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Renfrewshire Council Children’s Services

**Auchenlodment Primary School & ELCC**

**Improvement Plan**

**2020-2021**

##### Planning framework

As part of Children’s Services, Auchenlodment Primary School & ELCC 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.

**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

Creating a sustainable Renfrewshire for all to enjoy

Building strong, safe and resilient communities

Working together to improve outcomes

Tackling inequality, ensuring opportunities for all

**Children’s Services Vision**

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

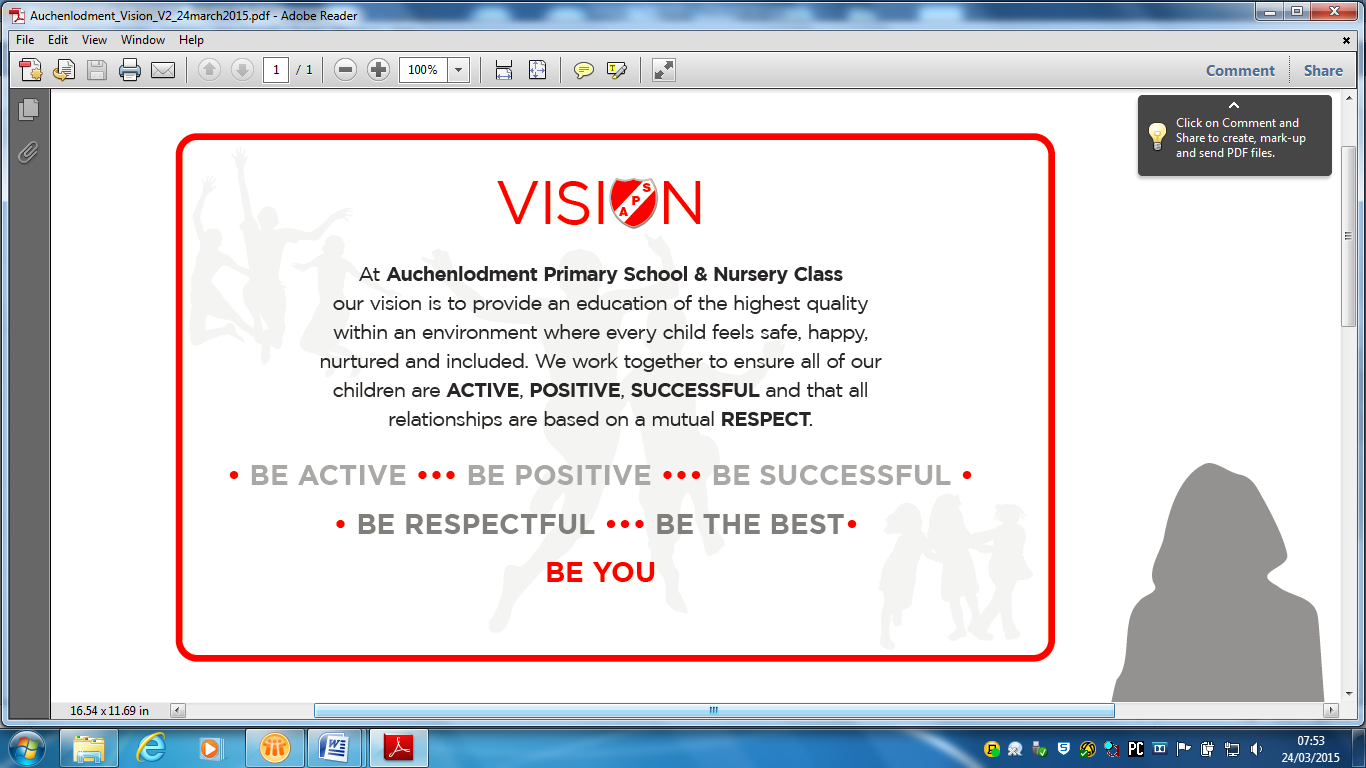
**Renfrewshire’s Education Improvement Plan Priorities**

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

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



Below is a list of how we would normally consult and evaluate. As a result of Covid-19 some of these methods did not take place because schools were closed. Consultation with staff, parents and children happened through virtual meetings in from March – June 2020.

