



South Lanarkshire Council

Recovery Standards and Quality Report June 2021



Auchengray Primary School

Standards and Quality Report Session 20/21

Our School (*Roll/context etc*)

Auchengray Primary School serves the rural communities of Auchengray, Woolfords, Tarbrax and the surrounding areas. The school consists of a single multi-composite class of 19 pupils, with pupils at every stage.. The SIMD range from 4 to 7, with 10.5% of pupils FME.

Strong links continue to be developed within the local community, the Auchengray Church Centre, the WAT Group and WATIF. These community groups are very supportive of the school, both financially and in terms of activity within the school community.

The school is part of Biggar Learning Community and has strong links with all feeder primary schools. The learning community works closely on priorities identified in its own community improvement plan. There is normally a full transition programme between Biggar High and associated primaries which we participate in. During this session this was moved to an online programme of transition activities. Our Primary 7 pupil participated and their feedback has been extremely positive, however they are still feel apprehensive about starting due to the lack of physical visits to the school.

At Auchengray Primary we promote an ethos of respect across the whole school and wider community. We have high expectations in terms of behaviour, attitude and effort, with every child encouraged to be actively responsible for their learning.

We value; Respect; Creativity; Community; Nurture and Achievement. These values underpin everything we do within the school and wider community.

Vision

Our vision is to provide all our pupils with education and care of the highest quality which fosters confidence; cultivates personality and talents and develops skills for learning life and work, enduring they achieve their full potential in a safe, happy and motivating learning environment which is at the heart of our community.

Aims

We aim to have the highest quality teaching in order to promote the most effective learning in the core skills of Literacy, Numeracy and Health and Wellbeing. We strive to ensure that pupils are provided with stimulating opportunities and experiences to support their understanding of the world around them. We will endeavour to fully develop the key personal qualities of resilience, perseverance and a positive attitude to learning within all pupils whilst building the future generations of our community

Key Successes/Challenges and Achievements Session 2021/22

Our focus this session has been on recovery and re-engagement with school life after two periods of lockdown. Our supportive and inclusive school ethos has been evident in how well our pupils re-engaged with school life and learning in school following the return both in August 2020 and again following Lockdown 2 at the beginning of 2021.

During this session we have expanded our ICT provision. Due to grants from our parent council and local organisations we have been able to ensure that all pupils from P4 upwards have an individual Chrome Book, which they use for learning at school as well as at home. We have also increased our iPad provision, allowing our younger pupils to access digital learning easier. Investment in this hardware will help support learning across the curriculum as well as develop the ICT skills of our pupils and staff.

Following the announcement prior to the end of the school term in June 2020, a blended learning approach did not need to be implemented. Pupils returned to school full time in August 2020 and this remained the position until January 2021. Following the Christmas break, remote learning was implemented for all pupils until 22nd February, at which point all pupils returned to in school learning, due to the single class setting .

- Attendance across the session has averaged 98%
- Book Week
- JRSO
- Christmas Nativity
- Christmas hampers for the community
- P7 engaged well with transition opportunities provided to support transition to Biggar High School.
- Parents enhanced learning opportunities by working in partnership with staff during lockdown
- Easter Hunt
- P5 – 7 pupils organised sports day.

Remote Learning Jan-March 2021

Following the announcement prior to the end of the school term in June 2020, a blended learning approach did not need to be implemented. Pupils returned to school full time in August 2020 and this remained the position until January 2021. Following the Christmas break, remote learning was implemented for all pupils until 22nd February, at which point all pupils were able to return to in school learning due to the single multi-composite class of P1 -7.

Throughout the period of remote learning, Auchengray Primary school provided childcare support for those families whose parents were deemed key workers.

Children whose lack of engagement in remote learning was cause for concern were identified. These children were also at risk due to rural isolation and therefore it was deemed to be in their best interest to attend the school building for a couple of days per week.

