



## **South Lanarkshire Council**

# **Recovery Standards and Quality Report June 2021**



**Braehead Primary School**

## Standards and Quality Report Session 20/21

### Our School

Braehead Primary School is a small school in a very rural area of Clydesdale in South Lanarkshire. The current roll is 37 pupils over 2 classes which, due to an additional teacher this session allows 3 classes every morning. In the local area there is a mixture of privately-owned housing, social housing and farms as well as a village hall which, unfortunately due to COVID-19 has been closed since March 2020. There is limited public transport available for the village of Braehead. The new school building was opened in 2009 and provides a bright, modern environment in which our children can learn and thrive.

Our vision for Braehead Primary is to provide a positive and engaging learning environment which challenges and supports learners. Our school values are kindness, resilience and ambition and we aim to promote these throughout our school community and the curriculum. In consultation with all stakeholders we chose a motto for Braehead; we wanted this to be representative of the whole school community and reflect our aspirations for all the children in the school, we believe our motto, Small School, Big Ambition, does just that.

Staffing in Braehead has been very settled this session despite our Principal Teacher being on Maternity Leave. We welcomed a new member to the support staff team which gave us some additional support in what has been a challenging session in terms of supporting remote learning and online learning in school through the childcare hubs, this support was invaluable. We have and have been grateful of a settled teaching staff across the session to allow continuity of learning to take place across all stages in Braehead. We were delighted to be in receipt of a newly qualified teacher this session which has allowed us to reduce class sizes and stages per class during the initial recovery period following this first lockdown of March to June 2020.

Three P1 pupils started with us last August, later rising to four. Again this was a healthy intake for the school role over the next seven years. The projected role for session 2021/2022 is 32 children as our current eight Primary 7 children will be transitioning to secondary school. This will have an impact on our class configurations for next session as we look, for the first time in a number of years at a P1-3 with 13 pupils and a P4-7 with 19 pupils.

We have a very active and engaged Parent Council who play an integral role in school life. Due to COVID-19 restrictions we have been unable to involve parents in the life of the school in the ways we normally would but continue to provide regular updates and communication through our closed social media group. Once again this year the Parent Council have secured external funding which has allowed us to purchase ICT resources, reading materials to support P3/4 pupils and funding for a series of after school clubs to help pupils in terms of recovery of health and wellbeing following a period of lockdown and remote learning. This is particularly relevant in our rural context with opportunities being so limited.

We are part of the Lanark Learning Community and have developed strong links with local schools, mostly with Carmichael Primary which shares our Head Teacher. To allow us to ensure consistency across our Learning Community regular opportunities to discuss and share good practice

with colleagues based on remote learning were implemented this session. This ensured all children, regardless of the schools attended were offered a similar, equitable approach. We work very well with local nurseries and secondary schools to ensure that smooth transitions are planned for.

### **Key Successes/Challenges and Achievements Session 2021/22**

Without doubt this has been the most challenging school year for all staff, parents and pupils. COVID-19 presented with many restrictions while in school which had to be carefully planned for and mitigations deployed to ensure the health and safety of all staff and children. To date there have been no children or staff in school affected by COVID-19 which has allowed our classes to remain open and pupils to benefit from maximum time in school.

The greatest challenge which faced Braehead in August was around continuity of learning, particularly when children had returned at very different places following the period March-June where participation and engagement was sporadic for the majority of pupils. Our Assessment Pathway helped guide our direction in terms of obtaining an accurate picture of attainment and a starting point for groupings for the initial weeks as well as continuous formative assessment and teacher professional judgement.

We were cognizant of the need for a recovery curriculum which placed emphasis on health and wellbeing, but given our small numbers and teacher/pupil relationships we were able to move to a fuller curriculum within a relatively short period of time. All children continued to participate in outdoor learning weekly in our forest environment which allowed us to build on teamwork, communication, participation and cooperation skills which pupils had limited experience of while in lockdown. Some pupils, particularly those with additional support needs have experienced some difficulties in social situations since the return to school and this has highlighted the need to look at emotional literacy, exploring emotions, triggers and ways in which to manage feelings and emotions.

Homework and a Home-School Diary was set up on Google Classroom following the initial introduction of this March-June. Not only did this allow us to facilitate any issues with accessing the platform but meant that our remote learning was able to get off to a positive start due to familiarity and high quality support previously provided. This was hugely beneficial as the majority of pupils and parents accessed this weekly until we moved to remote learning in January. Since the return to school few parents from P1-4 access this or complete homework. There has also been a decrease in participation and engagement with this and homework itself in P5-7.

### **Remote Learning Jan-March 2021**

#### Continued Professional Development for Staff

Throughout this session all staff had been immersed in continued professional development to ensure we were prepared for any eventually with regards to school closure or blended learning. This was heavily focussed on using Google Classroom (GC) in order to replicate as much as

possible the school day for any children learning from home following self-isolation, blended learning or school closure as a result of COVID-19. All staff report increased confidence in use of GC and continue to use this to deliver homework, revision and transition materials. Throughout the session we used our CAT sessions and in-service days to share skills, develop new techniques, undertake SLC training and continue consultation regarding our 'Readiness to Learn from Home' document for parents and carers.

