

The very best!



Renfrewshire Council Children's Services

Kilbarchan Primary School Improvement Plan

2020-2021

Planning framework

As part of Children's Services, Kilbarchan Primary School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. improve attainment, particularly in literacy and numeracy;**
- 2. close the attainment gap between the most and least disadvantaged pupils;**
- 3. improve children's health and wellbeing; and**
- 4. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

Pupil Equity Funding

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

The impact of Co-Vid 19, and the subsequent school closures on Friday 20th March 2020, have resulted in significant changes in working practices and routines. As such, our ability to complete all actions within our improvement plan has been hindered. Some priorities and actions will be carried forward to academic session 20-21.

Renfrewshire's Council Plan 2017-2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our place, our economy, our future

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all

Working together to improve outcomes

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

Improve employability skills and support all of our young people to enter positive and sustained destinations

Our Vision, Values and Aims

Our Vision! The Very Best!

The very best for our children to allow them to become their very best!

Here is what we value!

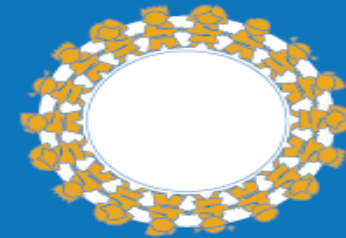


Happiness!

Ensuring that children are happy and safe. That they learn and grow in a positive environment and become successful learners.

Partnerships!

Listening to and working with parents, children, agencies and the wider community to support our children and to continuously develop our school. Encouraging our children to foster their own partnerships and become responsible citizens.

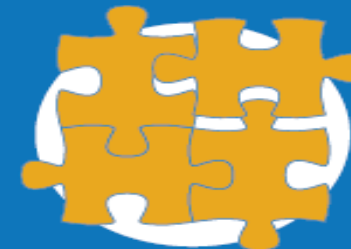


Success!

Valuing and celebrating all types of success that will help children become confident individuals.

Skills!

Developing skills needed for learning, work and for life to enable children to become effective contributors.



Who did we consult?

To identify our priorities for improvement, we sought the views of pupils, parents and staff. We used a variety of methods to ascertain the views of those who are involved in the life and work of Kilbarchan Primary School such as Google Forms, Twitter feedback, Parental Facebook feedback, emails, pupil check-in data, and our quality assurance processes

We also consulted with our partners across and out with the Council to assist us in the delivery of our priorities. Our partners in learning have included Active Schools, our cluster primaries and Johnstone High School, associated secondaries, Kilbarchan Community Nursery, associated nurseries, the Liliias Day Committee, Kilbarchan Community Council and SUSTRANS.

During lockdown, the Head Teacher consulted with the Parent Council Chair, who subsequently conferred with the Parent Council Office Bearers, on the priorities for our return in August 2020.

All information gathered was collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities outlined in the 2020/21 Monitoring Calendar. Each aspect is linked to the appropriate NIF Driver(s) and all stakeholders are represented. In order to ensure we are achieving our aims we will monitor:

- SIP Progress
- Pupil work, targets and achievements
- The quality of learning and teaching
- Forward Planning
- Assessment, moderation and tracking processes
- GIRFEC and wellbeing indicators to meet the needs of all learners
- IEPs and Child's Plans
- SEEMIS Data

