



WHINHILL PRIMARY SCHOOL AND NURSERY CLASS

Standards and Quality 19/20 Recovery Action plan Autumn 2020/21

Context of the school:

Our School

Whinhill Primary School and nursery class is a non-denominational school situated high above Greenock on the road to the Greenock Cut which was opened in 2012. At Whinhill we offer education of the highest quality for children between ages 3-12 in both English and Gaelic medium. Our nursery class offers 32/32 places for English, across 4 patterns and 16 am places for Gaelic. As we move towards the 1140 provision our capacity from August 2020 will be 48 full time places in English and 16 in Gaelic. At present our school and nursery role is 326. The nursery is also able to offer wraparound places. The school has been fully refurbished and extended following an amalgamation of two schools in 2012 and offers accommodation of the highest quality. It consists of 15 classrooms, a music room, 2 gym halls, one of which has a stage area, a library, an IT suite and a separate dining area. The school and nursery benefit from a MUGA pitch and outdoor netball court.

We have 23 teachers in total including the Head Teacher, Depute Head Teacher, Acting Principal Teacher, 14 class teachers, a support for learning teacher 2.5 days per week, and 9 teachers who work part time and support reduced class contact, support for learning and class teaching. We also benefit from the support provided by 1 Acting Senior EYECO and 5 EYECOs and 2 support workers (in nursery), 2 classroom assistants, 5 learning assistants and 5 additional support needs auxiliaries. We have an additional 2 ASNs employed through PEF funding. In addition we have a nurture teacher and a family support worker funded through the attainment challenge. Our school is well supported by our chaplains Rev. Frances Murphy and Rev. Alan Sorensen.

Inverclyde Council English Additional Language Team are also based in the school.

Vision

We aspire to be a centre of excellence where all our children become successful learners, confident individuals, responsible citizens and effective contributors through achieving personal success, developing a love of learning and respect for our core school and nursery values.

Our Values

The school community has identified the following values which reflect the principles on which we base all our decisions:

Confidence, Kindness, Honesty, Responsibility and Respect.

Aims

- To create a nurturing school environment where every child feels safe, secure and protected from harm and where they will thrive socially, emotionally and physically.
- To ensure that every child feels included, accepted and valued within the community in which they live and learn.
- To ensure children achieve their fullest potential through participating in motivating, inspiring and creative experiences which develop their knowledge, skills and attitudes.
- To create an environment where children feel confident that their opinions, concerns and goals are listened to, and provide opportunities to take an active role in contributing to the school and nursery community.
- To encourage children to feel healthy and happy through access to appropriate resources which encourage, develop, support and sustain a healthy lifestyle, and to participate in a wide range of play, sporting and recreational activities.
- To foster high quality leadership at all levels through valuing and empowering all members of the school and nursery community.

Review of progress for session Aug 2019- March 2020

| School priority 1: Improvements in attainment, particularly in literacy and numeracy | | |
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| <p>Choose an item: NIF Driver</p> <p>Assessment of children's progress</p> <p>Teacher professionalism</p> <p>Performance Information</p> | <p>HGIOS?4</p> <p>3.2 Raising attainment and achievement</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>1.3 Leadership of change</p> | <p>Other Drivers</p> <p>HGIOELC?</p> <p>1.2 Leadership of learning</p> <p>2.3 Learning, teaching and assessment</p> <p>RRS</p> <p>Article 29 (Goals of education):</p> <p>Article 28: (Right to education):</p> |
| <p>Strategies</p> <ul style="list-style-type: none"> • Further develop family learning activities through a calendar of opportunities for parents of both school and nursery • Review methods of communication with parents to ensure timely and appropriate information is received both operationally and for learning and teaching. • Continue with the creation of support documents for parents in literacy and numeracy to highlight key learning and teaching strategies including SEAL and Active Literacy. • Develop a suite of video clips to exemplify and support parents' understanding of how children learn at Whinhill • Continue to engage with visible learning strategies and training with a focus on feedback and Inspired and passionate teachers. All teachers will engage in Year 3 visible learning training and this will be implemented across the school. We will continue to build knowledge and understanding of visible learning strategies by creating a visual model of a 'Whinhill Learner' qualities and dispositions. • Through co-operative teaching and providing quality CPD, upskill all new teaching and nursery staff in the pedagogy and practical application of dialogic teaching, the teaching of reading skills and reciprocal teaching. • Further develop SEAL numeracy strategies and active literacy strategies across P6 and P7. • Further develop children's access to and personal use of learning pathways across more stages in the school. • Identify strategies to boost reading for pleasure across the school including developing a reading environment, reviewing library and book areas and displays and in addition harness the enthusiasm of parents to ensure the culture of reading developed in school extends to the home. In Addition review quality, quantity and use of reading material available to children at all stages of the school and nursery. • Gaelic – establish support for parents to increase their knowledge and use of conversational Gaelic language and develop a menu of support to help parent engage with their child's learning. • Gaelic –develop and organise BGE Gaelic resources / topic boxes for Health and Wellbeing and Sciences • Gaelic – develop reading assessment strategy bank • Nursery – review of current outdoor play facilities in line with most recent advice and guidelines. • Nursery – introduction of Story Grammar • Nursery – review current methods for tracking pupil progress | | |

