numeracy/literacy pathways to identify next steps ➤ Pilot the use of 'learning logs' in P1 & 2 to share next steps in learning ➤ Review Feedback and consult on any proposed changes ➤ Review Working Time Agreement with staff regarding reporting ➤ Create SEEMIS reporting template 			<ul style="list-style-type: none"> • SLT • All staff • Pupils • Parents 	<p>Feb 2021 ongoing</p>	<ul style="list-style-type: none"> • Parent Council 	<ul style="list-style-type: none"> • Learning Journals.co.uk
<p>3.5 Targeted Support:</p> <ul style="list-style-type: none"> ➤ Upskill staff in acquiring skills to provide differentiation to support learners, particularly in relation to challenge. ➤ Continue to build staff capacity of the single agency assessment process and the use of SMARTER targets ➤ Align systems to ensure that Attendance is rigorously tracked and prioritised ➤ Align procedures to track and monitor impact of Recovery staffing/targeted supports 			<ul style="list-style-type: none"> • SLT • Recovery Teacher • SFL Teacher • All Staff 	<p>Jan 2021 ongoing</p>	<ul style="list-style-type: none"> • DHT network 	<p>Staff to access training in relation to "Differentiation" as provided by Authority Coaching and Modelling officers.</p>
<p>3.6 Nursery Planning</p> <ul style="list-style-type: none"> ➤ Review existing planning procedures in the nursery ➤ Engage with research on 'In the Moment' planning 			<ul style="list-style-type: none"> • Mrs Nicolson • Mrs Mitchell • Nursery Staff 	<p>Jan 2021 ongoing</p>	<ul style="list-style-type: none"> • Blairmore Nursery colleagues 	<p>Anna Ephgrave materials</p>

Priority 4: Improvement in the use of Digital Literacy and Technology to support learning

<p>Audit current practice and develop a Digital Strategy Action plan involving staff and pupil Digital Champions</p> <ul style="list-style-type: none"> ➤ Identify gaps and potential CLPL needs across all staff ➤ Utilise online support to enhance learning provision: <ul style="list-style-type: none"> • Microsoft Teams • Develop staff capacity in the use of Microsoft Forms/Quizzes • ClickView • E-sgoil materials • Accelerated reading programme ➤ Staff to develop a bank of pre-recorded materials to support remote learning ➤ Develop staff capacity in the use of new touchscreen promethean boards ➤ Develop use of a new Learning Journal system to share learning between nursery and home 				<p>SMT All staff</p>	<p>Ongoing</p>	<p>Digital Literacy CMO SLT Digital Champions: • JMcGregor • JMilliner • JMCCready</p>	<ul style="list-style-type: none"> • Click view • National Academy • E-sgoil
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Proposed Identified Areas of development for 2021-2022. This will be reviewed in term 3/4 when planning school improvement for next session

Curriculum Rationale:

Review and refresh the Nursery class and school curriculum rationale to reflect vision and values across the school community

Attainment in Numeracy:

- Develop a shared language of numeracy strategies from P1-7
- Embed SEAL to P3
- Number Talks policy developed from P1-7

Attainment in Literacy:

- Review writing assessment baselines/target setting

Health and Wellbeing:

- ASD action plan
- Restorative practice – recording/track pupil conferences

Review Inverclyde's Learning & Teaching Policy

Staff to make further use of high quality moderation procedures when planning learning, teaching and assessment.

- Feedback
- Assessment
- 7 principles of curriculum design

Review and Audit medium/long term planning

Dialogic Teaching

- Staff to revisit principles of dialogic teaching/reciprocal reading