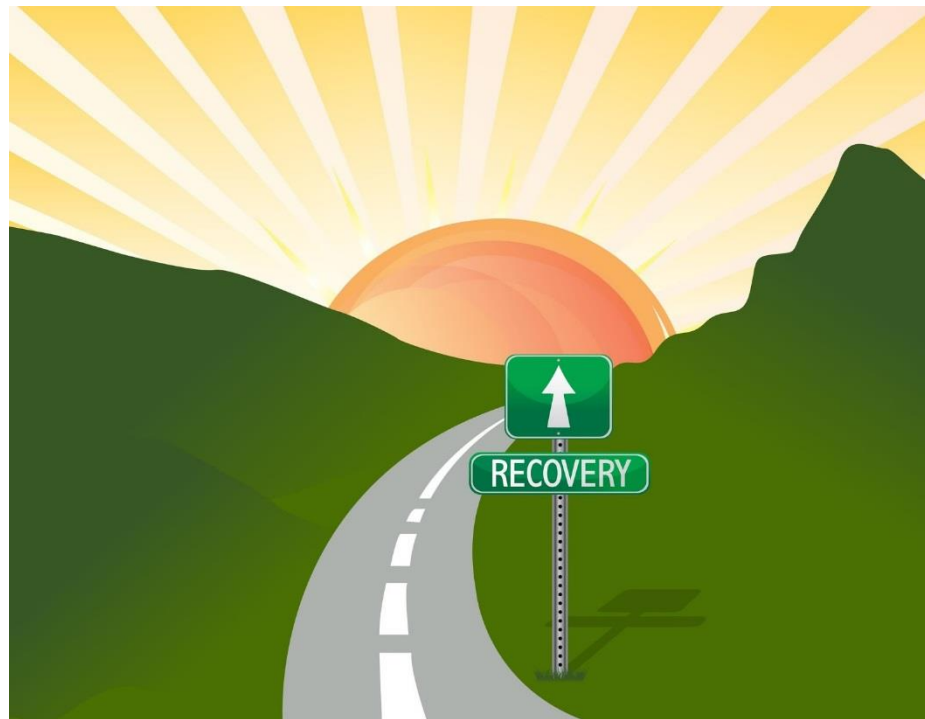




South Lanarkshire Council

Recovery Standards and Quality Report June 2021



Braidwood Primary School

Standards and Quality Report Session 20/21

School Context

Our School

Braidwood Primary School is a rural non-denominational school in the village of Braidwood. The school currently has seven classes with a role of 154 pupils. The school is part of the Carluke Learning Community. We have strong links with local schools both in the curriculum we deliver and in the many social and events. We have 10 members of teaching staff, 6 support staff and a Senior leadership team consisting of a Principal Teacher and Headteacher. We have a very active Parent Council who play a key role in school life. They support the school We have developed many effective partnerships in the local community.

Our Vision

To provide a happy, safe and fun environment where everyone is valued and shows respect for each other in our learning family.

Pupils are proud of who they are and develop their own talents.

We remove barriers to the learning adventure, enabling us to have a 'can do' attitude and be the best we can be.

Our Values

Trust Happiness Friendship Respect Responsibility

Our Aim

'Be the best you can be!'



Braidwood is a high attaining school as can be seen in our tracking and monitoring data. The data and evidence we have for a 5-year period allows us to identify trends and patterns. It shows us that a significant number of pupils are achieving an appropriate level in literacy and numeracy. In our journey towards ensuring excellence for all our pupils, our attainment continues to be high.

Curriculum for Excellence Data June 2020

	<i>2019/2020</i>				
Stage/Level	Reading	Writing	T&L	Numeracy	H&W
P1 Early	22/24 91.6%	23/24 95.8%	23/24 95.8%	23/24 95.8%	23/24 95.8%
P4 First	22/27 81.5%	23/27 85.2%	26/27 96.2%	22/27 81.5%	25/27 92.5%
P7 Second	24/26 92.3%	23/26 88.5%	23/26 88.5%	24/26 92.3%	25/26 96.1%
TOTAL	68/77 88.3%	69/77 89.6%	72/77 93.5%	69/77 89.6%	73/77 94.8%