Progress August '19 – March '20

- Targets are discussed with and issued to children/parents 3 times per year to share the learning that children will engage in during the term. Our reporting format is issued to parents 3 times per year. This identifies the progress made.
- The family learning group meets once per week after school and runs through the whole school year. A families connect group also took place over a period of 13 weeks supported by our nurture teacher. A second group was due to be run in the summer term targeting our pre-school children but this will be rescheduled.
- Support for parents to help them engage positively with their children's learning is ongoing. Curricular materials and information leaflets have begun to be produced and useful learning videos have been established on a school 'padlet'. These are mostly in Gaelic however English examples are being worked on.
- Development in visible learning has seen 1 inservice day given to VL training with cluster colleagues. In addition our 4 impact coaches have had 1 focussed training day and have met regularly in school. Our visible learning pupil group has worked hard and produced video footage which is used in authority training and has been shown at the international Visible Learning Conference. Children took complete ownership of this. Stakeholders have identified core learning dispositions to be used across our school and nursery. VL coaches have led collegiate sessions to support wider staff body in the implementation of VL. All teaching staff have now completed 2 visible learning impact cycles.
- All staff in school and nursery have been trained or upskilled in dialogic teaching. This has been accomplished through CPD sessions, modelling by experienced teachers and cooperative teaching.
- SEAL numeracy and Active Literacy have now been established across all school stages.
- The teaching of reading skills has been enhanced through #WhinhillReads. Our Literacy committee have developed a wide range of strategies and activities across school and nursery. This includes the online storytelling, Big Friday night in reading, book cover creations, recreating scenes from favourite books, author visits, storytelling to residents of care homes, whole school author focus, book swap boxes for infant, middle and senior school pupils, securing a wide range of new reading materials and novel studies and much more.
- Development of our Scottish focus through the BGE is at the early stages.
- **Gaelic** – support for parent has been developed through the use of 'Padlets' which show videos of teaching and learning strategies. A gaelic learners' parent class has been running all year to support parent's development of and understanding of Gaelic language.
- **Gaelic** – a reading assessment bank is now in place. The development of BGE Gaelic resources is at an early stage.
- **Nursery** – all nursery staff have participated in training for SEAL and dialogic strategies. Reciprocal training was planned for term 4.
- **Nursery** – staff have extensively developed the outdoor play area including mud kitchens, small parts play and natural materials.
- **Nursery** – story grammar is at an early stage of development as the staff member leading this moved to another establishment.
- **Nursery** – tracking children's progress has been reviewed and changes to the current methods are ongoing..

Impact

- The school continued to track all available data until lockdown using a robust tracking system. This was used effectively by staff to identify development needs for individual learners which built upon prior levels of attainment and ensured their continued progress. This data was also used to support the planning of home learning which consolidated all prior learning.
- Staff show an increased confidence through school, cluster and authority based moderation in using national benchmarks to confirm and challenge professional judgements and to ensure appropriate pace and challenge for all children.

- Learning visits and professional dialogue show that high quality literacy and numeracy learning and teaching strategies through SEAL, Active Literacy, Dialogic teaching and Visible Learning are being implemented effectively to support children’s attainment across all stages in the school.
- Parents/carers engagement in reviewing their child’s progress across learning has been more effective through increasing their knowledge in learning and teaching strategies and effective reporting. This has been evident in feedback from report, dialogue and questionnaires.
- Nursery practice reflects early level literacy and numeracy development in both English and Gaelic, and through moderation with early level colleagues, staff knowledge and understanding of the benchmarks now reflects in children’s progress through early level.
- Participation in and love of reading activities both in school and at home has increased greatly. Evidence through engagement with children through focus groups, posts on twitter of families engaging in reading skills and an increase in classes of children choosing reading as a preferred option show this.
- Numbers of parents attending the Gaelic parent classes has increased steadily through the year. Response from them to both the classes at their level and the increased support for their understanding of their children’s learning through the use of video footage in ‘Padlets’ and support materials has been extremely positive.