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

Improvement Priority 1 To plan and implement a phased return to the establishment for CYP and staff			
HGIOS/HGIOELC QIs	NIF Priorities		NIF Drivers
<p>QIs 1.3-1.5 QIs 2.1-2.4 and 2.6 QI 3.1</p>	<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 		<ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Following several months of lockdown, it is necessary to have a clear plan in place for the phased return of children and young people (CYP) and staff to our establishment, in line with local and national guidance.</p> <p>Should a further lockdown be imposed we want to be well-prepared to ensure that CYP can engage in learning at home.</p>	<p>By August 2020, clear capacity and capability planning ensures that staff who can work in the establishment will return and the others will work from home.</p> <p>By August 2020, staff have increased knowledge of guidelines and expectations when working in school or at home.</p> <p>By August 2020, all staff, CYP and parents/carers have increased knowledge of health and safety measures and will evidence the implementation in their practice. These include hygiene and social distancing measures, within the establishment and in outdoor areas.</p>	<p>The capacity planning return to HQ demonstrates that there is clarity about the availability of staff and the reasons why some may need to continue working from home in line with Public Health Scotland guidance.</p> <p>Teachers' planning will evidence that all teachers know and follow the LA Guidance on Remote Learning and the school's plan for 'blended' learning.</p> <p>Timetables and recovery plans show that CYP are grouped in cohorts that align with SG social distancing guidance.</p> <p>The Recovery guidance, Business Continuity plan, Health and Safety workplace assessment and Co-Vid 19 Risk assessments demonstrate that local and national guidance is being followed and that clear and consistent messages are shared with staff, CYP and parents/carers.</p>	<p>Adapt Health and safety risk assessment to local context.</p> <p>Undertake the H&S workplace assessment using "COVID workplace checklist" Follow clear protocols in the event of someone becoming unwell and/or presenting with Co-Vid 19 systems Refer to document: Risk assessment educational establishments</p> <p>Contextualise the LA 'Recovery guidance for schools and early years establishments' and retain for own establishment.</p> <ul style="list-style-type: none"> Reducing potential exposure Social distancing Hygiene and protection Cleaning regimes <p>Create a staff (teaching and support) timetable for those available to work in the establishment and those working from home. Staff timetables will reflect a 'blended' learning approach for CYP and will maximise learning outdoors.</p> <p>Plan for phased return of priority groups, divide into cohorts and establish attendance patterns. Minimise movement of CYP. Staggered arrivals, departures, breaks.</p> <p>Develop a clear learning, teaching and assessment plan that assesses the wellbeing and learning needs of CYP and provides both learning within the establishment and at home.</p>

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	<p>By August 2020, CYP begin a phased return to the establishment as per SG guidance and successfully engage in a blend of home and school learning.</p> <p>By October 2020, all stakeholders have an increased knowledge of our business continuity arrangements in the event of another lockdown. We have an improved understanding of what needs to be done pre, during and post lockdown. We have learned lessons from the previous lockdown and are well-prepared to provide learning at home, at relatively short notice, should it be required.</p>	<p>Minutes of staff meetings show that staff are involved in the recovery planning process.</p> <p>Observations of the internal and external building flow will demonstrate that in almost all instances, staff, CYP, parents/carers and visitors are adhering to the health and safety measures.</p> <p>Pre and post CLPL training surveys show an increase in understanding and confidence in all staff (Scale 1 to 5) in, for example, use of digital platforms for remote learning.</p> <p>Communication to all stakeholders through digital platforms evidence that clear and consistent messages are being conveyed to all in the school community.</p> <p>The Business Continuity plan (BCP) outlines detailed arrangements and actions to be taken (pre, during and post) in the event of a further lockdown to provide as much educational continuity as possible.</p>	<p>Priorities initially to re-engage CYP and families, establish routines and ensure wellbeing needs are met. New learning will be planned when CYP are ready.</p> <p>Identify and address staff CLPL needs particularly around digital learning pedagogy, wellbeing and learning outdoors.</p> <p>Complete and retain the establishment 'Business Continuity Plan', using the LA template, in consultation with staff and CYP.</p> <p>Develop a plan for communicating and engaging with parents and the wider community about key messages, protocols and expectations.</p>
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Priority 2 Promote the positive health and wellbeing of children & young people, parents/carers and staff