Who did we consult?

Consultation with Children

* Pupil Questionnaires
* Active Assemblies
* Pupil Council and other Citizenship Groups
* Learning conversations with their teacher and SMT
* Focus Groups
* Throughout planning for curricular activities (KWHL, Mind Mapping, Floorbooks and other appropriate methods)
* Whole school and classroom rights based learning activities.
* Playroom discussion at small group times and during play.
* Playroom planning using mind mapping and floor books.

Consultation with Staff

* Staff meetings
* Annual Professional Review and Development meetings
* Evaluation of the service using How Good Is Our School (HGIOS) 4, How Good is our Early Learning and Child Care, Building the Curriculum 1-5 series, Education Scotland briefing notes
* Identifying strategic actions for School Improvement Plan collegiately.
* Staff Questionnaires and HT 360 Questionnaire
* Regular children’s progress/target setting meetings.
* Attainment and GIRFEC meetings
* Extended Support Team meetings
* Curriculum leaders and working parties.

Consultation with Parents

* Induction Days
* Parent Workshops
* Team Around Child (TAC) meetings
* Family Learning Sessions
* Parent Council
* Parents’ meetings
* Open days
* Questionnaires
* Weekly Newsletters
* One Question method
* Suggestion box

Consultation with Partners

* Local and Central Admissions Panel Meetings
* Questionnaires
* Cluster meetings

How we will know if we are achieving our aims?

We will monitor and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this by:

* Monitoring calendar for school and ELCC which ensures a rigorous monitoring approach
* Regular staff meetings
* Monitoring of planning and evaluations of learning
* Target setting for each child (regular reviews)
* Monitoring and tracking of children’s learning and attainment at termly attainment meetings
* Termly GIRFEC meetings to monitor impact and/or identify early intervention and personalised support.
* Termly pupil learning conversations and individual target setting.
* Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments (school)
* Collegiate and INSET self-evaluation activities using HGIOS 4, HGIOELCC and Education Scotland guidance/resources.
* Education Scotland and other in-house devised questionnaires to staff, parents, children and partners and analysis of results to inform improvements.
* Review of practices and impact of actions in relation to statutory duties of ASL, Parental Involvement, Equalities Act, Care Inspectorate National Care Standards and SSSC.
* Monitoring and moderation of standards of pupil/children’s work and profiles, displays and evaluations.
* Monitoring of learning and teaching in classroom/playroom observations, including SMT learning conversations
* Peer learning visits
* Liaison with external partners who provide support for children and pupils (Speech and Language Therapy, Nurture) to ensure best provision for children.
* Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff

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| **Priority 1** **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**   * 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**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **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.* | *By August 2020, all staff understand and implement policies and procedures in relation to social distancing, hygiene and use of outdoors.*  *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****.*** | *Policies and procedures issued to staff and discussed at virtual collegiate meetings evidence that clear and consistent messages are being provided.*  *Minutes of collegiate meetings show that time is set aside to allow for full discussion of policies and procedures to alleviate any staff concerns.*  *Pre and post CLPL training survey shows an increase in understanding and confidence in all staff. (Scale 1 to 5)*  *Participation rates show that all staff have engaged in CLPL and most staff have participated in drop-ins/optional activities.*  *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.*  *Collegiate/INSET programme shows that a range of staff wellbeing activities opportunities are being provided.* | | *Plan the collegiate calendar/INSET in collaboration with staff to include dedicated time for staff wellbeing activities.*  *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.*  *Weekly Wednesday staff meeting (PM)*  *The majority of 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’.*  *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’.*  *Optional weekly drop-in Teams meetings with a more informal approach (these were started during lockdown on a Friday PM and were very well attended)*  *Individual staff members will access or Renfrewshire’s ‘Time for Talking’ for personal support.* |
| *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.*  *These groups include:*   * *key groups (EY to P1, P7 to S1)* * *internal transitions (e.g. P2 to P3, S2 – S3)* * *Vulnerable CYP and those with ASN*   *Re-establishing routines and supporting the health and wellbeing of all CYP during the recovery period will be of paramount importance.*  *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.* | *By December 2020, CYP in the target groups (new P1s,) will have successfully transitioned to new establishments and will feel safe, confident and engaged in their new surroundings.*  *By October 2020, almost all CYP have increased knowledge and understanding of the supports available to them within school and within the community.*  *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.*  *By August 2020, parents/carers will have increased knowledge of the arrangements during Co-Vid 19 phasing and beyond.*  *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.* | *Perception of engagement in learning for specific classes or subjects for target groups of learners – using the Leuven Scale and moving from 1 or 2 to 3 or 4 in scale.*  *Wellbeing indicator results demonstrate that almost all CYP in target groups, scores increase in all SHANARRI indicators by Dec 20.*  *Teachers’ planning will demonstrate the increased focus on mental health and wellbeing.*  *CLPL evaluations, collegiate session minutes and referral statistics evidence that staff understand and actively use the supports available to support CYP.*  *Learner conversations will demonstrate that almost all CYP know and understand the supports available within school and the community.*  *Learning visits and teacher evaluations will show that almost all CYP are happy in class and engaged in learning.*  *Qualitative and quantitative information received from partners will show that almost all CYP successfully participate and engage in programmes.*  *Participation rates in parental transition programme show that almost all parents/carers, of CYP in the target groups, attended (virtually or otherwise).*  *Parental survey post transition programme demonstrates that all parents are more knowledgeable about the transition programme and understand the supports that can be accessed by their child in school and within the community.*  *Minutes of meetings with pupil support/teacher show that targeted supports are being discussed with, and understood by parents/carers.*  *Communication to parents/carers through virtual meetings, Facebook/Twitter/texts/website and leaflets, demonstrates that clear consistent messages are being provided.* | | *Transition programmes will be delivered in partnership with EY/Primary/Secondary colleagues. Extended transition activities will be delivered over the summer for vulnerable CYP.*  *Timetables will be adjusted to provide greater curricular time for health and wellbeing activities (mental, emotional and social, re-establishing routines, outdoor learning)*  *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.*  *Emotional literacy will be explicitly taught (e.g. RNRA, Ice Pack & Emotionworks) and daily mindfulness sessions will be built into the curriculum, including yoga in almost all classes.*  *Staff from P1-P7 will use the Ice Pack Covid-19 resource. Training will be provided on inset 1.*  *RNRA – continue with Core Group action plan (All Behaviour is Communication) and provide training for staff in the new Covid**RNRA: Nurturing Wellbeing to Build Back Better Resource*  *Learning visits (SMT and peer) will focus on health and wellbeing and engagement.*  *Partners will be identified to enhance delivery of emotional and social education as required. (Homelink and Families First)*  *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.*  *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.*  *Individual meetings will be offered for parents/carers of targeted CYP and a key adult within school.*  *A communication plan is developed including target audience, methods of communication, regularity and review of effectiveness.*  *Weekly virtual assemblies and newsletters provide an opportunity for regular communication direct to parents/carers and CYP.* |