Next Steps:

- Increase the rate of attainment that has stalled during lockdown
- Discrete focus on literacy and numeracy skills that have been lost and moving their progress forward.
- Nursery – continue to review and amend methods of tracking pupils
- Nursery – continue to develop the use of dialogic teaching in all interactions with children.
- Nursery – use of a variety of strategies for the recovery of any lost Gaelic language with emphasis on full immersion
- Nursery - continue to ensure the Gaelic language and print is used throughout the playroom.

School priority 2: Closing the attainment gap between the most and least disadvantaged children

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| <p>NIF Driver Teacher professionalism Performance information Assessment of children's progress</p> | <p>HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 1.5 Management of resources to promote equity</p> | <p>Other Drivers HGIOELC? 2.3 Learning, teaching and assessment 3.2 Securing Children's progress RRS Article 28: (Right to education): Article 29 (Goals of education):</p> |
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Strategies

- Introduce clear procedures to allow more effective implementation of Inverclyde’s attendance policy.
- Continue to develop staff understanding of SIMD data to target resources and interventions
- Continue to link with and support children and families with barriers to learning
- Continued targeted AC approach to support children’s literacy and numeracy linked to SIMD 1+2
- Targeted support staff will use planned professional learning to support the delivery of literacy and numeracy across the school
- Youth counsellor/therapist will continue to support targeted middle and upper children

- primary pupils supported to self-regulate and manage their anxieties
- Cost of the school day – identify what costs are involved in every part of the school day and identify the problems and barriers children and families face throughout the school day
- Identify key strategies to minimise pressure on low income families while still offering a range of opportunities and experiences for children. Review across the range of school experiences to identify those who are at risk of missing out
- Support all parents and signpost them to ensure access to all relevant benefits and money advice
- All school staff to engage with the theme ‘How good is our school for children and families on low income
- Wellbeing coach – continue to target children from families on low income and address barriers to participation

Progress Aug '19 – March '20

- With the support of office staff the Inverclyde Attendance policy has been implemented.
- The nurture implementation group have embedded nurture principle 5 fully and are working on developing more. Nurture observations are now embedded in the school self-evaluation cycle.
- The nurture programme had to be suspended due to the specific needs of two children.
- The school has successfully completed another cycle of families connect. Family learning continues to be well attended.
- The visible learning pupil group have led the school community in identifying core learner dispositions that have been adopted by the school. These are now visible across the classes and in the main areas of the school.
- Staff regularly use SIMD data in their professional dialogue with colleagues and in their planning.
- Our youth counsellor has supported many children across the middle and senior stages of the school and their families. During lockdown she has provided online sessions to ensure children were not left in the middle of therapies due to lockdown.

Impact

- Use of the nurture room has provided social and emotional support for two children with an emphasis on language development and communication to address identified barriers with small amounts of success.
- Improvements in attainment for targeted pupils (SIMD 1 +2 and FME) evidenced by data.
- Improved processes to monitor attendance were beginning to show increased overall attendance before lockdown. This was leading to improved attainment.
- Increased identification and implementation of targeted interventions has met the needs of focused cohorts of children and their families.
- Further promotion and engagement in family learning and family participation has begun to minimise the impact of poverty on learning and achievement and to improve life chances and increase aspirations for children as individuals and as a family. Hard to reach families attendance at sessions has increased this year.
- The cost of the school day has decreased across the year. A focus on all areas of expectation of parents has resulted in a trimming down of costs across the school.
- Children identified as at risk of missing out are not experiencing barriers to participation in activities or experiences. Through continued use of Boxhall assessments before and after intervention improvements in children’s progress has been evident.

- Early data was beginning to show improvement in attainment of targeted pupils from use of Literacy toolbox and across aspects of literacy and numeracy.
- Learning conversations between all stakeholders has supported the use of target setting in literacy, numeracy and health and wellbeing. This was being monitored through pupil focus groups.
- Attainment of targeted children was being carefully tracked and monitored by class teachers and SMT and while we have no final year data due to lockdown, early monitoring showed increases in attainment in writing and numeracy.
- Data gathered by the Wellbeing coach has shown significantly increased participation in extra-curricular activities.