Curriculum for Excellence Data June 2021

	<i>2020/2021</i>				
Stage/Level	Reading	Writing	T&L	Numeracy	H&W
P1 Early	14/16 87.5%	14/16 87.5%	14/16 87.5%	14/16 87.5%	14/16 87.5%
P4 First	18/19 94.7%	18/19 94.7%	19/19 100%	17/19 89.4%	18/19 94.7%
P7 Second	20/21 95.2%	18/21 85.7%	21/21 100%	17/21 80.9%	18/21 85.7%
TOTAL	52/56 92.8%	50/56 89.2%	54/56 96.4%	48/56 85.7%	50/56 89.2%

Our local Community is SIMD 6 with 99% of pupils living in SIMD 3-10. Pupils in receipt of FME and living in SIMD 1 and 2 are spread across the stages.

Attendance is currently above 99.4% for SIMD 1 and 2/FME pupils, and 96.8%% for SIMD 3-10/No FME. These figures remain consistently high. We currently have 2 care experienced children.

FME data 2020/2021

- 7.7% (12 pupils) of school role as in receipt of FME
- 0 pupils are FME and SIMD 1 or 2
- 66% or 8 out of 12 pupils making good/very good progress
- 34% or 4 out of 12 pupils are on Staged Intervention Level 2

SIMD 1 and 2 data 2020/2021

- 1% (2 pupils) recorded on SEEMIS as decile 1 & 2 children
- 0 pupils both SIMD decile 1 or 2 and FME children.
- 100% SIMD children are making good/very good progress

We rigorously use this information to identify and target specific cohorts of pupils who are not on track in their learning. From analysis of our CfE and standardised assessment data, it can be seen there is no pattern between poverty and attainment within Braidwood.

In terms of our attainment gap, children in receipt of FSM or living in SIMD 1 and 2 are performing as well as, or better than their peers. We know that it is other factors which are barriers to pupils' learning, particularly learning needs, ASN and specific individual factors. Our 'gap' for our school is narrowing. With such small numbers of SIMD 1 and 2/FME pupils in the school, we look at each pupil individually and track their progress closely.

2020/2021 Closing the Gap Progress and Impact

This schools session we continued to focus on strategies to improve literacy and numeracy as part of our closing the gap agenda.

Intervention 1

IDL literacy has continued as a specific literacy strategy to support learning. We identified cohorts of pupils in P4-7 who received targeted support for spelling, some pupils continuing from last year, and also new pupils started the intervention. Pupils used this resource in school three times a week and also at home. Home engagement with the programme varied, and we saw a correlation between how often IDL was used at home, and how much impact it had on pupil progress. Almost all pupils in the targeted group made good progress in spelling age.

Intervention 2

Sum Dog numeracy has continued as a specific mental maths strategy to support learning. We identified cohorts of pupils in P2-7 who received targeted support for numeracy, some pupils continuing from last year, and also new pupils started the intervention. Data from April 2021 showed most pupils in the targeted group made good progress in accuracy.

Key Successes/Challenges and Achievements Session 2020/21

Recovery

As all staff were consulted and involved in risk assessments and Safe Systems at Work, staff felt safe, supported and informed when returning to work in August 2020. During the In-Service days, time was allocated to staff activities to reconnect with each other and to reinforce and value whole school wellbeing. All pupils returned to school happy, feeling safe and ready to learn. There was a focus on three main areas: Literacy, Numeracy and Health and Wellbeing across the school. Interventions such as IDL and Sumdog were used to target support for those requiring extra input in their learning. Assessments were introduced when appropriate to aid and inform planning and use of resources. There were clear Covid arrangements and guidance put in place for returning to school including: hand washing/sanitising procedures, signs giving directions and information, seating plans, line orders, keeping a 2-metre distance, pupils to play and learn in their own class bubble to keep everyone safe. Good communication links with parents/carers via the school app, emails, website and newsletters ensured information and updates were shared promptly.