School staff responded to the need to change from 'face to face' learning to online learning quickly. Staff, pupils and parents worked in partnership in the move learning to online platforms during Lockdown 2 after Christmas. Google classroom was used to good effect throughout this time with all stakeholders developing their IT skills as a result. Feedback from parents in Lockdown 1 informed improvements to the school response to Lockdown 2. Engagement throughout Lock-down 2, was consistently high. Regular learning opportunities during lockdown allowed children to enjoy positive social interactions with their peers and class teacher whilst online learning was also being supported.

Planning for and Evaluating improvement

As children and young people returned to our buildings in August 2020 following the first National lockdown, we prioritised three key areas for development: Health and Wellbeing, Equity and ensuring Continuity of Learning for children/young people. These priorities formed the basis for our School Improvement Plan.

What follows is a copy of this plan and a review of our successes in delivering on what we set out to achieve. As part of this review, we have identified new priorities, and these will form the basis of our new School Improvement Plan for Session 2021/22.



Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff



How will we know we've been successful?

<p>Quality Indicator</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	<p>Recovery Priority</p> <p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>Key Recovery Tasks (School specific)</p> <p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>Desired Outcomes and Impact</p> <p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Whole School Wellbeing</p> <p>Rationale: School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community.</p> <p>A sense of Belongingness and Connectedness is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through Quality Relationships, and a range of Attachment Informed Practices.</p> <p>Staff will have had a range of experiences during this period and will need a flexible and personalised</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs. Plan how best to promote an attachment -informed ethos and environment that nurtures 	<p>Key Recovery Tasks (school specific)</p> <p><i>Please copy and paste from your 20/21 SIP</i></p> <ul style="list-style-type: none"> Analyse school data prior to lockdown; information from parent/carer survey and identify any next steps from this Liaise with SST/ Ed Psych regarding any specific needs which arise Interventions to be planned once information is analysed. Communication with parents asking them to inform the school of any events during lockdown which we can support their child <p>Whole School Approach</p>	<p>Desired Outcomes and Impact</p> <p><i>Please copy and paste from your 20/21 SIP</i></p> <p>Desired Outcomes</p> <p>Staff familiar with the principles and practice of Nurture and have shared understanding of what this will look like in the school / classroom. This will be evidenced in planning.</p> <p>Pupils, staff and parents feel safe and reassured that social distancing / hygiene measures in place and adhered to</p>

<p>approach that emphasises the ongoing importance of self-care.</p> <p>It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some.</p> <p>Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.</p>	<p>reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.</p> <ul style="list-style-type: none"> • Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. • Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. • Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and 	<ul style="list-style-type: none"> • Focus on the mental, emotional, social and physical wellbeing of children using a combination of resources and approaches • All staff have accessed LOL re PRUDB. All staff have responsibility to deliver these guidelines to ensure commonality and continuity across the school. • Training for all staff on SLC Education Resources Attachment Strategy (June) • Revisit principles of nurture • Emotion Works Recovery Resource to be used for planning initial reconnections / relationship building • Healthy Schools.Scot • Outdoor learning to become embedded in daily activities • Plan curriculum activities • Plans to be completed in August 2020, ensuring they are evaluated/ refined to be fit for purpose – • Create ‘safe environment’ for children to talk about their experiences • Re-visit school values with all stakeholders. • Ensure parental updates are regularly provided via newsletters and leaflets about Recovery approach/ curriculum organisation along with details of help available (local and national) <p style="text-align: center;">Staff Development</p> <ul style="list-style-type: none"> • Training for all staff on use of resources/ approaches to support pupil HWB as required 	<p>As above regarding emotional wellbeing and emotional support being in place</p> <p>Children relaxed, reconnected, motivated to resume learning</p> <p>Impact:</p> <ul style="list-style-type: none"> • Children benefit from the shared approach/ emotional supports that are throughout school. This meets the requirements of “Maslow’s Hierarchy of Needs” and children able to resume their learning journeys • Planning has H&WB at core • Learning is taking place outdoors as much as is practicably possible <p>Staff are supported / confident in the approaches outlined</p>
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	<p>which allow staff to be included and consulted.</p>	<ul style="list-style-type: none"> Supporting Post-Lockdown Education using the Six Principles of Nurture <p>https://www.epinsight.com/post/supporting-post-lockdown-education-using-the-6-principles-of-nurture</p> <ul style="list-style-type: none"> All staff have accessed the Attachment training (June 2020) Staff will access Emotion Works Recovery support <p>https://www.emotionworks-recovery.org.uk/</p>	
<p>Theme: HWB CURRICULUM</p> <p>Rationale: The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is underpinned by recognition that all Behaviour is Communication.</p> <p>Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.</p> <p>Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Contextualise the 'Reconnection & Recovery' guidance to develop a recovery curriculum within a unique context. Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs. 	<ul style="list-style-type: none"> Access Extended Community Team resource as and when required <p>Staff Wellbeing</p> <ul style="list-style-type: none"> Clear communication Individual check-in with staff regarding their own HWB and signposting to SLC services. Staff meetings will include information on the wellbeing of staff and information shared about supports/ strategies/ resources available. <p>Reconnect and recover</p> <ul style="list-style-type: none"> Introduce the Emotions Works Recovery Programme Utilise the Nurturing Schools Approach 	