### Equity

Our initial priority was to determine home access to ICT equipment and internet. Our rural context adds an additional layer of complexity in terms of internet access as this is not always good enough to cope with the demands on 'live' streaming. The majority (88%, 22 of 25) of families completed and returned the survey which gathered data on what was available and internet ready at home as well as specific information on areas within GC they needed support with. This information varied across the school with less than half (18%) those parents who responded identifying more than one area requiring support. To ensure consistency of approach and a 'go to' point for support as and when it was required, all parents received a comprehensive 'How to Guide' for all things Google Classroom. Intelligence around families who were in need of ICT equipment was shared with SLC who facilitated the ordering and delivery of 5 Chromebooks and 1 Mifi device for the school to be allocated in line with the data gathered. Parents describe this support as crucial to enable pupils to access learning from home. Additional school devices were loaned to families with more than one child or where access to ICT was limited to e.g. tablets.

Parents were requested to safely collect Chromebooks, sign user agreements and were provided, as required, with a demonstration on how to access Glow and Google Classroom before leaving. Assurance was given to all parents that all members of teaching staff could be reached on multiple platforms for ICT support throughout the period of remote learning. While initially the number of queries came from less than half our families (24%) this number decreased rapidly in the following weeks.

### Attendance and Engagement

Pupils were asked to register daily on Google Classroom to enable staff to monitor attendance, track engagement with tasks and target support appropriately. Weekly averages in terms of attendance on Google Classroom were as follows:

Week beginning 11 January 2021	Average attendance/engagement with content = 91.4%
Week beginning 18 January 2021	Average attendance/engagement with content = 95.2%
Week beginning 25 January 2021	Average attendance/engagement with content = 89%

Week beginning 1 February 2021	Average attendance/engagement with content = 91.8%
Week beginning 8 February 2021	Average attendance/engagement with content = 83.5%
Week beginning 15 February 2021	Average attendance/engagement with content = 87.8%
Week beginning 22 February 2021	Average attendance/engagement with content = 93.4%
Week beginning 1 March 2021	Average attendance/engagement with content = 80.72%
Week beginning 8 March 2021	Average attendance/engagement with content = 81.7%

Attendance and Engagement Key:

Average = almost all pupils	
Average = most pupils	

Google Classroom average attendance rates for those pupils living in SIMD 1 and 2 or in receipt of free school meals was 81.4%. From 11 January to 22 February before our P1-3 pupils returned to school the combined average percentage of days where attendance was not registered and work was not received was 19.6% for those pupils living in SIMD 1 or 2 or FME compared with 9.2% of those pupils living in SIMD 3-10, without free meal entitlement. This would indicate that there is a direct link between poverty and attendance however this is not the case when analysing attendance *in* school, out with remote learning.

Following close analysis of attendance and engagement of all pupils during remote learning, contact was made with those families where attendance on Google Classroom had been less than 70% and a space within the childcare hub offered on a part-time/full-time basis depending on individual circumstances. This proved successful in reaching those families where attendance and engagement, despite access to resources,

was limited. Up to 29.7% of the school role regularly attended the childcare provision at Braehead; 45% of those attending were considered vulnerable.

P1-3 staff made doorstep deliveries of reading books and where required, concrete materials to support pupils at home. This had a positive impact on participation and engagement at those stages indicating physical resources had an impact on pupil participation and engagement at early stages.

### Supporting Health and Wellbeing

Clear planning was in place from all staff to ensure coverage of HWB experiences and outcomes and to ensure our planned programme continued throughout remote learning. On occasion responses from HWB sessions led to follow up phone calls or doorstep visits to check in further with pupils and families. Weekly whole school assemblies took place providing opportunities for House Captains to take a lead role for the weekly SHANARRI challenges developing their responsibilities and leadership skills and allowing their House Team and indeed whole school community to feel connected.

Every effort was made to contact families after the first week of remote learning. Information was gathered around issues with access, engagement and the wellbeing of the individual families. Support and guidance as well as reassurance was offered and multiple platforms were provided to ensure families felt supported at any time within the school day and out with school should that be required. Over time all access issues were resolved which alleviated stress at home for families trying to support remote learning.

Individual family circumstances were closely monitored where partner agencies were involved and regular communication with our Senior Manager for Pupil Support and Education Psychologist ensured pupils were safe and supported.

Supportive messages using text and mote were left for pupils to encourage them and boost their spirits. Almost all pupils said they liked to receive these personal messages and feedback. Weekly Google Meets were held with the class teacher and pupils although we were unable to increase these due to ongoing connectivity issues with live interaction and feedback provided from parents around working arrangements at home.

### Continuity of Learning

One of the greatest challenges we were able to overcome this session was engaging families in the use of Google Classroom. This was initially introduced in August as a Home/School diary which was accessed by the majority of parents until the commencement of remote learning, thereafter this fell to few parents regularly accessing. By January it was evident that all families had sufficient access to ICT equipment and internet and were in a position to access remote learning. Over the course of remote learning a few issues regarding connectivity and poor

equipment cropped up and were dealt with in a timely manner. An application was made to Vodafone for pre-paid sim cards containing 30GB of data. These were offered weekly in the newsletter and accessed where required.

Pupil groups were set up in line with the formative and summative assessment carried out by class teachers prior to school closure. As well as engaging activities there was daily teaching recorded for all pupils, even those consolidating learning to allow the continuous contact with the teacher and consistency of approach. One parent highlighted: *'I would like to say thank you to all the teachers, for the huge amounts of effort being put into online teaching and the quick response to any questions raised by the kids. The lessons are varied, easy to follow and feedback on tasks are always given.'* This view was indeed echoed by many parents during wellbeing phone calls, particularly around support with ICT.