Health and Wellbeing

We used our warmth, resilience, relationships and an emphasis on the importance of whole school wellbeing to support each other through the pandemic and our recovery. Children have been encouraged to discuss their emotions at daily check-ins as well as associated behaviours, triggers and choosing the appropriate strategies to regulate these. The whole school explored these emotions and coping skills further using breathing and calming strategies, fitness sessions and the 'Practical Mindset Toolkit' during Health Week 2020. We set up a designated Nurture Area for those children who were identified as needing social and emotional support and met weekly with a staff member for activities such as: Lego therapy, purposeful play, outdoor learning and mindfulness tasks. Children also took part in a Health and Wellbeing baseline assessment, 'What I think...' exploring the wellbeing indicators and reflecting on who they would approach if they were upset or worried or if they felt comfortable asking questions and if the school listens to their views/respects them and others.

Relationships

Whole school pre-recorded weekly assemblies continued virtually on MS Teams celebrating success, birthdays and stars of the week. This helped to promote and sustain whole school relationships as well as enabling information to be shared by staff and pupils. It also gave opportunities to re-visit and reinforce the school vision, values, aim and charters to ensure everyone was striving to be the best they can be despite the restrictions. Annual events like the November open morning for parents/carers went ahead virtually with every class creating and uploading a video of their classroom and showcasing their learning.

Remote Learning Jan-March 2021

School Closure

As it became apparent schools were not re-opening in January due to Covid 19, we moved to Microsoft Teams as a platform to communicate with pupils and set learning tasks. As we had started with this platform, we stayed with Microsoft Teams to provide continuity of learning as the children and staff were all familiar with it.

When we returned to school in August teachers issued weekly homework on Teams to ensure that children could log on successfully and were familiar with how to use Teams in the event of self isolation/further school closures. This also provided opportunities for parents to engage with their child/children and to support them in their learning at home.

Remote Learning Offer

In discussion with the other Head Teachers in the Carlisle Learning Community and considering what would be achievable for our school we came up with our remote learning offer. Each day teachers planned, prepared and uploaded to MS Teams files, differentiated maths and literacy tasks and a task from one other area including interdisciplinary learning and health and wellbeing.

Teachers were available from 9-10.30am and 1.30-3.00pm each day to give feedback/answer any questions the children or parents had via the general feed or via email. Children were expected to complete tasks set and submit to their teacher by the end of the working day or when it was appropriate to do so. We adopted a flexible approach in response to parents who were working shift patterns.

Staff included audio recordings, pre-recorded video presentations or sourced video links for maths, literacy HWB or learning across the curriculum. We then progressed to live check ins/outs with every class, building up to three per week. Guidance was shared with parents and children about expectations during video conferencing sessions, especially regarding not sharing any of the content during or after a meeting. Any children who could not access or faced connection difficulties were supported by the ICT co-ordinator, SMT and office staff. We gave 1 family 2 laptops and supplied a number of families with Chromebooks to help them access their learning.

An emergency childcare provision was simultaneously established within the school for children of NHS keyworkers. Teaching staff and support staff volunteered to work in either the P1-3 or P4-7 bubble. This also enabled vulnerable children who were struggling at home with their learning to access the school so they could be supported by staff.

Quality Assurance

Most pupils engaged in MS Teams. Staff monitored learner engagement weekly using 'insights' on MS Teams to track and monitor the progress, participation/engagement and attendance of children. If children are not accessing their work on Teams the teacher would e-mail the child or parent (depending on the age/stage) in the first instance. They would then notify a member of management and contact would be made to see how best we could support them.

Management regularly monitored MS Teams and gave feedback on the work being set and the work being completed by the children to ensure high quality learning and consistency.

Staff had regular weekly meetings to discuss good practice, share learning ideas with their colleagues and address matters arising. Staff made videos of particular strengths they had and uploaded to Teams so that other staff members could watch them and learn from them, e.g., making a virtual classroom.

The head teacher received learner engagement sheets from the teachers which showed high levels of weekly engagement and acted on this information accordingly for the minority who were not. Management ensured effective communication with all stakeholders. We also asked for feedback from parents/carers, staff and pupils.

Feedback from our Online Google Questionnaire highlighted that over 82% or most parents/carers were happy with the home learning provision on MS Teams. Almost all (93.7%) were able to access MS Teams on a device at home and those who were unable to use a school Chromebook or school tablet. The majority of parents/carers (72.5%) were able to get support if they experienced difficulties accessing MS teams. Uptake was very positive and parents appreciated our proactive response. Questionnaire responses, emails and comments from parents/carers and staff highlighted a positive response to our online learning platform.

