



Renfrewshire Council Children's Services

St Paul's Primary School & Anchor Base

Improvement Plan

2020-2021

Planning framework

As part of Children's Services, **St Paul's Primary School & Anchor Base** 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

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

Vision

A place of partnership and discovery where we aspire to learn and achieve

Values

Spiritual, Talented, Passionate, Ambitious, Understanding, Loving, Successful

The aims of St Paul's Primary School are to:

1. Provide each child with a well-planned, broad & balanced curriculum in line with national & local authority guidelines.
2. Enable all children to realise their potential by developing strategies, which raise & maintain attainment.
3. Provide appropriate variety in teaching approaches to motivate children & encourage independence & co-operation in learning.
4. Support children's growth in all aspects of their intellectual, physical, spiritual, social & emotional development affording all children equality of opportunity.
5. Develop a sense of identity & pride in the school by developing genuine partnerships with all users of the service where every member of the community holds a deep respect for all others & their personal well-being & happiness.
6. Create a happy, safe & stimulating learning environment with well-trained motivated staff & well organised modern educational resources.
7. Manage the school effectively using procedures and policies in line with local authority guidance and to ensure high quality, provision of education & continuous improvement through a structured approach to monitoring & evaluation

Who did we consult?

To identify our priorities for improvement, we sought the views of learners, parents & staff. We used a variety of methods of getting the views of those who are involved in the life and work of St Paul's Primary & Anchor Base such as

This session staff have been consulted through

- Planned calendar of in-service training events and CPD opportunities, staff meetings & curriculum development sessions.
- Regular meetings to discuss school improvement and progress being made
- Pupil progress meetings with SMT (pupil target setting)
- Whole school procedures for self-evaluation using HGIOS 4 & Developing in Faith
- Professional Review & Development Process
- EST meetings
- Cluster arrangements
- Liaison and discussions with key partners

Pupils have been consulted through

- Class Discussions and Pupil focus groups
- Questionnaires
- School Committee Meetings (every child is on a school committee)
- Whole school working assemblies
- Mind Mapping exercises
- EST Meetings

Parents have been consulted through

- Parent Council Meetings
- Pre-entrant & Primary/Secondary Transition Programme and Curricular events
- Parent/Teacher Interview Evenings
- Pupil Progress Reports
- Monthly School Newsletters
- Questionnaires

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities. These include; Place2be, Educational Psychology Services, Home-link and Families First.

All information gathered is 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 that include:

- self-evaluation sessions with all staff
- results of audits and impact of changes evaluated
- staff peer visits across the school
- cluster peer visits
- pupil lesson evaluations and feedback
- school moderation activities
- cluster moderation activities, with a specific curricular focus