		<ul style="list-style-type: none"> • Use of other well considered resources to support and enhance the HWB curriculum. • Continuation of Community Art project <p style="text-align: center;">Pupil Voice</p> <ul style="list-style-type: none"> • Pupil Parliament to be established – • Re-visit the need for pupil voice within learning • Learning conversations with HT • Regular Pupil Parliament time with H.T to engender pupil empowerment /enable decision making / make changes where appropriate • Continue with Whole school assembly time based on UNCRC 	
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	<h2 style="margin: 0;">Improvement Priority 1 - Health and Wellbeing</h2> <h3 style="margin: 0;">Progress Report June 2021</h3>	
What did we actually achieve?	How do we know?	What do we need to do next?
<p><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p>	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p>

<p>The principals of nurture are evident across the school. Nurture is one of our school values and this is reiterated to all members of the school community on a regular basis.</p> <p>In the initial period following the return to school in August, the Emotion Works Recovery resource was used with all pupils with the aim of giving them the tools to be able to vocalise their feelings and emotions in respect of Lockdown, Covid-19 and their return to school.</p> <p>Staff have utilised a number of training opportunities to enable them to better understand a range of approaches that can be used to address pupils' emotional health and wellbeing to support their readiness to learn.</p> <ul style="list-style-type: none"> • Boxall Training undertaken by all teaching staff • SLC Attachment training by all staff <p>All staff have taken responsibility for the HWB curriculum, ensuring that this is permeating the totality of the curriculum at Auchengray Primary. Outdoor learning has been a key component of the pupils learning experiences across this session, at school and during periods of home leaning.</p> <p>Prior to staff and pupils return to school in August 2020, a range of measures were put in place in consultation with facilities, unions and HQ to minimise the risk of Covid-19 transmission in and around the school building and grounds. These were detailed in risk assessments that were shared with all staff and parents along with the safe systems of work documentation. These have been continually reviewed throughout the session in light of changing government guidance.</p> <p>Unfortunately, due to Covid restrictions and measures, Pupil Voice has not been as rigorous as it should be. Pupil Voice has been more ad-hoc than structured</p>	<p>Parent Comments</p> <p>Wished moved ***** years ago No regrets. ***** loves school</p> <p>Boys both settled and enjoying the routines of school</p> <p>The majority of pupils have been able to vocalise their feelings and emotions both at home and school. This was particularly noticeable during Lockdown 2.</p> <p>Learning has been taken outside almost every day.</p> <p>100% of pupils had outdoor experiences included in their daily routines during home learning</p> <p>Across the session 2020/21, the school had no cases of Covid 19, demonstrating the effectiveness of the measures implemented.</p>	<p>Nurture will continue to underpin all school activities going forward.</p> <p>Ensure all new staff, pupils and parents understand the principle of nurture and how this is core to all that we do at Auchengray Primary.</p> <p>School values to be revisited with school and wider school community to ensure that these align to the school community post-pandemic.</p> <p>Ensure that the link between these and the UNCRC is explicit.</p> <p>Boxall Profiling to be completed for all pupils P2 – P7 and results will inform where the need for specific interventions may be needed</p> <p>Tracking and Monitoring of HWB along with interventions</p> <p>Attachment for parents</p> <p>Embed outdoor learning as part of daily learning activities</p>
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		<p>Continue to take account of: National Guidance SLC Guidance</p> <p>Establish a Pupil Parliament.</p> <p>UNCRC to be revisited and linked to school values</p>
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 <h2 style="text-align: center;">Improvement Priority 2 - Planning for Equity</h2>			<p>How will we know we've been successful?</p>
<p style="text-align: center;">Quality Indicator</p> <p>2.4 Personalised Support</p> <ul style="list-style-type: none"> • Universal Support • Targeted Support • Removal of barriers to learning <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time 	<p style="text-align: center;">Recovery Priority</p> <p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p style="text-align: center;">Key Recovery Tasks (School specific)</p> <p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p style="text-align: center;">Desired Outcomes and Impact</p> <p>This section should give a brief indication of what success would look like and how it will be measured.</p>