Next Steps:

- Continue to target AC approach to support children’s literacy

School priority 3: Improvement in children and young people’s health and wellbeing

NIF Driver

Assessment of children's progress
Parental engagement
School leadership

HGIOS?4

3.2 Raising attainment and achievement
2.3 Learning, teaching and assessment
2.4 Personalised support
3.1 Ensuring wellbeing, equality and inclusion

Other Drivers

HGIOELC?
3.2 Securing Children's progress
2.4 Personalised support
RRS
Article 28: (Right to education):
Article 12 (Respect for the views of the child):

Strategies

- Ensure PATHs programme is embedded across the school. This will be supported by training early in the year. Staff to share practice, identifying what works successfully including additional resources used.
- Continue and increase whole staff use of recording of restorative dialogue with pupils and create opportunities for senior pupils to support younger children in restorative conversations
- The nurture implementation team will gather recent data from a wide variety of sources to create a nurture action plan for 2019-2020
- Introduce and develop Nurture principle 5 – All behaviour is communication
- Continue to develop use of peer nurture observation across all classes and support new staff knowledge and understanding of the 5 nurture principles
- Raise awareness and understanding across school and nursery staff of visualisation strategies for all pupils. Review classroom displays and all visual aids used to ensure both consistency and appropriate support for pupil learning
- Wellbeing coach – continue to target children from families on low income and address barriers to participation
- Continue to develop staff involvement in preparing single agency assessment action plans.
- Refresh use of pastoral notes linking this to restorative recording format
- Review and establish a whole school health and wellbeing pathway bespoke to Whinhill
- Development of clear strategies for outdoor learning for every stage

- Pupil voice – further develop learner participation and introduce ‘How good is OUR school (pupil version)
- Cluster priority – Autism/Communication Friendly Schools status
- Initial baseline questionnaire to gather staff/parent/children’s views on participation/involvement/engagement in school and carry out same baseline at end to establish whether change has taken place
- Use Participation Mapping Tool to identify where we are in terms of current participation activity
- Upskill staff / children / parents re learner participation
- Review policy and planning documentation and ensure learner participation is included

Progress Aug ’19 – March ’20

- All staff received training in PATHs and the programme is used across every stage in the school.
- Restorative dialogue is recorded on an agreed format with the opportunity for the children to revisit the situation at a later date to ensure progress has been made. This recorded dialogue then supports information recorded formally on pastoral notes.
- Nurture action plan was in place early in the first term. This shaped the work of the implementation group in taking forward Nurture Principle 5. A wealth of information has been gathered through staff nurture observations.
- With the support of the ICOS team visualisation strategies have begun to be used at stages across the school.
- The wellbeing coach targeted the most vulnerable children and achieved great success in increasing participation. He left the school in January and the post will be advertised in August.
- Staff have received training in the use of GIRFEC single agency assessments,
- A leadership group has been established for children who have been working on the How Good is OUR school? Self-evaluation materials. This was interrupted by lockdown and will be continued.
- Participation Mapping tool has still to be used.
- All staff have begun the training for ‘Autism Friendly School’. This will be continued after lockdown.
- Outdoor learning strategies have been developed for both the nursery and the school. The development of an outdoor area will take place in this curricular year.

Impact

- Through staff increased knowledge and understanding of nurture principles and approaches, children experience appropriate interventions in response to their wellbeing needs with a specific focus on Nurture Principle 5 ‘All behaviour is communication’.
- Using the principles of GIRFEC and the legislative framework surrounding it children receive bespoke single or multi-agency support for all their universal and targeted wellbeing needs.
- Improved quality of single agency wellbeing assessments and single agency chronologies has ensured effective end to end service and improved outcomes for children.
- Health and Wellbeing coach interventions has made a positive difference to playground experiences and incidents requiring restorative conferences will be reduced.
- The PATHs programme supports improvements in relationships, pupil resilience and conflict resolution across all aspects of the school.