Daily feedback was provided for every piece of work handed in and pupils were given further input should they demonstrate any difficulties with the work. This was often bespoke to individuals with teachers finding a number of ways to engage with pupils from a distance.

All pupils returned to school on 22 February and 15 March with few issues. Formative assessment and pupil observations highlighted limited retention of what had been covered throughout remote learning, even in those cases of maximum attendance and engagement with tasks; this was particularly evident in P1-3. All teaching staff made the safe return of pupils and their health and wellbeing the priority for those initial weeks with opportunity for revision of content covered prior to Spring Break.

#### Lessons Learned:

- Our rural context makes the capacity of an online platform like Google Classroom limited, especially from the school itself, particularly using wireless devices e.g. Chromebooks.
- A school pack would be useful for pupils to have containing core texts, reading books, and stationery. The unknown duration of school closure made it difficult to supply all children with all the equipment they would need; something to consider if required in the future.
- Vulnerable pupils should be invited to attend childcare provision full time immediately rather than waiting for the needs to rise.
- Daily check-ins may encourage greater participation and engagement for those whom this was a cause for concern.
- Introduction of live lessons would be beneficial to allow peer interaction and consolidation of learning through plenary etc. This will be reviewed in line with internet capacity and parental feedback.

## **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><b>Quality Indicator</b></p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> <li>Wellbeing</li> <li>Fulfilment of Statutory Duties</li> <li>Inclusion and Equality</li> </ul>	<p><b>Recovery Priority</b></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><b>Key Recovery Tasks (School specific)</b></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><b>Desired Outcomes and Impact</b></p> <p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p><b>Theme:</b> Whole School Wellbeing</p> <p><b>Rationale:</b> 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 <b>Belongingness</b> and <b>Connectedness</b> is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through <b>Quality Relationships</b>, and a range of <b>Attachment Informed Practices</b>.</p> <p>Staff will have had a range of experiences during this period and will need a flexible and personalised</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools.</li> <li>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.</li> <li>Plan how best to promote an attachment -informed ethos and environment that nurtures</li> </ul>	<p><b>Key Recovery Tasks (school specific)</b></p> <ul style="list-style-type: none"> <li>Observations of all pupils by CT and SMT.</li> <li>Provide opportunities for staff to engage with small groups and 1:1 where necessary with pupils.</li> <li>Complete Boxall profiles prior to September weekend to assess post COVID needs.</li> <li>Small group intervention as required: LEGO Nurture ABC Nurture Group provision Social Detective Work</li> <li>All pupils P2-7 to complete HWB self-assessment SHANARRI wheel.</li> </ul>	<p><b>Desired Outcomes and Impact</b></p> <ul style="list-style-type: none"> <li>PT to collate information on pupil groups according to self-assessment, observations and time for small group/1:1 discussions.</li> <li>Class/individual targets identified through Boxall profiling.</li> <li>Action plans devised using support from Nurture UK documents.</li> <li>Wellbeing assessments completed as necessary for individuals.</li> <li>SMART targets identified, tracked and assessed as appropriate.</li> </ul>

<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"> <li>• Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained.</li> <li>• 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.</li> <li>• Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies.</li> <li>• 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.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• All staff to undertake Attachment Strategy training.</li> <li>• Consider individuals and any potential concerns following well-being check-ins.</li> <li>• Link in with Education Psychologist.</li> <li>• PT to undertake 3-day accredited Nurture UK training.</li> <li>• Link in with Education Psychologist following any specific concerns/pupil needs.</li> <li>• Refer to SST Recovery Kit and interventions available in line with need/appropriateness.</li> <li>• Share aspects of A-Z of attachment and resilience every week through newsletters for parents and carers.</li> <li>• Communicate with parent forum regularly through the various channels.</li> <li>• Continue to provide a supported, nurturing environment for staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Nurture provision established where necessary.</li> <li>• Principles of Nurture applied across the school.</li> <li>• Working in partnership with external agencies where appropriate to ensure targets identified on action plans are met.</li> <li>• Regular check-ins with SST to offer 1:1/group intervention where appropriate.</li> <li>• All parents aware of the strategies to support attachment through A-Z of resilience and attachment.</li> <li>• Wellbeing communication delivered weekly through newsletters identifies support available.</li> <li>• All staff reporting to work feeling happy, safe and supported.</li> </ul>
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	<p>which allow staff to be included and consulted.</p>	<ul style="list-style-type: none"> <li>• Ensure an open door, listening ear and compassionate leadership for all staff.</li> <li>• Prepare communication information for staff on wellbeing support networks available.</li> </ul>	
<p><b>Theme:</b> HWB CURRICULUM</p> <p><b>Rationale:</b> 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><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Contextualise the 'Reconnection &amp; Recovery' guidance to develop a recovery curriculum within a unique context.</li> <li>• 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</li> <li>• Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all stakeholders have an understanding of the recovery curriculum.</li> <li>• Make explicit to all the learning which will be undertaken in school and at home.</li> <li>• Prioritise HWB above all; make time to talk with the children, provide open lines of communication with families and provide multiple platforms for pupils and parents to confide in staff.</li> <li>• Continue to promote values of kindness and resilience.</li> <li>• Refresh staff training in HWB planning and assessment.</li> <li>• Ensure tracking and monitoring of HWB leads to appropriate outcomes where necessary.</li> <li>• Continuous formative assessment should be applied to ensure we are</li> </ul>	<ul style="list-style-type: none"> <li>• All stakeholders are clear on the recovery curriculum model and every opportunity to maximise learning and teaching in school under the areas of literacy, numeracy and HWB is taken.</li> <li>• Communication with parents is clear and concise – learning at home is completed.</li> <li>• Families feel able to talk to school staff should they have any concerns.</li> <li>• Children feel safe, nurtured and healthy in and out of school.</li> <li>• All staff have an increased awareness of expectations in planning, delivery and assessment of HWB.</li> <li>• Action plans are created in response to need.</li> <li>• All staff are responsive to pupil needs.</li> </ul>