<ul style="list-style-type: none"> • Overall quality of learners' achievements • Equity for all learners 			
<p>Theme: Re-identifying the poverty-related attainment gap.</p> <p>Rationale: To plan effectively to address the “gap” there needs to be a clear understanding of what the current “gap” is. Learners will have had a varied experience during their home learning period, and won't necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point; with others showing limited progress if any. Schools therefore, need to reconsider their “gap” and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider the experiences learners have had during the school closure period, drawing on for example: <ul style="list-style-type: none"> - Engagement data - Home-school communication - Home-learning submissions - Engagement at hubs • Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of: <ul style="list-style-type: none"> - Learners' wellbeing (e.g. Boxall profile, observations, wellbeing indicators) - Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments) - Engagement (e.g. Leuven scale, observational data) - Participation (home-learning participation data) <p>Purple text gives examples of how schools may tackle this; this isn't exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.</p> <ul style="list-style-type: none"> • Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school's new “gap” position. This will enable identification of 	<p>Key Recovery Tasks (school specific)</p> <p><i>Please copy and paste from your 20/21 SIP</i></p> <ul style="list-style-type: none"> • Identify pupils who have not engaged well with home-school learning. • Identify potential gaps they could have on returning to class • August: Using March predictions for SNSA and previous observation identify pupils who were requiring additional support prior to closure in key areas of Literacy and Numeracy • Identify what supports will be required for blended learning (paper resources at home) • GIRFEC to scaffold observations • October – Standardised assessments in Literacy and Numeracy 	<p>Desired Outcomes and Impact</p> <p><i>Please copy and paste from your 20/21 SIP</i></p> <p>Targeted / identified pupils receive additional support which is protected by timetabling / additional resources</p> <p>Staff maintain concise assessment logs / observations to ensure pupils receive appropriate support</p> <p>Standardised assessments will provide additional evidence to support planned supports October-December.</p> <p>ICT learning and teaching will have enabled a wider set of skills to be utilised for blended learning approach</p>