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 Promote the positive health and wellbeing of children & young people, parents/carers and staff			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
QIs 2.1-2.4 QI 2.7 QI 3.1	<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 <ol style="list-style-type: none"> Assessment of Children's Progress School Improvement Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<i>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 staff health & wellbeing is actively promoted.</i>	<p><i>By August 2020 school opening, all staff understand and implement policies and procedures in relation to social distancing, hygiene and use of outdoors.</i></p> <p><i>By end 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.</i></p>	<p><i>Policies and procedures issued to staff and discussed at virtual collegiate meetings evidence that clear and consistent messages are being provided.</i></p> <p><i>Pre and post CLPL training survey shows an increase in understanding and confidence in all staff. (Scale 1 to 5)</i></p> <p><i>Participation rates show that all staff have engaged in CLPL.</i></p> <p><i>Staff self-evaluation as part of the PRD process demonstrates that all staff are aware of school supports available and how to access these.</i></p> <p><i>Collegiate/INSET programme shows that a range of staff wellbeing activities opportunities are being provided.</i></p>	<p><i>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.</i></p> <p><i>Use 'Nurturing Wellbeing to Build Back Better' resources within Year 5 of RNRA approach. All staff will complete Renfrewshire's 'Understanding the mental HWB of CYP' & teaching staff will also complete SAMH (Scottish Association for Mental Health) module 'We all have mental health'.</i></p> <p><i>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.</i></p> <p><i>Continue to add to professional reading texts, available for all staff to borrow (bookcase in staffroom).</i></p> <p><i>Individual staff members will access the schools' Counselling service for consultation and/or Renfrewshire's 'Time for Talking' for personal support, if needed.</i></p> <p><i>Continue to ensure there are systems in place to train new members of staff to ensure continued sustainability of RNRA.</i></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 (e.g. P2 to P3, S2 – S3) • Vulnerable CYP and those with ASN • YP preparing to leave school to move onto a positive destination. <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>Perception of safety levels using HWB web scores for each of the HWB indicators. Measurements to be taken by 20/8/20, 20/10/20, 20/12/20, 20/2/21, 20/4/21 & 20/6/21.</p> <p>Teachers' planning will demonstrate the increased focus on mental health and wellbeing, using relevant HWB resources eg CCC, Playback ICE, Emotion Works etc.</p> <p>CLPL evaluations & professional dialogue evidence that staff understand and actively use the supports available to support CYP.</p> <p>P2B counselling service monitoring and evaluation systems will highlight the positive impact of the service on CYP's mental health and wellbeing. (PEF)</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. Use of digital as well as face to face for P1 & P7.</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, expressive arts etc).</p> <p>Information re mental health supports available to CYP in school and in the community will be stored digitally and discussed at a collegiate session. Appropriate signage will be posted around the school. Referral procedures for eg 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, Connected Compassionate Classroom, Playback ICE lessons, Seasons for Growth, Emotion Works etc) and daily mindfulness sessions will continue to be part of our daily curriculum.</p> <p>PSE lessons will have an early focus on mental health and wellbeing using expressive arts to engage CYP..</p> <p>Collate approaches into ARC framework (practical toolkit of approaches). Use ideas from this year's work on ARC framework to further improvements for the benefit of our children.</p> <p>Our already established P2B Counselling service will be well used 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 school & beyond.</p>	<p><i>By August 2020, parents/carers will have increased knowledge of the arrangements during Co-Vid 19 phasing and beyond.</i></p> <p><i>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.</i></p> <p><i>By June 2021 parents/carers of all CYP in school will be given the opportunity to visit school to hear about launch of St. Paul's Mental Wellbeing Strategy & see practical ways which support this.</i></p>	<p><i>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.</i></p> <p><i>Professional dialogue with pupil support/teacher show that targeted supports are being discussed with, and understood by parents/carers.</i></p> <p><i>Communication to parents/carers through virtual meetings, SchoolApp/Facebook/Twitter/texts/website and leaflets, demonstrates that clear consistent messages are being provided.</i></p> <p><i>Attendance parental showcase with specific focus on mental wellbeing.</i> <i>Family feedback from event (ratings scale & individual comments)</i></p>	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>Individual meetings will be offered for parents/carers of targeted CYP and a key adult within school.</i></p> <p><i>ISAs recruited to encourage engagement & support for parents and carers (PEF)</i></p> <p><i>Parents are made aware of the range of supports available for YP to help them, via digital platforms such as school websites. Think of ways to continue to engage pupils, community partners and parents/carers in our RNRA approach to inform them how it supports them.</i></p> <p><i>Event built into school calendar to allow time for children to plan, lead learning & model approaches used in school to families. Parents will have increased awareness of importance of mental wellbeing as well as practical approaches to support.</i></p>
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Improvement Priority 2 To plan and implement a phased return to the establishment for CYP and staff			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
QIs 1.3-1.5 QIs 2.1-2.4 and 2.6 QI 3.1	<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 	1.School Leadership 2.Teacher Professionalism 3.Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. 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 are able to 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>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>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 with maximum of 15 CYP per class/base and patterns of attendance 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>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>Adapt Health and safety risk assessment to local context.</p> <p>Undertake the H&S workplace assessment using "COVID workplace checklist"</p> <p>Follow clear protocols in the event of someone becoming unwell and/or presenting with Co-Vid 19 systems</p> <p>Refer to document: <i>Risk assessment educational establishments</i></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.</p> <p>Staggered arrivals, departures, breaks. Finalise Consortium arrangements.</p>