Parents/Carers comments:

Direct contact with the teacher via email and assignments. It was nice to be part of my son's learning and I have continued to use some of the online resources at home.

Easy to operate.

I now feel I have a greater understanding of the curriculum my child is following, the progress they are making and any difficulties they might have. I also appreciate the communication between home, the teacher and school.

The wide variety of learning provided and weekly class check-ins.

Staff comments:

The majority of staff (57.1%) were confident navigating and using MS Teams.

Communicating both online and live with the children worked well.

I have surprised myself at how much my IT skills have improved in such a relatively short time.

The children seem engaged and confident using it now.

Pupil comments:

The majority of pupils (69.8%) were confident navigating and using MS Teams.

I liked answering questions.

It's fun!

I liked getting to hear my friends.

Challenges and Opportunities:

SMT contacted vulnerable families weekly to 'check-in' and offer support to those not engaged with online learning. Staff in the school also checked in regularly with parents/carers to support the welfare of all children. Thus, building and improving relationships over time. SMT commented regularly on MS Teams giving feedback to children and staff to praise effort and keep morale high.

Transition programmes for P1 and P7 children were creatively adapted and delivered online/outdoors to ensure smooth transitions took place so children felt prepared for the next stage in their education. However, some parents needed reassurance due to restrictions in place.

SMT ensured information and updates were shared with parents/carers on Twitter, Website, newsletters and the school app regularly. SMT also supported staff via weekly check in chats and MS Teams video meeting for all teaching staff on the In-Service Day. All staff joined these weekly check-ins and enjoyed communicating about how they were getting on. The AHT emailed to keep staff informed of changes or provide updates of any new information from SLC such as letters, FAQ sheets, sharing good news or tweets by the wider community.

Weekly diaries, emails, MS Teams meetings and staff memos were used to inform and keep staff up to date whilst working from home.

Feedback highlighted that almost all (94.3%) of parents/carers thought the schools' main platforms of communication were informative.

Opportunities for all stakeholders to develop their ICT knowledge and skills as well as staff collaboration and leadership. Increased outdoor learning and PE activities. Winter clothing grant enabled clothing to be purchased for those who needed them.

When the schools began to re-open in February/March, staff were fully informed of the Safe Systems of Work procedures and Risk Assessments created for our school to ensure everyone's welfare felt supported during the phased return to school.

Learning arising from this period/next steps.

- Continue to promote and support mental Health and Wellbeing
- Continue to consolidate Literacy and Numeracy skills
- Continue to develop ICT knowledge and skills by using assignments and other features of MS Teams
- Adopt a more consistent approach to online learning across the school

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>Self-evaluation activities were carried out in May 2020 during school closures specifically related to returning to school and our approaches to health and wellbeing. This information is being used to inform our planning and recovery focus.</p> <p>School's values shared and activities based on these used in first fortnight back to school.</p> <p>Whole School Charter and class charters established as always to build sense of worth and community.</p>	<p>Desired Outcomes and Impact</p> <p>A clear understanding of our wellbeing priorities is shared by all staff, parents and pupils.</p> <p>Staff, and pupils feel safe at school.</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 	<p>Wellbeing indicators revisited with all staff and learning activities delivered in line with these in August 2020.</p> <p>Health and Wellbeing baseline assessment carried out with Each staff member selects a peer supporter.</p> <p>Each pupil selects a trusted adult beyond their teacher. Time set aside to meet with this person when required.</p> <p>Daily emotions check in used on arrival to the classroom, teachers then intervening with individuals as is appropriate.</p> <p>Attachment CPD for all staff delivered online by Educational Psychologist. June 2020</p> <p>Attachment strategy communicated to parents via leaflet.</p>	<p>Information used from baseline to plan effectively to meet the needs of specific pupils.</p> <p>Parents know their views are taken on board and have a clear understanding of our focus on wellbeing. Thus, feel comfortable with their child returning to school.</p> <p>All staff can describe the principles of attachment, and the way we interact with our children shows this in practice.</p> <p>Parents are aware of attachment strategy.</p>
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	<p>which allow staff to be included and consulted.</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. 	<p>Designated staff member (Mrs Fachie) specifically working on Health and Wellbeing and supporting staff with CPD.</p> <p>‘The Compassionate and Connected Classroom’ Education Scotland resource used throughout the school.</p> <p>School’s values shared and activities based on these used in first fortnight back to school.</p> <p>Wellbeing indicators revisited with all staff and learning activities delivered in line with these in August 2020.</p> <p>Continued use of Jill Trevena’s learning pack, ‘The Practical Mindset Toolkit’.</p> <p>The use of Forest Schools activities in our grounds, and food technology to allow for social skills to be developed and a reconnection with each other to develop.</p> <p>Whole School Charter and class charter developed. Pupil voice groups held in school and views sought in Microsoft Teams. Planning, monitoring and tracking of HWB as per previous school procedures.</p>	<p>Pupil wellbeing needs identified, planned for in a consistent way, and pupils report they feel safe and happy at school.</p> <p>Routines, structure and consistency across the safe environment enables pupils to feel safe and thrive in school.</p> <p>Pupils feel valued and that their views are heard, and changes are made as a result of them.</p>