	groups/learners/stages requiring targeted additional support.	<ul style="list-style-type: none"> Boxall Profile to triangulate observations Aug – October 	
<p>Theme: Planning to close the poverty-related attainment gap and reduce learners’ barriers to learning.</p> <p>Rationale: As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the current needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. Review staff training needs. Review current partnership working. Consider how you will measure and evidence impact; plan this into home and school approaches. Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this. 	<ul style="list-style-type: none"> Dialogue with stakeholders on proposed PEF spending for session 20-21. (August). Taking into account new ‘gap’ that may have occurred due to school closures PEF monies to ensure pupils identified as requiring I.T support at home will be utilised Parent support given re how to access Google Classroom Rural addionality to be use to provide support to identified pupils who require 1:1 support (October onwards or when all pupils back in school full time) <p>Use SfL expertise for individual support as and when required</p>	<p>I.T barriers to blended learning removed – I.T provided</p> <p>Parent confidence in delivering home learning improved</p> <p>Pupils with identified gaps will have their attainment levels raised</p> <p>Pupils requiring counselling will receive these services and build capacity for resilience</p> <p>Packs made up that can be completed at home with minimal parental support if necessary / no requirement for ICT</p>
<p>Theme: Tracking and monitoring impact of equity approaches.</p> <p>Rationale: To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy. Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. 	<ul style="list-style-type: none"> Termly meetings with SMT / SfL re appropriate interventions and next steps Information and evaluations sent to parents 	<p>Parents are consulted/ informed and feel empowered as part of the decision making process re additional supports</p> <p>Appropriate agencies are consulted and worked with in partnership</p>

<p>be changed, stopped or adapted quickly when there is little/no impact.</p>	<p>Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced.</p> <ul style="list-style-type: none"> • Consider points in planning section to find alternative approaches. 		<p>Improved attainment is evident</p>
<p>Theme: Cost of the School Day</p> <p>Rationale: The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren't before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Revisit Child Poverty Action Group Website • Read CPAG article on impacts of school closures. • Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families. • Consider how you will equip learners with the tools required to undertake home-learning. • Consider how our actions can inadvertently alienate families in poverty. • Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts. • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider staff training needs – ensure all staff are consistent in their approach to poverty. • Consider what changes will need to be made to the school calendar in light of changes to family income. 	<ul style="list-style-type: none"> • New COSD documentation to be shared with parents / staff • Stationary / I.T packs available to identified families • Post lockdown school profile compiled by HT • Update staff training and awareness of CoSD (inset day training) • Every effort to made to ensure fundraising events are kept to minimum costs. Discuss with Parent Council. • Regular signposting to all parents via newsletters, app website of supports available to them 	<p>All staff aware of the principles underlying the COSD documentation – leading to uniform approach and understanding of the issues Work set for blended learning is resourced, so parents not having to supply these</p>



Improvement Priority 2 - Equity

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
<p><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></p> <p>Through the tracking and monitoring of engagement through Lockdown and in assessment of work returned during this time and following the return to in school teaching in August, teaching staff quickly identified pupils who were at risk of underachieving.</p> <p>Due to the small number of pupils who satisfy the criteria for the poverty-related attainment gap* and the small number of pupils in the school, this was considered for all children. Interventions such as 1 to 1 working, IDL and consolidation of previous work were put in place.</p> <p>In October 2020, standardised assessment along with teachers' professional judgement, suggested that 17% of pupils were at being at risk of not attaining in Literacy across P2 – P7. These pupils had already been identified and Staged Interventions were in place</p> <p>In May 2021, further standardised assessments, SNSA and teachers' professional judgement, showed that 84% of pupils were on track to attain or exceed expected levels.</p> <p>October 2020, basic number assessment indicated that 88% of pupils from P2 – P7 had a number age at or above their chronological age. However, more in-depth assessment in May 2021, indicated that only 66% of pupils were on track to achieve national levels. This highlighted a concern regarding the use of skills and knowledge in Numeracy in context and problems.</p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p>Tracking and Monitoring of engagement data</p> <p>Professional Judgement Data</p> <p>Standardised Assessment Data</p> <p>Pupils' ongoing work SST 1 to 1 support Interventions Staged Intervention</p> <p>A range of standardised assessment data correlates teachers' professional judgement that 84% of all pupils are on track to achieve or exceed expected CFE levels within</p>	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <p>Robust tracking of specific intervention</p> <p>Regular tracking of engagement</p> <p>Continue to monitor specific barriers experienced by any pupil and implement required interventions along with any staff training requirements.</p> <p>Mathematics and Numeracy focus in the upper school.</p>