HGIOS/HGIOELC QIs QIs 2.1-2.4 QI 2.7 QI 3.1	NIF Priorities <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <table border="0"> <tr> <td data-bbox="1379 228 1697 252">4. School Leadership</td> <td data-bbox="1744 228 2150 252">4. Assessment of Children's Progress</td> </tr> <tr> <td data-bbox="1379 284 1697 308">5. Teacher Professionalism</td> <td data-bbox="1744 284 1995 308">5. School Improvement</td> </tr> <tr> <td data-bbox="1379 339 1697 363">6. Parental Engagement</td> <td data-bbox="1744 339 2040 363">6. Performance Information</td> </tr> </table>		4. School Leadership	4. Assessment of Children's Progress	5. Teacher Professionalism	5. School Improvement	6. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Intervention						
Following this extended period of working from home, we recognise the importance of ensuring all staff feel safe and secure about a phased return to school. We will ensure that time and space is provided to actively promote staff health and wellbeing.	<p>By August 2020, all staff understand and implement policies and procedures in relation to social distancing, hygiene and use of outdoors.</p> <p>By December 2020, all staff will have an enhanced knowledge and understanding of programmes, resources and strategies available to support their own wellbeing. All staff will feel less anxious in their daily practice.</p> <p>The school nurture programme will be a pivotal part of the weekly timetable and strategies will be consistent across the school. The school Emotionworks programme will be adapted to address fears and concerns of CYP and will be embedded within classes.</p>	<p>Policies and procedures issued to staff and discussed at virtual collegiate meetings evidence that clear and consistent messages are being provided.</p> <p>Minutes of collegiate meetings show that time is set aside to allow for full discussion of policies and procedures to alleviate any staff concerns.</p> <p>Pre and post CLPL training survey shows an increase in understanding and confidence in all staff. (Scale 1 to 5)</p> <p>Participation rates show that all staff have engaged in CLPL and most staff have participated in drop-ins/optional activities.</p> <p>Staff self-evaluation as part of the PRD process demonstrates that all staff feel less anxious and more confident in relation to their own wellbeing.</p> <p>Collegiate/INSET programme shows that a range of staff wellbeing activities opportunities are being provided.</p>	<p>Plan the collegiate calendar/INSET in collaboration with staff to include dedicated time for staff wellbeing activities.</p> <p>Ensure there are clear channels of communication so that all staff are fully informed of policies, procedures and arrangements during, and post Co-Vid 19 phasing.</p> <p>All staff will complete Renfrewshire's 'Understanding the mental HWB of CYP' and eLearning modules 'Psychological First Aid' and SAMH (Scottish Association for Mental Health) module 'We all have mental health'.</p> <p>Identify additional evidence-based resources/programmes/activities to use to promote staff wellbeing in a nurturing environment. For example, use of 'Nurture Group Network Wellbeing Toolkit for professionals'.</p> <p>Individual staff members will access the schools' Counselling service for consultation and/or Renfrewshire's 'Time for Talking' for personal support.</p>						