		responsive to children's needs.	
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 <div style="text-align: center;"> <h2 style="margin: 0;">Improvement Priority 1 - Health and Wellbeing</h2> <h3 style="margin: 0;">Progress Report June 2021</h3> </div> 		
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>All teaching staff were provided with up to date pupil profiles for all pupils on return to school in August 2020. This gave class teachers a clear indication from the previous teacher of engagement from March – June 2020, home-school communication, childcare needs throughout school closure and any other relevant information.</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>All staff report they found this vital in planning for initial groupings, interventions and recovery.</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>Continue to use an evidence based approach and up to date assessment to plan for appropriate learning and teaching.</p>

<p>Despite school restrictions, open lines of communication with Educational Psychologist, and the senior manager for pupils support remained in place to support learners.</p> <p>All staff have participated in Attachment Strategy Training Parts 1 and 2.</p> <p>Information on supporting pupil wellbeing and healthy attachment featured in our weekly newsletters as they shared aspects of the A-Z of attachment and resilience.</p> <p>The need for small group intervention has increased this session due to social issues mainly in the playground. After such a long time isolated it has been difficult for a few pupils to transition back to school smoothly.</p> <p>Communication information for parents and staff was timely and clear.</p> <p>All staff were offered personal support to return to school following closure and appropriate mitigations were in place and shared widely with the school community to ensure consistency of approach.</p>	<p>Virtual planning meetings with parents and carers, teachers and ASN co-ordinators were carried out in an appropriate and timely way.</p> <p>Pupils involvement with the Counselling through Schools programme has been accessed this session and will continue to be in use session 2021/2022.</p> <p>Our weekly newsletters and closed social media group allowed information to be shared widely to all parents and staff.</p> <p>Risk Assessments, Safe Systems of Work and School Procedures were shared on school website and social media for all to read. COVID-19 guidance is displayed for all staff to see and regular updates provided at safely distanced staff meetings.</p>	<p>Continue to liaise with external agencies to meet the needs of all learners arising from observation and ongoing assessment.</p> <p>A whole school approach to understanding emotions and how to deal with emotions is required to enhance our HWB programme, assemblies and playground interactions. Whole school roll out of Emotion Works will contribute to this.</p> <p>Continue to communicate clearly with parents and staff.</p> <p>Continue to adhere to current COVID-19 guidance and ensure this information is shared as appropriate.</p>
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## Improvement Priority 2 - Planning for Equity

**How will we know we've been successful?**

Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p><b>2.4 Personalised Support</b></p> <ul style="list-style-type: none"> <li>• Universal Support</li> <li>• Targeted Support</li> <li>• Removal of barriers to learning</li> </ul> <p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of Statutory Duties</li> <li>• Inclusion and Equality</li> </ul> <p><b>3.2 Raising Attainment and Achievement</b></p> <ul style="list-style-type: none"> <li>• Attainment in Literacy and Numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievements</li> <li>• Equity for all learners</li> </ul>	<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>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>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p><b>Theme:</b> Re-identifying the poverty-related attainment gap.</p> <p><b>Rationale:</b> 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</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Consider the experiences learners have had during the school closure period, drawing on for example: <ul style="list-style-type: none"> <li>- Engagement data</li> <li>- Home-school communication</li> <li>- Home-learning submissions</li> <li>- Engagement at hubs</li> </ul> </li> </ul>	<p><b>Key Recovery Tasks (school specific)</b></p> <ul style="list-style-type: none"> <li>• Compile a pupil profile for each child identifying key information on engagement, home-school communication, home-</li> </ul>	<p><b>Desired Outcomes and Impact</b></p> <ul style="list-style-type: none"> <li>• All staff familiar with starting point in August following school closure in March.</li> <li>• Up-to-date assessments will allow staff to identify</li> </ul>