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| **Priority 2** **To plan and implement a phased return to the establishment for CYP and staff** | | | | |
| **HGIOS/HGIOELC QIs**  **QIs 1.3-1.5**  **QIs 2.1-2.4 and 2.6**  **QI 3.1** | **NIF Priorities**   * 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**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| *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.*  *Should a further lockdown be imposed we want to be well-prepared to ensure that CYP can engage in learning at home.* | *By August 2020, clear capacity and capability planning ensures that staff who are able to work in the establishment will return and the others will work from home.*  *By August 2020, staff have increased knowledge of guidelines and expectations when working in school or at home.*  *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.*  *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.*  *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.* | *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.*  *Teachers’ planning will evidence that all teachers know and follow the LA Guidance on Remote Learning and the school’s plan for ‘blended’ learning.*  *Timetables and recovery plans show that CYP are grouped in cohorts with maximum of 10 CYP per class/base and patterns of attendance align with SG social distancing guidance.*  *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.*  *Minutes of staff meetings show that staff are involved in the recovery planning process.*    *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.*  *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.*  *Communication to all stakeholders through digital platforms evidence that clear and consistent messages are being conveyed to all in the school community.*  *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.* | | Adapt **Health and safety risk assessment** to local context.  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*  *Contextualise the LA* ***‘Recovery guidance for schools and early years establishments’*** *and retain for own establishment.*   * Reducing potential exposure * Social distancing * Hygiene and protection * Cleaning regimes   *The Auchenlodment Staff Health and Safety briefing will be evaluated, updated and cascaded to staff every Friday or as and when changes are made.*  *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.*  *Plan for phased return of priority groups, divide into cohorts and establish attendance patterns. Minimise movement of CYP.*  *Staggered arrivals, departures, breaks. Finalise Consortium arrangements.*  *Explore whole class opportunities (virtual(Google Meet) and in school) to allow the CYP to learn together as a class throughout the week.*  *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. 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.*  *Identify and address staff CLPL needs particularly around digital learning pedagogy, wellbeing and learning outdoors.*  *Complete and retain the establishment ‘****Business Continuity Plan’****, using the LA template, in consultation with staff and CYP.*  *Develop a plan for communicating and engaging with parents and the wider community about key messages, protocols and expectations.* |