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<p>Following this extended period of remote learning, we recognise the importance of ensuring all CYP feel safe and secure about transitioning back to, and beyond school, particularly those at key transition stages and those who are in our vulnerable/targeted groups.</p> <p>These groups include:</p> <ul style="list-style-type: none"> • key groups (EY to P1, P7 to S1) • internal transitions • Vulnerable CYP and those with ASN <p>Re-establishing routines and supporting the health and wellbeing of all CYP during the recovery period will be of paramount importance.</p>	<p>By December 2020, CYP in the target groups (new P1s, new S1s, ASN, school leavers) will have successfully transitioned to new establishments and will feel safe, confident and engaged in their new surroundings.</p> <p>By October 2020, almost all CYP have increased knowledge and understanding of the supports available to them within school and within the community.</p> <p>By October 2020, all staff have increased knowledge and understanding of the supports available to support CYP's mental health and wellbeing and signpost and draw upon these supports as required.</p>	<p>Assessment of Learner engagement using Leuven Scale shows an increase of 1 point by May 2021 from baseline assessment in August 2020.</p> <p>Wellbeing indicator results demonstrate that almost all CYP in target groups, score 8 or above in all SHANARRI indicators by Dec 20.</p> <p>Teachers' planning will demonstrate the increased focus on mental health and wellbeing.</p> <p>CLPL evaluations, collegiate session minutes and referral statistics evidence that staff understand and actively use the supports available to support CYP.</p> <p>Counselling service monitoring and evaluation systems will highlight the positive impact of the service on CYP's mental health and wellbeing.</p> <p>Learner conversations will demonstrate that almost all CYP know and understand the supports available within school and the community.</p> <p>Learning visits and teacher evaluations will show that almost all CYP are happy in class and engaged in learning.</p> <p>Qualitative and quantitative information received from partners will show that almost all CYP successfully participate and engage in programmes.</p>	<p>Transition programmes will be delivered in partnership with EY/Primary/Secondary colleagues. Extended transition activities will be delivered over the summer for vulnerable CYP.</p> <p>Timetables will be adjusted to provide greater curricular time for health and wellbeing activities (mental, emotional and social, re-establishing routines, outdoor learning)</p> <p>Information re mental health supports available to CYP in school and in the community will be stored in shared drive and discussed at a collegiate session. Appropriate signage will be posted around the school. Referral procedures for e.g. The EPS Coping During Co-Vid service and counselling service will be understood by all staff.</p> <p>Emotional literacy will be explicitly taught (e.g. RNRA, Seasons for Growth, Emotionworks) and daily mindfulness sessions will be built into the curriculum.</p> <p>Counselling service will be established and promoted through class contact, assemblies, collegiate sessions and participation in parent events. Referrals will be made for targeted CYP.</p> <p>Learning visits (SMT and peer) will focus on health and wellbeing and engagement.</p> <p>Partners will be identified to enhance delivery of emotional and social education as required.</p>
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<p>We recognise the importance of providing clear information to parents/carers and in reassuring parents/carers that their CYP will be supported in their transition back to, and beyond school.</p>	<p>By August 2020, parents/carers will have increased knowledge of the arrangements during Co-Vid 19 phasing and beyond.</p> <p>By October 2020, parents/carers of CYP in the target groups have increased knowledge of the transition programme and are aware of supports available to their child.</p>	<p>Participation rates in parental transition programme show that almost all parents/carers, of CYP in the target groups, attended (virtually or otherwise).</p> <p>Minutes of meetings with pupil support/teacher show that targeted supports are being discussed with and understood by parents/carers.</p> <p>Communication to parents/carers through virtual meetings, Facebook/Twitter/texts/website and leaflets, demonstrates that clear consistent messages are being provided.</p>	<p>Guidance Dependent - Transition programmes for EY and P7 children will take place over the summer holiday in small groups. The EY/ primary staff will support primary/secondary colleagues to deliver the programme to ensure there is a known contact for CYP and parents/carers.</p> <p>Where possible activities will be planned for parents/carers including information sessions, Q&A, tour of the building, curriculum overview and practical arrangements for social distancing, hygiene and outdoor learning during Co-Vid 19 phasing and post phasing.</p> <p>Individual meetings will be offered for parents/carers of targeted CYP and a key adult within school.</p> <p>A communication plan is developed including target audience, methods of communication, regularity and review of effectiveness.</p>
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Priority 3: Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy

<p>HGIOS/HGIOELC QIs</p> <p>QI 1.2 QIs 2.2 & 2.3 QI 3.2</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF Drivers</p> <table border="0"> <tr> <td>7. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>8. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>9. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	7. School Leadership	4. Assessment of Children's Progress	8. Teacher Professionalism	5. School Improvement	9. Parental Engagement	6. Performance Information
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9. Parental Engagement	6. Performance Information							

Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Following this extended period of school closure, we recognise the increased importance of formative assessment and use of evidence-based pedagogies in literacy and numeracy to identify and address gaps in the attainment and achievement of children and young people.</p>	<p>By September 2020 all staff will recognise and effectively use evidence of learning experiences previously collected to inform judgements on learners' progress during the period of school closure to plan appropriate revision and next steps in learning.</p> <p>By September 2020 teaching staff will have increased knowledge of and will evidence in their practice a range of targeted, evidence-based pedagogies in literacy and numeracy to support blended learning experiences both in school and at home as part of a wider recovery curriculum.</p> <p>By September 2020, all staff will use a range of assessment data and evidence-based approaches to raising attainment in literacy and numeracy to support and challenge CYP appropriately through considered approaches to differentiation.</p> <p>By October 2020, CYP's engagement in blended learning and independent working skills will be increased using a combination of effective learning approaches, digital tools and ongoing nurture support.</p>	<p>Teachers' planning will demonstrate skilled use of formative assessment to inform appropriately differentiated learning and teaching to meet the needs of individual children.</p> <p>Pre and post CLPL surveys demonstrate that most/almost all staff have increased confidence in applying concepts from CLPL relating to learning, teaching and assessment.</p> <p>Teachers' planning reflects the Renfrewshire literacy and numeracy approaches in class-based learning, opportunities for home learning, learning online and learning outdoors.</p> <p>Attainment and tracking data for almost all CYP shows that they are making progress in literacy, numeracy and health and wellbeing with a trend towards closing identified attainment gaps.</p> <p>Quality assurance activities demonstrate clear impact of professional learning on the quality of blended learning experiences.</p> <p>Informal classroom visits, monitoring of online/home learning activities and use of specific tools e.g. reader engagement surveys will highlight increasing pupil engagement,</p>	<p>Teachers and school leaders will use the 3 Domain Model and formative assessment strategies to assess the progress and learning needs of individual pupils and to inform planning of appropriate learning experiences in literacy and numeracy.</p> <p>Continue to make skilled use of formative assessment strategies to inform next steps in learning, and access CLPL or professional reading, linked to these approaches, where required e.g.:</p> <ul style="list-style-type: none"> Learning Intentions & Success Criteria Effective questioning Feedback Peer/self-assessment <p>Where required, practitioners will access high quality CLPL to promote understanding on approaches to differentiation.</p> <p>The Renfrewshire literacy and numeracy checklists and guidance outlined in Renfrewshire's Learning and Teaching Position Paper will be used to inform planning of learning experiences, particularly</p>