<p>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>	<ul style="list-style-type: none"> <li>• 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"> <li>- Learners’ wellbeing (e.g. Boxall profile, observations, wellbeing indicators)</li> <li>- Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments)</li> <li>- Engagement (e.g. Leuven scale, observational data)</li> <li>- Participation (home-learning participation data)</li> </ul> </li> </ul> <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"> <li>• 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 groups/learners/stages requiring targeted additional support.</li> </ul>	<p>learning submissions and hub engagement.</p> <ul style="list-style-type: none"> <li>• When appropriate, carry out our suite of assessments as would be the case normally in May; Numeracy and Maths, GL Assessment (SWST, NGRT, SNSA) Boxall profiles.</li> <li>• Carry out Pupil Progress Meetings in September rather than October following initial assessments to discuss and plan for pupil needs.</li> <li>• Add assessment and Boxall information to post COVID pupil profiles. Discuss with staff concerned and ascertain action required.</li> </ul>	<p>next steps in learning and any wellbeing needs.</p> <ul style="list-style-type: none"> <li>• Appropriate starting points will be identified for all pupils.</li> <li>• Pupil needs will be identified early and action planning, including liaising with EP/SST and external agencies will begin/recommence.</li> <li>• Post COVID information on each pupil will be accessible for all staff and will be updated as relevant through observation and formative/summative assessment.</li> </ul>
<p><b>Theme:</b> Planning to close the poverty-related attainment gap and reduce learners’ barriers to learning.</p> <p><b>Rationale:</b> As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the <b>current</b> needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase.</li> <li>• Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation with Parent Council initially and then Parent Forum on proposed spend for PEF.</li> <li>• Given the small amount available (£1175) this will be used largely for Nurture UK 3-day accredited training for the PT who is</li> </ul>	<ul style="list-style-type: none"> <li>• Transparency of planning for the session ahead.</li> <li>• PT will be trained to set up and run a Nurture facility within the school which will encompass the principles of the</li> </ul>



<p>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>	<ul style="list-style-type: none"> <li>• Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality.</li> <li>• Review staff training needs.</li> <li>• Review current partnership working.</li> <li>• Consider how you will measure and evidence impact; plan this into home and school approaches.</li> <li>• 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 <a href="#">EEF covid-19</a> resources helpful when considering this.</li> </ul>	<p>supporting HWB across the school post COVID.</p> <ul style="list-style-type: none"> <li>• All staff to consider interventions and approached to best close the identified gaps following assessment and observations.</li> <li>• Use SSA and PT to deliver interventions e.g. catch Up Literacy, 5 Minute Box, IDL etc.</li> <li>• Early staff check-ins to establish pupil needs and identify training needs to take place prior to September.</li> <li>• Continue to liaise with EP/SST/External agencies as required.</li> <li>• Continuous formative assessment and observation while pupils are in school, monitor engagement with home learning – checklist to be made for home to ensure the tasks to be completed are clear.</li> <li>• Effective use of LI/SC to ensure pupils and parents are aware of the learning and how to be successful.</li> </ul>	<p>Attachment Strategy and 6 principles of Nurture.</p> <ul style="list-style-type: none"> <li>• Interventions will be best matched to pupil needs and will contribute to closing the identified gaps.</li> <li>• Greater opportunities for 1:1 and small group support with 50% capacity.</li> <li>• All staff will feel equipped to meet the needs of their learners.</li> <li>• Support for pupils in need is targeted and specific.</li> <li>• Planning reflects pupil needs and assessment allows next steps to be appropriately planned for.</li> <li>• All staff have a clear picture of pupil engagement in home learning.</li> <li>• Pupils and parents are clear on expectation making success more likely for learners.</li> </ul>
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<p><b>Theme:</b> Tracking and monitoring impact of equity approaches.</p> <p><b>Rationale:</b> 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 be changed, stopped or adapted quickly when there is little/no impact.</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy.</li> <li>• Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced.</li> <li>• Consider points in planning section to find alternative approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular assessment and monitoring of interventions.</li> <li>• Regular use of formative assessment.</li> <li>• Pupil Progress Meetings increase from 3 times annually to 5 times per school session.</li> <li>• Targeted support for those in greatest need – deployment of support staff to ensure this is equitable.</li> <li>• Liaise with partner agencies to provide support as required.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil needs are met promptly and appropriate interventions in place for those who require these.</li> <li>• All staff have a clear understanding of attainment and pupil learning needs in their classes.</li> <li>• Gaps can be addressed as and when these arise.</li> <li>• Expertise available as required to help meet the needs of all learners.</li> </ul>

<p><b>Theme:</b> Cost of the School Day</p> <p><b>Rationale:</b> 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><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Revisit <a href="#">Child Poverty Action Group Website</a></li> <li>• Read <a href="#">CPAG article</a> on impacts of school closures.</li> <li>• Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families.</li> <li>• Consider how you will equip learners with the tools required to undertake home-learning.</li> <li>• Consider how our actions can inadvertently alienate families in poverty.</li> <li>• Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts.</li> <li>• Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community.</li> <li>• Consider staff training needs – ensure <b>all</b> staff are consistent in their approach to poverty.</li> <li>• Consider what changes will need to be made to the school calendar in light of changes to family income.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to keep abreast of guidance in relation to CoSD, Child Poverty and related reading.</li> <li>• Update CoSD post COVID to ensure no charges in school this session.</li> <li>• Use face-to face learning time to explain and prepare home-learning where possible.</li> <li>• Survey and analyse barriers to home learning and overcome these using PEF, equity packs etc.</li> <li>• Liaise with families in need and support as necessary or direct support to them e.g. Money Matters, Foodbank etc.</li> <li>• Revisit CoSD with all staff.</li> <li>• No dress down days, no charity events, no charges for concerts etc.</li> <li>• Contact Lockerbie Manor to ascertain whether this will continue to go ahead.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff remain up to date with current advice and guidance for the benefit of all pupils.</li> <li>• Our approach for the session will take into account changing financial circumstances while being mindful of health and safety.</li> <li>• All children feel equipped to complete home learning regardless of the support at home.</li> <li>• Pupil and parent voice will be heard and followed up with appropriate measures to remove barriers to learning.</li> <li>• Those families in need will receive the support required.</li> <li>• All staff have a clear understanding on the school's position.</li> <li>• No financial constraints will be placed on families.</li> </ul>
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		<ul style="list-style-type: none"> <li>Gather anonymous information from those children attending Lockerbie if this is something that is still affordable.</li> </ul>	
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 <h2 style="text-align: center;">Improvement Priority 2 - Equity</h2> <h3 style="text-align: center;">Progress Report June 2021</h3> 		
What did we actually achieve?	How do we know?	What do we need to do next?
<p><b><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></b></p> <p>Pupil profiles were completed for each child identifying key information on engagement, home-school communication, home-learning submissions and hub engagement. This information was used to successfully underpin supports for individuals and allow continuity of learning for all children.</p> <p>Using our assessment profile relevant assessments were carried out to guide next steps in learning, identify interventions and report on pupil progress at pupil progress meetings and with parents and carers.</p> <p>Pupil progress meetings were carried out in line with our quality improvement calendar.</p>	<p><b><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></b></p> <p>This evidence was gathered by class teachers during the initial lockdown March-June 2020 and used to accompany transition materials.</p> <p>Formative and summative assessments as well as teacher professional judgement were used to identify next steps and support required.</p> <p>Records of meetings identify levels of attainment, support strategies in place and next steps for learners regarding support and interventions.</p>	<p><b><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></b></p> <p>Continue to gather relevant data following any remote learning periods.</p> <p>Continue to use formative assessment and robust evidence to identify pupil attainment.</p> <p>Continue to ensure quality assurance across the school.</p>