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| **Priority 3:** **Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy** | | | | |
| **HGIOS/HGIOELC QIs**  QI 1.2  QIs 2.2 & 2.3  QI 3.2 | **NIF Priorities**   * 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**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| *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.* | *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.*  *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.*  *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.*  ***LITERACY –***  ***Writing***   * *All pupils will have increased opportunities for low stakes writing – daily for P1-3, and 3 to 4 times per week for P4-7.* * *Increase writing attainment in P5 from 76% to between 80% - 85% (equivalent of approx. 4 pupils)* ***PEF*** * *Close the gap in writing attainment at P6. Group of 9 boys to move up 2 writing levels (Big Writing criteria) by Christmas.* ***PEF***   ***Reading***   * *70% of P1-3 pupils to move up 3 reading bands by December 2020* * *80% of pupils from P3-7 will increase their reading age by one year by June 2021 (NGRT assessment)* * *All pupils from P1-7 will demonstrate increased engagement, confidence & enjoyment of reading* * *For P1 to maintain or increase attainment in reading (90% for session 17/18 & 18/19)* * *For P4 pupils to maintain or increase attainment in reading (average of 82% for the previous 2 sessions)* * *For P7 pupils to maintain or increase attainment in reading (80% previous 2 sessions)*   ***NUMERACY***   * *All classes will benefit from increased support staff time resulting in more targeted support during numeracy activities* * *all children on IEP SMART targets will achieve 80% of their targets in the associated timescale* * *to raise attainment in numeracy across the school by an average of 6%-8% per class.*   ***Specific Class Attainment***   * *Attainment in P2 within all aspects of Literacy and Numeracy will increase by 10% over the year. The class’s attainment in P1 was significantly below the school’s average results.*   *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.*  *By October 2020, staff will have improved skills and increased confidence in using digital tools to support blended learning.* | *Teachers’ planning will demonstrate skilled use of formative assessment to inform appropriately differentiated learning and teaching to meet the needs of individual children.*  *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.*  *Teachers’ planning reflects the Renfrewshire literacy and numeracy approaches in class-based learning, opportunities for home learning, learning online and learning outdoors.*  *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.*  *Quality assurance activities demonstrate clear impact of professional learning on the quality of blended learning experiences.*  *Informal classroom visits, monitoring of online/home learning activities and use of specific tools e.g. reader engagement surveys will highlight increasing pupil engagement, effective use of digital platforms and independent working skills.*  *Pupil voice demonstrates that almost all CYP enjoy learning, at home and online, and can talk confidently about their learning and next steps.*  *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.*  *Monitoring and tracking information will evidence that all CYP have access to sufficient hardware and data to enable online learning.* | | *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.*    *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.:*   * *Learning Intentions & Success Criteria* * *Effective questioning* * *Feedback* * *Peer/self-assessment*   *Where required, practitioners will access high quality CLPL to promote understanding on approaches to differentiation.*  *All staff will receive a refresh in the literacy programme, SEAL, C-P-A and holistic assessment*  *New literacy and numeracy policies will be finalised, shared with staff and parents and embedded across the school.*  *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 in relation to a blended learning approach, incorporating school-based lessons, home learning packs and continued online learning.*  *Continue to embed & extend evidence-based approaches to the teaching of literacy and numeracy:*   * *Primary Literacy Coaching Programme* * *Dive into Reading* * *Dive into Writing (introduce new APS writing assessment framework)* * *Disciplinary Literacy* * *Stages of Early Arithmetical Learning* * *Concrete-Pictorial-Abstract progression (staff will use new progress frameworks for C-P-A introduces in 19/20)* * *Promotion of Growth Mindset – all classes will use Youcubed Low Floor High Ceiling tasks. Older pupils ‘Youcubers’ will provide support to younger children by participating and helping lead Youcubed activities across the school.*   *Continued, tailored support will be requested as required from the Attainment Team including Development Officers and Modelling and Coaching Officers.*  *Use the Learner Journey tracker for pupils to track their confidence, knowledge and understanding of the Literacy & Numeracy skills and concepts (P5-7)*  *A differentiated version of the P5-7 Learner Journey will be created and trialled in Term 2.*  *Where required, practitioners will access CLPL on digital learning pedagogy to promote a shared understanding of, and provision of, high quality learning online.*  *The school Digital Champion will continue to participate in LA meetings and disseminate information and best practice approaches to the staff team.*  *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.* [*https://blogs.glowscotland.org.uk/re/resourcestosupportlearning/*](https://blogs.glowscotland.org.uk/re/resourcestosupportlearning/)  [*https://education.gov.scot/improvement/scotland-learns/*](https://education.gov.scot/improvement/scotland-learns/) |

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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**   * 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**   1. School Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. School Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| *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.* | *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.* | *Pre and post CLPL survey training shows an increase in understanding and confidence in all practitioners.*  *All planning associated with learners demonstrate a range of data sources being considered.*  *Data gathered through quality assurance process will evidence that almost all staff have effectively planned approaches to blended learning,*  *Evaluative evidence will demonstrate that the learners requiring support have been identified and appropriate interventions have been implemented.*  *Almost all children and young people report that universal/ targeted/ intensive supports met their needs during transition and blended learning.*  *Almost all children and young people have demonstrated increased participation and engagement throughout blended learning.* | | *Staff will engage with Dive into Data (Data for Recovery) professional learning provided by Management Information Officer and Attainment Advisor*  *Staff will engage with professional learning on effective approaches to blended learning for example, approaches to formative assessment, differentiation and remote pedagogy.*  *(See Learning and Teaching Recovery Plan (Literacy, Numeracy and Assessment) for further detail)*  *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*  *Use the Learner Journey tracker for pupils to track their confidence, knowledge and understanding of the Numeracy skills and concepts*  *CYP’s literacy & numeracy targets will be clearly linked to the benchmarks and the new writing assessment toolkit*  *Evidence used to identify key trends and inform school recovery planning.*  *Evidence used within classrooms to understand learner experience and plan next steps in health and wellbeing support and learning.*    *Evidence gathered from various HGIOurS activities – with a focus on CYP experiences and HWB*  *Progress measured through ongoing evaluations to ensure the needs of CYP are being met (adapt/adopt/abandon).* |