<p>*(No SIMD 1 or 2 and 11% of pupils FME (Aug 2020))</p> <p>Planning to close the poverty-related attainment gap and reduce learners' barriers to learning.</p> <p>Due to the small number of pupils within the school and in particular those deemed to be in the PEF bracket, reducing barriers for all students who experience these of any type have been considered. As data above shows, 84% of pupils are attaining in Literacy and 66% in Numeracy and Mathematics</p> <p>Tracking and monitoring impact of equity approaches.</p> <p>Staged Intervention reviews Professional dialogue HT tracking and monitoring of professional judgement and standardised testing, along with analysis of data.</p> <p>Dialogue with parents</p> <p>Cost of the School Day</p> <p>Cost of the School Day position statement shared with parents via the school website.</p> <p>All resources required by pupils to access and complete their learning activities both during remote learning and in school learning have been provided.</p> <p>We encourage parents to recycle/reuse school uniforms and other items of clothing by having a 'Help Yourself Rail' at the entrance to the school.</p>	<p>Literacy and 66% in Numeracy and Mathematice</p>	<p>CoSD policy to be agreed with staff and parents</p> <p>CoSD to be a focus of the Participatory Budget element of PEF. Priorities of which will be discussed and decided in September 2021</p>
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Improvement Priority 3 - Continuity of Learning

How will we know we've been successful?

Quality Indicator

2.2 Curriculum

- Rationale and design
- Development of the curriculum
- Learning pathways
- Skills for learning, life and work

2.3 Learning, teaching and assessment assessment

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

3.2 Raising Attainment and Achievement

- Attainment in Literacy and Numeracy
- Attainment over time
- Overall quality of learners' achievements
- Equity for all learners

Recovery Priority

These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.

Links are included where appropriate.

Please note - there are 2 Head Teacher consultative groups currently working with senior officers to produce Local Authority suggested recovery phase 'curriculum models' for both the Primary and Secondary sectors. As soon as the recommended models have been assessed for operational practicalities (including services such as cleaning, transport, catering etc) they will be emailed to all Head Teachers.

Key Recovery Tasks (School specific)

This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.

Desired Outcomes and Impact

This section should give a brief indication of what success would like and how it will be measured.

Theme: Learning In School

Rationale:

The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum

Schools need to:

- Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision.

Key Recovery Tasks (school specific)