<p>Pupil Equity Spend discussed initially with the Parent Council with a suggested spend was then shared with the wider parent forum.</p> <p>School support assistants were allocated to those in greatest need. Interventions took place whenever possible in keeping with class bubbles while trying to ensure maximum support delivery.</p> <p>Despite school restrictions, open lines of communication with Educational Psychologist, specialist support teacher, SLT and the senior manager for pupils support remained in place to support learners.</p> <p>Open lines of communication with parents remained in place throughout school being open and remote learning.</p> <p>There were no direct school costs this session. All parents were invited to contribute to a Cost of the School Day (CoSD) survey to ascertain which aspects of the school cause financial difficulty as an initial steer to the direction of participatory budgeting with PEF for session 2021/2022.</p>	<p>All parents present were in agreement that the majority of the spend should be used to increase school support assistant hours as these were currently not full time.</p> <p>Class bubbles and support timetables coordinated to maximise support.</p> <p>Virtual planning meetings with parents and carers, teachers and ASN co-ordinators were carried out in an appropriate and timely way. Wellbeing assessments to support forum applications were completed in collaboration with appropriate agencies with desired outcomes. Additional support plans created for relevant pupils.</p> <p>Multiple platforms were made available for parents and were accessed by almost all at some point throughout the period.</p> <p>56% of parents completed the associated survey identifying uniform, travelling to school, school trips, eating, fun events and school clubs as areas which cause financial difficulty.</p>	<p>Continue to consult as appropriate regarding PEF and from May 2021 take part in participatory budgeting for 9% of PEF allocation.</p> <p>Continue to mitigate risks while deploying support staff to work with individuals safely providing targeted support.</p> <p>Continue to liaise with external agencies to meet the needs of all learners arising from observation and ongoing assessment.</p> <p>Continue to offer support as required.</p> <p>9% of PEF allocation will be spent targeting the area from this list deemed by all parents and P5-7 pupils as having the greatest impact on pupils ability to feel happy and included.</p>
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<p>South Lanarkshire Winter Jacket initiative was shared with all parents with multiple opportunities for uptake offered in confidence. This was taken up by a few of our parents.</p> <p>Funding for winter clothing was received and families approached to decipher needs resulting in appropriate allocation of winter coats, accessories and shoes/boots. These were delivered in January to the appropriate people.</p> <p>Barriers to remote learning were identified and addressed for all those in need.</p>	<p>Newsletter and school social media posts shared the initiative.</p> <p>Direct contact was made with families as appropriate using PEF data and intelligence.</p> <p>Almost all (88%) of families completed the initial digital survey and intelligence around those who did not complete the survey allowed allocation of devices and mifis as appropriate.</p>	<p>Continue to monitor school costs in line with CoSD policy, further supporting where necessary e.g. through PB.</p> <p>Continue to publicise as required.</p> <p>In future use information from participatory budgeting surveys to ascertain need.</p> <p>Continue to ensure technology needs are met through school loans if necessary.</p>
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## Improvement Priority 3 - Continuity of Learning

How will we know we've been successful?

Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p><b>2.2 Curriculum</b></p> <ul style="list-style-type: none"> <li>Rationale and design</li> <li>Development of the curriculum</li> <li>Learning pathways</li> <li>Skills for learning, life and work</li> </ul> <p><b>2.3 Learning, teaching and assessment assessment</b></p> <ul style="list-style-type: none"> <li>Learning and engagement</li> <li>Quality of teaching</li> <li>Effective use of assessment</li> <li>Planning, tracking and monitoring</li> </ul> <p><b>3.2 Raising Attainment and Achievement</b></p> <ul style="list-style-type: none"> <li>Attainment in Literacy and Numeracy</li> <li>Attainment over time</li> <li>Overall quality of learners' achievements</li> <li>Equity for all learners</li> </ul>	<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, including the SLC Recovery Guidance documentation.</p> <p>Links are included where appropriate.</p> <p><b>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.</b></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>This section should give a brief indication of what success would like and how it will be measured.</p>
<p><b>Theme:</b> Learning In School</p> <p><b>Rationale:</b> <i>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</i></p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><b>Key Recovery Tasks (school specific)</b></p> <ul style="list-style-type: none"> <li>Establish numbers of staff returning to school.</li> <li>Identify any staffing shortfall to personnel.</li> </ul>	<p><b>Desired Outcomes and Impact</b></p> <ul style="list-style-type: none"> <li>All staff able to return to school safely to ensure appropriate staff in place for pupils return.</li> </ul>

<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.”</i> <b>The Recovery Curriculum, Think Piece</b></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"> <li>• 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.</li> <li>• Consider if communal and social areas could be repurposed to provide additional learning space.</li> </ul> <p><a href="https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/">https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/</a></p> <ul style="list-style-type: none"> <li>• Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity.</li> <li>• Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure.</li> <li>• 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)</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish pupil capacity in teaching areas across the school ensuring distancing is adhered to.</li> <li>• Look initially at provision for Literacy, Numeracy and HWB across all stages.</li> <li>• Incorporate guidance on benefits of Outdoor Learning and maximise opportunities for this in our local context.</li> <li>• Use collegiate time on Wednesdays for staff to moderate and assess literacy and numeracy.</li> <li>• Use outdoor learning and social subjects to develop STEM and literacy skills in an IDL context.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and 50% of pupils can return safely ensuring social distancing is adhered to.</li> <li>• Core subjects are targeted initially.</li> <li>• HWB needs are identified swiftly and action plans devised.</li> <li>• Appropriate home learning is set up following assessment and identification of next steps.</li> <li>• Children enjoy outdoor space and minimise chances of infection.</li> </ul>
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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"> <li>• Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Consider how to take account of parental views and pupil voice when developing the learning in your school.</li> </ul>	<ul style="list-style-type: none"> <li>• When appropriate, carry out our suite of assessments as would be the case normally in May; Numeracy and Maths, GL Assessment (SWST, NGRT, SNSA) Boxall profiles.</li> <li>• Use continuous formative assessment to meet pupil needs and ascertain next steps in learning.</li> <li>• Monitor home learning to ensure the planning and assessment process is relevant and adequate support is provided.</li> <li>• Regular Pupil Progress Meetings will be held to ensure pupil needs are identified and targeted. At this time discuss with staff any training requirements and seek to have these met swiftly.</li> <li>• Use SLC Schools Recovery Guidance Curriculum section advice. Discuss with staff to establish home learning subjects/provision/staff member responsible.</li> <li>• HT to create guidance for staff on expectation for in school and home learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Children’s next steps are identified and actioned.</li> <li>• Wellbeing needs are identified and a wellbeing assessment/action plan/ Nurture provision is in place as required.</li> <li>• Appropriate support and challenge is in place for all children.</li> <li>• Children’s next steps are identified and actioned.</li> <li>• Wellbeing needs are identified and a wellbeing assessment/action plan/ Nurture provision is in place as required.</li> <li>• Home learning is accessible for all and meeting needs of all learners.</li> <li>• Staff feel adequately skilled to deliver home learning.</li> <li>• All staff are aware of expectations and</li> </ul>
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		<ul style="list-style-type: none"> <li>• HT to communicate through various channels strategies to support learning at home.</li> <li>• Information leaflets for parents outlining processes e.g. spelling strategies etc. to be sent home.</li> <li>• Regular parent surveys/communication to inform areas for improvement and next steps.</li> </ul>	<p>training needs can be identified and met.</p> <ul style="list-style-type: none"> <li>• Learners and parents are able to access home learning fully.</li> <li>• Needs arising are met swiftly.</li> </ul>
<p><b>Theme:</b> Learning At Home</p> <p><b>Rationale:</b></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</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Can staff who are shielding work on developing and leading on online learning opportunities?</li> <li>• Take account of the existing resources you have access to and how these can be used to support learning at home.</li> <li>• Consider what CLPL you will need to offer staff to allow them to deliver the recovery</li> </ul>	<ul style="list-style-type: none"> <li>• All Class Teachers to prepare and upload digital learning where appropriate in some areas of the curriculum.</li> <li>• CCC Teacher to have whole school responsibility for planning and assessment of Modern Languages.</li> <li>• Literacy and Numeracy work to be distributed as physical paper packs.</li> <li>• All pupils to be given an IDL Literacy and Numeracy account to work on daily at school and at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning is appropriate to age and stage of pupils.</li> <li>• Home learning is accessible for all.</li> <li>• Interventions in place for all children to improve literacy and numeracy at school and home.</li> </ul>