Improvement Priority 1 - Health and Wellbeing

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>Achieved:</p> <p>All staff, parents and pupils have a clear understanding of our wellbeing priorities. Pupil wellbeing needs identified and planned for in a consistent way, and pupils report they feel safe and happy at school.</p> <p>Routines, structure and consistency across the safe environment enables pupils to feel safe and thrive in school.</p> <p>Pupils feel valued and that their views are heard, and changes are made as a result of them.</p> <p>Information used from baseline to plan effectively to meet the needs of specific pupils.</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>Consistent and clear approach by staff across the school. Parents know their views are taken on board and have a clear understanding of our focus on wellbeing. Thus, feel comfortable with their child returning to school.</p> <p>Pupil voice re-established through Let's do lunch, emotions check-ins and House captains and vice captains.</p> <p>Data from a variety of assessments identify required support and interventions.</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> <ul style="list-style-type: none"> • Health and Wellbeing baseline assessment carried out with each staff member selects a peer supporter. • Each pupil selects a trusted adult beyond their teacher. Time set aside to meet with this person when required. • Attachment strategy communicated to parents via leaflet. • Continued use of Jill Trevena's learning pack, 'The Practical Mindset Toolkit'. • To re-introduce 'The Compassionate and

<p>All staff can describe the principles of attachment, and the way we interact with our children shows this in practice.</p> <p>Yet to Achieve:</p> <ul style="list-style-type: none">• 'The Compassionate and Connected Classroom' Education Scotland resource used throughout the school. Not fully implemented.	<p>Almost all staff trained in Attachment Theory Part 1 and 2.</p> <p>Feedback from stakeholders.</p> <p>Pupil voice.</p>	<p>Connected Classroom' Education Scotland resource used throughout the school.</p> <ul style="list-style-type: none">• The use of Forest Schools activities in our grounds, and food technology to allow for social skills to be developed and a reconnection with each other to develop.
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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>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 • Overall quality of learners' achievements • Equity for all learners 	<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>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;</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: 	<p>Key Recovery Tasks (school specific)</p> <p>Use data from pupil engagement in home learning during lockdown, communication with families, and existing knowledge of pupils and their families to identify cohorts requiring further support on return to school.</p>	<p>Desired Outcomes and Impact</p> <p>Up to date knowledge of families, particularly those requiring extra support previously and also due to covid 19. ICT made available, learning materials made available, wellbeing support made available and having positive impact on children.</p>

<p>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"> - 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 groups/learners/stages requiring targeted additional support. 	<p>Make use of existing data from summative assessment, observations, SWMD and class work, alongside professional dialogue and transition meetings between staff to share information on families, and on individual pupil attainment/achievement and engagement pre the school closure and then during closures.</p> <p>Plan support as per school policy and staged intervention process for those identified pupils.</p>	<p>Qualitative and quantitative self evaluation data shows the needs of all families and individual pupils are being met.</p>
<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</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 	<p>Use data from pupil engagement in home learning during lockdown, communication with families, and existing knowledge of pupils and their families to identify cohorts requiring further support on return to school.</p> <p>Plan support as per school policy and staged intervention process for those identified pupils. Plans set for</p>	<p>All stakeholders can state our plans for PEF and are aware of decisions made.</p>