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	<p><i>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.</i></p> <p><i>Communication to all stakeholders through digital platforms evidence that clear and consistent messages are being conveyed to all in the school community.</i></p> <p><i>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.</i></p>	<p><i>Explore online large-group lecture style opportunities with follow-up small-group tutorials when in school</i></p> <p><i>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.</i></p> <p><i>Identify and address staff CLPL needs particularly around digital learning pedagogy, wellbeing and learning outdoors.</i></p> <p><i>Complete and retain the establishment 'Business Continuity Plan', using the LA template, in consultation with staff and CYP.</i></p> <p><i>Develop a plan for communicating and engaging with parents and the wider community about key messages, protocols and expectations.</i></p>
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Improvement Priority 3 Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy and numeracy			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
QI 1.2 QIs 2.2 & 2.3 QI 3.2	<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 	<ol style="list-style-type: none"> Assessment of Children's Progress School Improvement 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.	<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 October 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 October 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>By October 2020, staff will have improved skills and increased confidence in using digital tools to support blended learning.</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 – format agreed @ school level.</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, effective use of digital platforms and independent working skills.</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 in relation to a blended learning approach, incorporating school-based lessons, home learning packs and continued online learning.</p>

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		<p><i>Pupil voice demonstrates that almost all CYP enjoy learning, at home and online, and can talk confidently about their learning and next steps.</i></p> <p><i>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.</i></p> <p><i>Monitoring and tracking information will evidence that all CYP have access to sufficient hardware and data to enable online learning.</i></p>	<p><i>Continue to embed & extend evidence-based approaches to the teaching of literacy and numeracy:</i></p> <ul style="list-style-type: none"> • Primary Literacy Coaching Programme • Dive into Reading • The Write Stuff • Stages of Early Arithmetical Learning • Concrete-Pictorial-Abstract progression • Promotion of Growth Mindset <p><i>Continued, tailored support will be requested as required from the Attainment Team including Development Officers and Modelling and Coaching Officers. A particular focus on writing from October onwards will support continued improvement in this area.</i></p> <p><i>Where required, practitioners will access CLPL on digital learning pedagogy to promote a shared understanding of, and provision of, high quality learning online.</i></p> <p><i>The school Digital Champion will continue to participate in LA meetings and disseminate information and best practice approaches to the staff team.</i></p> <p><i>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.</i></p> <p><i>https://blogs.glowscotland.org.uk/re/resources/to-supportlearning/</i></p> <p><i>https://education.gov.scot/improvement/scotland-learns/</i></p>
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Improvement Priority 4 To ensure effective use of data and evidence to plan for recovery			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
QI 1.1,1.3 QI 2.3 QI 3.1,3.2	<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 	<ol style="list-style-type: none"> Assessment of Children's Progress School Improvement Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<i>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.</i>	<p><i>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.</i></p>	<p><i>Pre and post CLPL survey training shows an increase in understanding and confidence in all practitioners.</i></p> <p><i>All planning associated with learners demonstrate a range of data sources being considered.</i></p> <p><i>Data gathered through quality assurance process will evidence that almost all staff have effectively planned approaches to blended learning,</i></p> <p><i>Evaluative evidence will demonstrate that the learners requiring support have been identified and appropriate interventions have been implemented.</i></p> <p><i>Almost all children and young people report that universal/ targeted/ intensive supports met their needs during transition and blended learning.</i></p> <p><i>Almost all children and young people have demonstrated increased participation and engagement throughout blended learning</i></p>	<p><i>Staff will engage with Dive into Data (Data for Recovery) professional learning provided by Management Information Officer and Attainment Advisor</i></p> <p><i>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)</i></p> <p><i>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 (ISAs & home-link will support the collection of this information</i></p> <p><i>Learner/teacher/parents' views of blended learning approaches</i></p> <p><i>Evidence used to identify key trends and inform school recovery planning.</i></p> <p><i>Evidence used within classrooms to understand learner experience and plan next steps in health and wellbeing support and learning</i></p>

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