<p>providing digital access for pupils who do not have this at present.</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>	<p>curriculum at home and how this will be facilitated.</p> <ul style="list-style-type: none"> <li>• Review and plan how you will deliver and set work at home and how feedback will be given to learners.</li> <li>• Establish a baseline on the number of pupils and staff who have home access to ICT.</li> <li>• Consider how to take account of pupil voice in their learning at home.</li> <li>• 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.</li> <li>• Consider how you will measure and track engagement with home learning</li> </ul>	<ul style="list-style-type: none"> <li>• RM Easimaths and Sumdog to continue with all pupils.</li> <li>• PT to roll out any new training in ICT to all staff to enable digital learning to be used fully where appropriate.</li> <li>• Physical work will be returned to school and look at by staff when it is deemed safe following advice provided by facilities. Feedback provided in written form and returned to pupils when safe to do so.</li> <li>• Google jotters will be set up for other subject areas and 'marked' online with appropriate feedback in relation to success criteria.</li> <li>• Create a google form to ascertain ICT access across all stages.</li> <li>• Through HWB work CT to talk to the children about their learning at home – achieving/responsible.</li> <li>• Regular communication opportunities and updates.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff are kept up to date re digital learning and delivering this for home learning purposes.</li> <li>• Staff can assess work done in home learning to ascertain next steps for learners.</li> <li>• ICT needs are identified and met with equipment or paper versions.</li> <li>• Staff will have a greater awareness of barriers to learning.</li> <li>• All stakeholders will be aware of school plans and how we can support their child in and out of school.</li> </ul>
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		<ul style="list-style-type: none"> <li>Individual pupil profiles to be updated weekly by CT/PT and HT as appropriate to track engagement and progress in home learning.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil profiles reviewed weekly by HT to ensure appropriate support is applied for learners.</li> </ul>
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 <div style="text-align: center;"> <h2 style="margin: 0;">Improvement Priority 3 - Continuity of Learning</h2> <h3 style="margin: 0;">Progress Report June 2021</h3> </div> 		
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>Scottish Government changed the plan to return to school with a blended approach in June 2020 which resulted in the return of all primary school pupils with no need for social distancing between pupils in August. This mean that all plans for blended learning outlined in the Recovery Plan were no longer relevant or necessary.</p> <p>Full compliment of staff returned to work in August and remained constant all session.</p>	<p><i>Please detail evidence of impact here. This may be quantatitive e.g. data or qualitive e.g. feedback from stakeholders.</i></p> <p>While in school and remote learning all pupils were working with a familiar member of staff who was able to build on previous learning and support wellbeing of all pupils.</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>Continue to ensure all mitigations to avoid the spread of COVID-19 are in place in school. Continue to promote and encourage LFT to help identify asymptomatic staff.</p>

<p>A consistent staff from 2019/2020 allowed the swift return of a full curriculum for all pupils in August 2020.</p> <p>Timely assessment and regular pupil progress meetings ensured early intervention and additional support in Term 1 however the period of remote learning in Term 2 had a negative impact on pupils' writing.</p> <p>In line with our curriculum rationale all pupils participated in weekly outdoor learning sessions in Braehead Moss to further mitigate the spread of COVID-19 and associated risks with the virus.</p>	<p>Staff discussions and pupil progress meetings highlighted the need to move from a HWB focus to a fuller curriculum.</p> <p>Teacher professional judgements highlight a decrease in those reaching expected levels of attainment in writing at various stages across the school. All staff report the need for more frequent writing opportunities outwith the cold and hot tasks involved in Talk 4 Writing.</p> <p>Allowed increased opportunities for all pupils to participate in collaborative activities after such a long time in isolation. Working together collaboratively identified a need for further whole school intervention on managing emotions and behaviour associated with emotions. After such a long time in isolation less than half the pupils in the school were showing some signs of distress either at play or when working collaboratively.</p>	<p>Review the curriculum rationale and refresh curricular areas as required in light of attainment data and other intelligence – Literacy and HWB.</p> <p>In consultation with all staff create a new literacy programme maintaining those elements which have been successful and reviewing those where attainment has fallen.</p> <p>Review of literacy programme across all stages with structured planning documents in place to support the enhancement of writing and grammar across all stages.</p> <p>Introduce Emotion Works across all stages to help pupils understand emotions, develop emotional literacy skills, recognise triggers and regulate behaviours in times of distress.</p> <p>Refresh the PPRUDB guidance for all staff.</p>
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<p>Regular updates were provided to all staff in relation to changes in guidance and the impact on education for practical subjects and PE.</p> <p>Using our initial survey on digital access, documentation was produced by staff for parents around Google Classroom. A 'How To Guide' was made available and sent home using multiple platforms to ensure easy access at any time from October onwards.</p> <p>A 'Readiness for Home Learning' document was issued to all parents outlining the expectations during a possible period of home learning following identification of a close contact or positive test. This was later reviewed following the commencement of remote learning in January.</p> <p>Recorded teaching for both literacy and numeracy was uploaded for all groups almost everyday. Online subscriptions continued as normal. Given that all pupils had appropriate access to ICT equipment there was no need for paper packs to be delivered.</p>	<p>All staff remained aware of current guidelines and followed these to ensure the continued health and safety of staff, pupils and their families.</p> <p>All parents were in receipt of clear information which was piloted and reviewed by parents.</p> <p>All parents were made aware of points of contact, when staff would be live online and the structure of the online week. Expectations were clear and concise.</p> <p>Close monitoring of staff Google Classrooms highlighted appropriate groupings, relevant teaching replicating the presentation in class and stage and level appropriate follow up tasks which were as varied and engaging as the digital forum allowed.</p>	<p>Continue to engage with guidance from Scottish Government, Public Health and SLC to ensure practice in school is current and safe.</p> <p>Continue to inform parents and carers of any updated requirements on Google Classroom.</p> <p>Continue to be open with regards to expectations.</p> <p>Continue to build on this platform should this be further required.</p>
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