- Pupils' wellbeing has benefited from experiences of learning and teaching in a variety of outdoor settings including links with Clyde Muirshiel Rangers. Numbers of children using the outdoors to enhance learning has increased. Through pupil focus groups children have articulated the benefit to them of outdoor learning.
- Staff's increased knowledge and understanding of learner participation has ensured that children have experienced appropriate meaningful opportunities to contribute to the direction of their learning and identify what has improved as a result of their opinions. Pupils feel valued through their involvement in school and nursery decision making process. Pupils have ownership, direction of and are leaders of their own learning.
- All stakeholders use the same language of children's rights in relation to wellbeing, equality and inclusion in all interactions.

Next Steps:

- Mitigate the effects of lockdown on the health and wellbeing of all children
- Continued focus on the 'cost of the school day' with a particular focus on equity, food insecurity and provision of need.

School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people.

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| <p>NIF Driver Assessment of children's progress Parental engagement Assessment of children's progress</p> | <p>HGIOS?4 3.2 Raising attainment and achievement 2.3 Learning, teaching and assessment 2.4 Personalised support 3.3 Increasing creativity and employability</p> | <p>Other Drivers HGIOELC? 1.2 Leadership of learning 1.4 Leadership and management of practitioners RRS Article 28: (Right to education): Article 29 (Goals of education):</p> |
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Strategies

- Awareness raising of knowledge and understanding of Developing the Young workforce across all stakeholders – responsibility of all.
- Liaison with Notre Dame DYW coordinator to arrange transition and leadership opportunities to train 'My World of Work' ambassadors.
- Organise a careers day for schools within the cluster. Continue to link with a variety of community and business partners and include focus on the importance of digital literacy and its links to employability skills
- Development of leadership focus group to meet with SMT on a regular basis
- Set up digital leaders pupil group to lead digital strategy across school
- Digital schools award – create digital technologies action plan
- Develop digital learning policy and child friendly acceptable use policy
- Identify the IT training needs of pupils, staff and parents
- Develop school blog to share learning experiences, including digital literacy

Progress Aug '19 – March '20

- Skills for learning, life and work are embedded across the school and are evident in the planning of learning and in the learning conversations between children.
- Liaison has taken place between our school and Inverclyde Academy re 'my world of work' and also with Notre Dame who will provide us with young ambassadors to support this area.
- The cluster careers day was scheduled for the summer term and has been postponed.
- Our digital literacy strategy has been fulfilled and significantly overtaken due to lockdown and the immediate need for online digital learning. Staff have contributed exciting, innovative work for the children and produced fantastic digital media using a variety of methods.
- The school's digital learning policy has been established.
- Our Digital Schools' Award accreditation has been postponed but we are very confident that we will achieve this at our first opportunity post lockdown.
- The school glow blog website has been established and provides a wealth of support and information for children and parents.

Impact

- Through observations children demonstrate a variety of leadership skills through participation and responsibility for tasks at class and whole school and nursery level.
- During whole school and class activities children model increased confidence in the all aspects of the four capacities.
- Through interaction with employers, children show an increased understanding and insight into industry and the skills required to become part of a future workforce. They can articulate employability skills being developed through their learning experiences
- Increased pupil voice has been developed over a range of school experiences from involvement in own learning to consultation on aspects of school life.
- Children show creativity and entrepreneurship through partnership projects where they have solution orientated strategies embedded enabling them to be confident risk takers who can appreciate issues from different perspectives.
- Children confidently engage in and make informed choices about the use of digital literacy and technologies to enhance and personalise learning.
- Increased use of digital technologies across school and curriculum is evident in the curriculum and online media.
- Pupils are able to identify and articulate digital skills being developed through their learning experiences and how this relates to the world of work.

Next Steps:

- Achieve Digital School's Award
- Continue to embed skills for learning, life and work

National priority: How we are ensuring Excellence and Equity?

Use of PEF funding to ensure Excellence and Equity

PEF has therefore been used to:

- 0.3 backfill to allow PT to focus on project managing the targeted intervention strategies identified
- 1.0 FTE Health and wellbeing coach
- Visible learning training provided by Osiris for all teaching staff
- Establishing an outdoor classroom
- Counsellor/therapist – 1 day per week to support emotional wellbeing of P4-7
- 2 x backfill for ASN staff to focus on targeting individual children to raise their attainment.