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	<p>By October 2020, staff will have improved skills and increased confidence in using digital tools to support blended learning.</p> <p>CYP's engagement in outdoor learning will be embedded in their work across the curriculum. By September 2020, they will have engaged and be engaged in carrying outdoor learning tasks a minimum of 2 times each week.</p> <p>By May 2020, pupils in PEF groups will achieve identified targets that focus upon engagement, confidence and attainment.</p>	<p>effective use of digital platforms and independent working skills.</p> <p>Pupil voice demonstrates that almost all CYP enjoy learning, at home and online, and can talk confidently about their learning and next steps.</p> <p>Pre and post CLPL surveys will demonstrate that almost all staff have increased confidence in supporting blended learning approaches including the skilful use of digital tools. This is evidenced in daily learning and teaching practice.</p> <p>Monitoring and tracking information will evidence that all CYP have access to sufficient hardware and data to enable online learning.</p> <p>Pre and post CLPL surveys will demonstrate that almost all staff have an increased awareness of how they can extend CYP's learning outdoors and an increased confidence in planning, carrying out lessons and assessing outdoor learning experiences and outcomes.</p> <p>Learning conversations will evidence that almost all CYP's engagement in outdoor learning has led to increased motivation and an enrichment of learning experiences.</p> <p>Pupils in PEF groups will undertake baseline, midpoint and end of year assessments based on identified targets (engagement, confidence and attainment)</p>	<p>in relation to a blended learning approach, incorporating school-based lessons, home learning packs and continued online learning.</p> <p>Continue to embed & extend evidence-based approaches to the teaching of literacy and numeracy:</p> <ul style="list-style-type: none"> • Primary Literacy Coaching Programme • Dive into Reading • Dive into Writing • Stages of Early Arithmetical Learning • Concrete-Pictorial-Abstract progression • Promotion of Growth Mindset <p>Continued, tailored support will be requested as required from the Attainment Team including Development Officers and Modelling and Coaching Officers.</p> <p>Where required, practitioners will access CLPL on digital learning pedagogy to promote a shared understanding of, and provision of, high quality learning online.</p> <p>The school Digital Champion will continue to participate in LA meetings and disseminate information and best practice approaches to the staff team.</p> <p>Staff will keep abreast of resources and guidance in relation to digital and home learning. Websites such as Renfrewshire's 'Home Learning' and the national 'Scotland Learns' site will be used to support this process.</p> <p>https://blogs.glowscotland.org.uk/re/resourcestosupportlearning/</p>
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			<p>https://education.gov.scot/improvement/scot!and-learns/</p> <p>Staff will keep abreast of outdoor learning resources including the Creative Star Learning resource. (https://creativestarlearning.co.uk/resources/)</p> <p>Where required, staff will access CLPL on outdoor learning pedagogy to promote a shared understanding of, and provision of, high quality learning outdoors.</p> <p>Additional nurture hours for targeted group/individual support. Pupils identified based on SIMD, FME, CG, HP and need (PEF cost - £21,000)</p> <p>Classroom Assistant to provide additional support within the class bases (PEF cost - £13,000)</p>
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Priority 4 To ensure effective use of data and evidence to plan for recovery			
HGIOS/HGIOELC QIs QI 1.1,1.3 QI 2.3 QI 3.1,3.2	NIF Priorities		NIF Drivers
	<ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 		10. School Leadership 11. Teacher Professionalism 12. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Prior to lockdown, all staff have been becoming more familiar with what data is important for tracking and planning for improvement. During the recovery phase a broader approach to data is required to ensure that the data which is important now is being considered and used for planning for recovery.</p>	<p>By October 2020, all practitioners will have increased confidence and knowledge in what data they should be using to track health and wellbeing and progress of learning. They will use this evidence to target and design interventions and inform approaches to blended learning.</p> <p>By June 2020 all class teachers will have increased confidence in professional judgements in line with GL assessment data obtained. (PEF)</p>	<p>Pre and post CLPL survey training shows an increase in understanding and confidence in all practitioners.</p> <p>All planning associated with learners demonstrate a range of data sources being considered.</p> <p>Data gathered through quality assurance process will evidence that almost all staff have effectively planned approaches to blended learning,</p> <p>Evaluative evidence will demonstrate that the learners requiring support have been identified and appropriate interventions have been implemented.</p> <p>Almost all children and young people report that universal/ targeted/ intensive supports met their needs during transition and blended learning.</p> <p>Almost all children and young people have demonstrated increased participation and engagement throughout blended learning.</p>	<p>Staff will engage with Dive into Data (Data for Recovery) professional learning provided by Management Information Officer and Attainment Advisor</p> <p>Staff will engage with professional learning on effective approaches to blended learning for example, approaches to formative assessment, differentiation and remote pedagogy.</p> <p>Effective collation of wider evidence on pupil experience during lockdown/blended learning. For example, situational poverty linked to employment loss, newly in receipt of free school meals, learner engagement with online learning/classroom learning. Learner/teacher/parents' views of blended learning approaches</p> <p>Evidence used to identify key trends and inform school recovery planning.</p> <p>Evidence used within classrooms to understand learner experience and plan next steps in health and wellbeing support and learning.</p> <p>Progress measured through ongoing evaluations to ensure the needs of CYP are being met (adapt/adopt/abandon).</p>

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			Purchase of complete GL assessment package for whole school analysis of data (PEF cost - £2,000)
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