Please copy and paste from your 20/21 SIP

- Capacity Audit completed in line with guidance and

Desired Outcomes and Impact

Please copy and paste from your 20/21 SIP

Staff & pupils are safe in the building. Parents reassured

<p><i>number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible</i></p> <p><i>It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.” The Recovery Curriculum, Think Piece</i></p> <p>Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.</p>	<ul style="list-style-type: none"> • Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. • Consider if communal and social areas could be repurposed to provide additional learning space. <p>https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/</p> <ul style="list-style-type: none"> • Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. • Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. • Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks) • Review your school’s learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment. 	<p>agreed with staff (June 2020)</p> <ul style="list-style-type: none"> • R.A completed in consultation with staff – to be revisited August in-service • Classrooms and school areas organised June 2020 to ensure social distancing / hygiene / cleaning of resources etc. Revisit August inset to ensure continue to meet guidance • Open area set out to ensure one way system and maintaining social distance measures are in place • Follow national and local guidance and prioritise teaching and learning on Literacy, Numeracy and HWB. (4 Stage approach) • Forward Plans will reflect longer blocks of learning within Literacy, Numeracy and HWB • Plan blended learning so practical tasks can be done at home (science / measure for e.g.) • Across school/partner school planning to enable 	<p>that appropriate measures in place</p> <p>Children are supported to reconnect/ re-establish relationships/ build capacity to cope with change</p> <p>Children learning outdoors to support social distancing / reducing risk of transmission</p> <p>Pupils aware of routines/ procedures for resources to be cleaned</p> <p>Continuity of learning between home and school is evident</p> <p>Teachers are supported by peer planning / evaluations</p> <p>Staff observations are evidencing next steps for learning</p>
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<p>Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.</p> <p>This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.</p> <p>It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.</p> <p>Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers .</p>	<ul style="list-style-type: none"> • Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated. • Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school. • Consider how to take account of parental views and pupil voice when developing the learning in your school. 	<p>staff to share expertise / ensure progression. Staff will make use of MS Teams and Glow Groups to continue to collaborative and moderate together.</p> <ul style="list-style-type: none"> • Assessment will focus on AIFL strategies – discussion/ feedback/ observations. • Standardised assessments from October to triangulate staff professional judgement • Staff will use Boxall / Nurture principles /Emotion Works to support and scaffold assessments. Teachers will continually assess pupil performance through observations and work to ascertain gaps and next steps • All staff to revisit SLC /ED Scotland Outdoor Learning guidance to support planning/ learning and teaching • Staff to ensure access to Google training on GLOW / CAT sessions • Online learning will reinforce teaching that has taken place in the 	<p>Standardised assessments informing Term 2 planning/ closing the gap/ additional supports</p> <p>Boxall profiles will inform interventions / H&WB outcomes/ resources</p> <p>Staff are upskilled in embedding outdoor learning across the curriculum</p> <p>Staff are upskilled in the use of technologies to support learning at home and school</p> <p>Staff knowledge of online resources improved and used to improve learning experiences / raise attainment/ close the gap</p> <p>Parents are informed and empowered to support their child’s learning</p> <p>Pupils engaged in the planning and evaluation of their learning experiences</p>
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		<p>classroom in literacy and numeracy.</p> <ul style="list-style-type: none"> • Other home learning will focus on skills development <p>Record planned learning activities on the “Learning Focus” parent leaflet</p> <ul style="list-style-type: none"> • Involve parents re blended learning by providing clear guidance / Google Guardian 	<p>Parents’ capacity to use I.T to support learning is enhanced. Confidence increased</p>
<p>Theme: Learning At Home</p> <p>Rationale:</p> <p>A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support.</p> <p>While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school. • Can staff who are shielding work on developing and leading on online learning opportunities? • Take account of the existing resources you have access to and how these can be used to support learning at home. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated. 	<ul style="list-style-type: none"> • P1-3 to have appropriate mix of online and practical resources to support learning at home • P4-7 to access Google Classroom as main resource to support blended learning • Home learning to consolidate / reinforce learning that takes place in the classroom, along with the opportunity to further develop skills in line with Career Education 3-18 • Staff to access the Google training available on SLC GLOW. • Teachers to ensure feedback is given to learners via Google Classroom thus enabling 	<p>Parent leaflets / video clips to support accessing Google Classroom.</p> <p>Clear instructions / clear feedback to be given on google Classroom</p> <p>Pupils are able to transfer learning from one context to another, thus evidencing secure understanding</p> <p>Pupil equity achieved regarding access to devices</p> <p>Staff confident using Google Classroom and other online resources to ensure quality learning is planned.</p>

<p>Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.</p>	<ul style="list-style-type: none"> • Review and plan how you will deliver and set work at home and how feedback will be given to learners. • Establish a baseline on the number of pupils and staff who have home access to ICT. • Consider how to take account of pupil voice in their learning at home. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home. • Consider how you will measure and track engagement with home learning 	<p>pupil and parent to see this and use to support next steps.</p> <ul style="list-style-type: none"> • P4 – 7 to pupils have access to I.T at home. Communication to take place regarding utilising this to support home learning • Pupils to have the opportunity to discuss any issues regarding home learning. Ensure pupils aware that this is available confidentially if necessary. • Continue to provide information on website/ emails / app for parents • Use of Tracking and monitoring facilities within Google Classroom for access for to online learning engagement. Home-learning packs will be monitored (content and standard) and recorded by class teacher. • SMT will contact parent / carer to offer support 	<p>Teachers are providing high level feedback on selected tasks, with next steps identified</p> <p>Equity of provision established. Continuous evaluations to ensure home learning being accessed and supported</p> <p>Pupil identified issues discussed and resolved. Pupils feeling empowered and respected</p> <p>Parent / Carers have appropriate information and support.</p> <p>Google forms will evidence parental views</p> <p>Teachers to complete the monitoring and tracking forms termly to identify patterns / supports required</p>
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Improvement Priority 3 - Continuity of Learning



Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
<p><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></p> <p>Teaching and non-teaching staff continue to work hard to provide positive, purposeful learning environments which support learning across the curriculum. The quality of wellbeing, equity and inclusion is good. All staff know the pupils well and are in the main, sensitive to their emotional and social needs. In normal circumstances pupils' wider achievements are recognised through the Awesome Auchengray Achievers Board in school. Through Lockdown we were able to adapt this to sharing pupils' achievements through our school app, on our website and through the Google Classroom. We continued with our Star of the Week award and this was also shared in this way.</p> <p>Lots of different learning and achievement opportunities were shared online and staff and pupils were able to maintain connections through Google Classrooms meets during Remote Learning.</p> <p>Due to the rural location and the large catchment area, our pupils are spread over a wide geographical area and this resulted in social challenges for many of our families. This informed our initial planning on our return to ensure that pupils had many opportunities to socialise with one another.</p> <p>Learning in School</p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p>Pupil Comments – what they missed and what they were looking forward to.</p> <p>I missed my friends and it's easier to work at school than at home.</p> <p>To see my friends and the teachers</p> <p>***** is excited about seeing everyone at school again</p> <p>Excited to see my friends</p> <p>Looking forward to seeing our friends again.</p> <p>Can't wait to see my friends</p> <p>We can see our friends again</p> <p>My friends</p> <p>Seeing everybody - company</p> <p>Seeing friends</p>	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <p>Writing</p> <p>Problem Solving/reasoning/real-life problems</p> <p>Consistency of AiFL across the school.</p>

It was evident that the almost all pupils were delighted to be back in the school building.

Learning at Home

During Lockdown 1, all learning was provided in the form of online learning. All pupils engaged with elements of the tasks provided, however few completed all tasks. During Lockdown 2, it was decided to provide a mix of online tasks and for the pupils to receive a learning pack weekly. This proved very successful with all most all pupils engaging with all tasks.

All pupils from P4 – P7 are provided with a school Chrome Book in which to access on-line learning.

Due to the rural situation across the learning community, it was decided that across the board schools would provide virtual learning opportunities that would be recorded so that they could be accessed at a time most appropriate to family circumstances, along with daily 'check-in' opportunities.

Our self-evaluation suggests that whilst almost all pupils are achieving expectations for tools for writing, the opportunities for extended pieces of writing development have been reduced and this needs to be revisited

Our data in Mathematics and Numeracy sugges that whilst almost all of our pupils perform adequetly or above for basic numeracy skills, using this knowleged to solve problems is not always transferred, particulary in the middle to upper primary stages

Playing at break time

Friends

Playing football with my friends.

Playing with my friends

Playing football

Parental Comments

Thank you.

Thank you for every second you have all put in to providing the schedules, packs, lessons, marking time, live feed, sourcing videos, and probably 101 other things that I've not even thought to include in this list.

You are all amazing.

We've found the weekly planner a god send this lock down. The packs have been brilliant for resources. And the video resources buy me time when I have to focus on work and need a break from 'keeping an eye on' and nudging the kids on with tasks.

We are finding this time round of homeschooling infinitely more positive than first time round, and it's wholly due to the structure and support that you ladies have provided.

The isolation from friends has been very difficult.

	<p>It really went better than we thought. Everyone has tried hard, parents, teachers, employers, everyone has cooperated well.</p> <p>This lock down we have really noticed an impact on our boys mental health. ***** has been depressed about not seeing his friends, and his mood and his behaviour have been very low at times.</p> <p>We'd also like to say again a huge thank you for all the work and effort fput in by the staff in providing all the online teaching resource and support made available to us over the last few months.</p> <p>The routine and structure it helped us to give the boys day really helped up get through this.</p>	
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