Impact

- The PT has provided extensive support to both children and staff in the coordination of the schools interventions to close the poverty related attainment gap. A variety of assessment data has been collected and is interrogated by the staff team which has ensured progress for children. Staff have become skilled in using data to support learning and teaching.
- Both ASN auxiliaries work closely with the PT and provide 1-1 support for individual children who have been targeted as requiring additional support for literacy and numeracy to close the attainment gap. Assessment evidence shows that significant progress has been made by most children across stages in the school.
- Assessment data gathered before lockdown indicates that attainment levels in reading were increasing for most children who were identified and targeted to use the literacy toolbox on laptops. This was extended from P7 to P5 and P6. Consideration will be made of the appropriateness of this intervention for P4.
- The staff team have worked together to establish action plans to take forward professional development in visible learning. It is clear through evidence gathered during SMT learning visits, professional dialogue opportunities, clear steps to increase staff skills to enhance learning and teaching are in place and this has been evidence in SMT learning visits where these strategies are being used across the school.
- The outdoor classroom to support health and wellbeing is as yet not established. All preparatory work has been completed including environmental plans and pupil involvement in planning. Currently these plans are with property services to ensure all aspects of health and safety and risk assessments have been investigated before works are carried out.
- The school counsellor has worked with a number of targeted children in P4–7 and in addition liaised with their parents/carers. The counsellor has provided baseline and final session assessment information from both children and parents/carers which indicates that almost all children have shown an increase in confidence and wellbeing. It is intended that we will continue with this in the coming year. In discussion with parents it is evident that this intervention is valued amongst those who have engaged with it.
- The Wellbeing coach has been rigorous in both the collection of and the interpretation of data related to children’s engagement with extra-curricular activities both across the school and focussing on SIMD 1+ 2. Through a targeted approach there has been a significant increase in participation for children in SIMD 1+2 in all school activities.

Response to Covid 19 Lockdown closure – March 2020 – June 2020

All staff at Whinhill have engaged positively, creatively and innovatively to create detailed, differentiated weekly planners for families to use at home. These plans are emailed, tweeted and posted on our school website every Sunday to ensure parents can access these on at least one platform. We have kept communication with parents going throughout lockdown using weekly phone calls for vulnerable children and families and for the wider school phone calls from their teacher. Support staff have also contacted children they specifically work with to maintain those relationships. Plans included core literacy and numeracy, aspects of a broad general education and a focus on life skills. A weekly newsletter was included with the planning to ensure families were kept up to date with any developments.

A hugely increased use of digital media has supported children in still feeling a part of their class and their school. This includes the use of teams for webinars and class meetings and using the insights tab to monitor the uptake of online learning. The teams' platform was also used to signpost teaching and support staff to professional learning opportunities. When we reflected on children's use of Teams we felt there was a lack of a social space so two digital playgrounds were established which allowed children to informally catch up and engage with each other. This was monitored by the SMT. Additionally we were able to secure data of digital usage by tracking the use of Sumdog and Education City.

Transitions were supported digitally through virtual tours of the school, an interactive map of the school, starting school booklets for both children and parents, transition passports for children with additional support needs and transition documents. New Primary 1 pupils and 1 parent visited the school for a brief induction. An enhanced transition was offered for pupils with additional needs to meet school staff and visit their learning environment.

Consultation with parents has increased while in lockdown using Microsoft Forms. Topics have included, what our priorities should be next year, IT needs, wellbeing needs and parent and pupil views.

We have maintained a sense of community through the use of Twitter e.g. themed weeks – health week, literacy week, developing the young workforce/STEM week, digital learning week, Friday assembly sing a longs to help children feel that the structure of the school week and year is still in operation. To continue to support the emotional wellbeing of children the counselling service SPARK which we engage through PEF, provided an online platform to maintain the continuity of relationships and therapy for those children who were mid therapy at the time of lockdown and for some children who were failing to thrive during lockdown.

Autumn term recovery plan

PRIORITY 1: Planning in response to Covid 19 – Health and Safety

| <u>Tasks / action</u> | <u>RAG of progress</u> | | | <u>Who is responsible?</u> | <u>Timescales</u> | <u>Partners / LA Links</u> | <u>Resources / CLPL</u> |
|--|------------------------|---|---|----------------------------|-------------------|----------------------------|-------------------------|
| | S | O | N | | | | |
| In line with govern guidance all tables and chairs will be placed with a 2m social distancing, and classrooms organised to ensure safe use by children | | | | School staff and janitor | By August '20 | Health and Safety dept | |
| Whole school and nursery resources have been restructured to ensure they can be sanitised to be used by multiple groups of children. | | | | Whole school staff | By August '20 | | |
| School and nursery has had a deep clean | | | | Facilities management | By June '20 | Inverclyde Council | |
| All available space in the school will be structured for use as a teaching classroom | | | | Whole school staff | By August '20 | | |
| Risk assessment complete – re opening of Whinhill school | | | | HT | June '20 | | |
| Staff safety handbook issued to ensure compliance with government safety measures. | | | | HT | June '20 | | |
| Signage will indicate numbers of persons allowed in identified spaces. | | | | Janitorial | By August '20 | | |
| Risk assessments completed agreed and signed for those staff with underlying health risks. | | | | HT | June '20 | | |
| Hub temporary set up and set up for August confirmed with all safety measures in place. | | | | Whole school staff | By August '20 | | |
| Isolation room has been identified – protocols in place and appropriate PPE will be available. | | | | SMT and First Aider | June '20 | | PPE |

PRIORITY 2: Planning for health and wellbeing

| <u>Tasks / action</u> | <u>RAG of progress</u> | | | <u>Who is responsible?</u> | <u>Timescales</u> | <u>Partners / LA Links</u> | <u>Resources / CLPL</u> |
|--|-------------------------------|-----------------|-----------------|---|--------------------------|--|---|
| | <u>S</u> | <u>O</u> | <u>N</u> | | | | |
| Underpin all school and nursery activity and experiences with the principles of nurture | | | | Nurture implementation Group | Aug'20 – June '21 | Psychological services | Collegiate time |
| Identify strategies to support children to deal with loss and bereavement | | | | DHT | Aug'20 – Dec '20 | Psychological services | Inverclyde bereavement policy Seasons for Growth |
| Support children who will be dealing with challenging experiences including <ul style="list-style-type: none"> • Managing transitions • Reinstating and making new friendships • Disrupted or negative experiences at home • Disrupted attachments | | | | All school staff | Aug'20 – June '21 | Social work Psychological Services Barnardos | |
| Support children in dealing with uncertainty about the future and address their understanding of the pandemic | | | | All school staff | Aug'20 – Dec '20 | | PATHs programme |
| Provide appropriate guidance and CPD to staff to support both their own wellbeing and that of the children | | | | SMT | Aug'20 – June '21 | Various partner agencies | CPD to be identified |
| Youth counsellor/therapist will continue to support targeted middle and senior children to self-regulate and manage their anxieties | | | | DHT /Youth counsellor | Aug'20 – June '21 | SPARK | |
| Cost of the school day – identify what costs are involved in all parts of the school day in the current situation and identify the problems and barriers children and families face as they return to school. | | | | PT, SMT and Cost of school day champion | Aug'20 – Dec '20 | Barnardos | |
| Identify key strategies to minimise pressure on low income families while still offering a range of opportunities and experiences for children | | | | SMT | Aug'20 – Dec '20 | Barnardos and Social Work | |
| Support all parents and signpost them to ensure access to all relevant benefits and money advice | | | | SMT | Aug'20 – Dec '20 | Barnardos and Financial fitness | |

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|---|--|--|--|--|-------------------|---------------------------|---|
| Find effective methods of communication and engagement with parents within the restrictions of Covid 19 government guidance | | | | SMT and teaching staff | Aug'20 – Dec '20 | | |
| Refresh our focus on Rights Respecting Schools | | | | Rights Respecting committee and all school staff | Aug'20 – June '21 | Children's Rights Officer | Collegiate time |
| Continue to develop staff expertise and practice in trauma informed classrooms | | | | SMT | Aug'20 – June '21 | Psychological service | Training from David Peden – Coping with adversity |
| Revamp and refresh our framework for children's use of GIRFEC to ensure they have depth of understanding and ownership of it, | | | | SMT and school staff | Aug'20 – June '21 | | Collegiate time |
| Increase pastoral support – ensure children know where and to whom they should go to for help | | | | SMT | ongoing | | |
| Continued use of PATHs across the nursery and school to support the wellbeing of children | | | | School and nursery staff | Aug'20 – June '21 | | Training for new staff |
| Provision of art therapy | | | | SMT Mrs Smith | Aug'20 – June '21 | | |

PRIORITY 3: Planning for equity issues - strategies for closing the gap

| <u>Tasks / action</u> | <u>RAG of progress</u> | | | <u>Who is responsible?</u> | <u>Timescales</u> | <u>Partners / LA Links</u> | <u>Resources / CLPL</u> |
|---|-------------------------------|-----------------|-----------------|-----------------------------------|--------------------------|--|--------------------------------|
| | <u>S</u> | <u>O</u> | <u>N</u> | | | | |
| Continue to use clear procedures for managing attendance using the Inverclyde Attendance Matters policy | | | | HT | Aug'20 – June '21 | Barnardos Social Work | |
| Continue to link with and support children with barriers to learning | | | | SMT and school staff | Aug'20 – June '21 | Agencies associated with individual children | |
| Find means of identifying children across the school not in SIMD 1+2 who may temporarily be placed there due to the economic and social circumstances COVID 19 may have placed their families in. | | | | SMT + PT | Aug'20 – Dec '20 | | |

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| Ensure rigor in the use of SIMD data to target resources and interventions | | | | SMT and teaching staff | Aug'20 – June '21 | | |
| Continue with our school based attainment challenge approach to support children's literacy and numeracy linked to SIMD 1+2 | | | | PT and support staff | Aug'20 – June '21 | Inverclyde Attainment challenge CMOs | Access to SEAL and Active Literacy courses for new staff and those who have changed stages |
| When appropriate identify a baseline for literacy and numeracy to <ul style="list-style-type: none"> Identify learning that has been lost Identify other types of learning that has been gained Identify the gap between attainment levels at lockdown and starting attainment level in August | | | | SMT and teachers | Aug'20 – Dec '20 | | Collegiate time |
| Staff clarity in the approach to drill down to the finer details of the learning | | | | HT | Aug'20 – Dec '20 | | Collegiate time |
| Consideration of ways to address the inequality of experiences at home – link to outdoor learning | | | | All school staff | Aug'20 – June '21 | | Outdoor classroom and areas Collegiate time External training |
| Regularly audit the levels of digital usage by monitoring the data on home learning and uptake – where this is low, seek to find alternative options to support the learning | | | | IT co-ordinators | Aug'20 – Dec '20 | | |

PRIORITY 4: Planning for continuity of learning

| <u>Tasks / action</u> | <u>RAG of progress</u> | | | <u>Who is responsible?</u> | <u>Timescales</u> | <u>Partners / LA Links</u> | <u>Resources / CLPL</u> |
|--|-------------------------------|-----------------|-----------------|-----------------------------------|--------------------------|-----------------------------------|--------------------------------|
| | <u>S</u> | <u>O</u> | <u>N</u> | | | | |
| Consistent planning of learning across the school which includes clear identification of the learning which will happen in the core school days and the consolidation work on the home learning days | | | | School planning group | By August | | Collegiate time |

| | | | | | | | |
|---|--|--|--|---------------------------------------|------------------|------------------|-----------------|
| Create a staff a staff planning group to support the blended approach to learning for August. | | | | DHT + PT | Aug'20 – Dec '20 | | Collegiate time |
| Work with staff to prepare appropriate plans and guidance for children and parents to engage with flipped learning | | | | SMT | Aug'20 – Dec '20 | | Collegiate time |
| Purposeful learning activities and experiences both online and offline while providing high quality teaching and learning | | | | Whole school staff | Aug'20 – Dec '20 | | |
| Review school resources to ensure suitability for the recovery curriculum | | | | PT | Aug'20 – Dec '20 | | |
| Staff to discuss and agree the structure of the recovery curriculum and communicate this to children and parents | | | | SMT | Aug'20 – Dec '20 | | |
| Ensure accessibility and equity of digital offer to support learning at home. | | | | SMT | Aug'20 – Dec '20 | | |
| Consolidate the school and nursery's pedagogical approach in response to blended learning. Emphasise the importance of dialogic teaching in the learning cycle. | | | | SMT, class teachers and nursery staff | Aug'20 – Dec '20 | | |
| Upskilling the knowledge and understanding of whole school staff to new and current terminology e.g blended learning, flipped classrooms and digital terminology and ensure all staff are confident in the use of and delivery of new procedures and protocols related to Covid 19 situation. | | | | SMT | Aug'20 – Dec '20 | | Collegiate time |
| Address any issues of digital poverty to ensure we are factoring this in to the planning. | | | | | Aug'20 – Dec '20 | Barnardos | |
| Gaelic – targeted intervention for children in both the school and nursery to recover the Gaelic language lost and the requirement for the reciprocal nature of this. Focus on full immersion. | | | | Gaelic staff | Aug'20 – Dec '20 | Bòrd na Gàidhlig | |