<p>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>poverty-related attainment gap. Ensure agreed approaches provide additionality.</p> <ul style="list-style-type: none"> • 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. 	<p>time in school for those pupils identified, and individual ‘safe and non-intrusive’ discussions with parents for those requiring home learning support.</p> <p>PEF agenda discussed with pupils on return to school.</p> <p>Staff and parent dialogue around PEF and how funding will be used, based on school data.</p> <p>Interventions planned in line with gap which has been identified and review points set and plans evaluated in an ongoing manner.</p>	<p>Flexible planning allows for fluid PEF cohorts to work on interventions, and leave/start an intervention as and when required. Resulting in pupil needs being met.</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 be changed, stopped or adapted quickly when there is little/no impact.</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. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. • Consider points in planning section to find alternative approaches. 	<p>Interventions planned in line with gap which has been identified and review points set and plans evaluated in an ongoing manner.</p> <p>‘Challenge and support’ professional dialogue with teachers and support staff, as always, per school tracking and monitoring procedure.</p> <p>Regular gathering of view form pupils working on these interventions, and also the views of their families sought.</p>	<p>Flexible planning allows for fluid PEF cohorts to work on interventions, and leave/start an intervention as and when required. Resulting in pupil needs being met.</p>
<p>Theme: Cost of the School Day</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Revisit Child Poverty Action Group Website 	<p>Remind all stakeholders of the ‘Cost of the School Day’. Continue as planned to update position</p>	<p>Qualitative data shows stakeholders understand the variety of factors impacting on</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>	<ul style="list-style-type: none"> • 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. 	<p>statement as a learning community.</p> <p>Professional dialogue in school on blended learning and the implications of this on family's lives.</p> <p>Open dialogue with parents and carers on lockdown and home learning. Seek views on cost of the school day while home learning, use this to plan effectively for blended learning and supply physical resources to support.</p> <p>All pupils provided with all physical resources needed while in the classroom.</p>	<p>families, and in particular changes since covid 19.</p> <p>Pupils have what they require to learn at home. E.g. ICT, physical resources etc.</p>
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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>Achieved:</p> <p>Up to date knowledge of families, particularly those requiring extra support previously and also due to covid 19. ICT made available, learning materials made available, wellbeing support made available and having positive impact on children.</p> <p>Flexible planning allows for fluid PEF cohorts to work on interventions, and leave/start an intervention as and when required. Resulting in pupil needs being met.</p> <p>Qualitative and quantitative self-evaluation data shows the needs of all families and individual pupils are being met.</p> <p>Pupils have what they require for learning at home. E.g. ICT, physical resources etc.</p> <p>Qualitative data shows stakeholders understand the variety of factors impacting on families, and in particular changes since covid 19.</p> <p>Yet to Achieve:</p> <ul style="list-style-type: none"> • PEF agenda discussed with pupils on return to school • All stakeholders can state our plans for PEF and are aware of decisions made 	<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 engagement with parents/carers during school closure raised awareness of those requiring support.</p> <p>Staff dialogue and monitoring the need for challenge and support</p> <p>Opportunities to use PEF funding for targeted support and resources is beginning to make a positive impact on pupils.</p> <p>Engagement data, home/school communication, home learning submissions and supply of digital devices to families.</p> <p>Feedback from stakeholders.</p> <p>Attainment data.</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>PEF agenda discussed with pupils on return to school and share with all stakeholders.</p> <p>PEF Teacher to increase impact on targeted support.</p> <p>Increased understanding of poverty/equity and barriers to it.</p>



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>2.2 Curriculum</p> <ul style="list-style-type: none"> Rationale and design Development of the curriculum Learning pathways Skills for learning, life and work <p>2.3 Learning, teaching and assessment assessment</p> <ul style="list-style-type: none"> Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> Attainment in Literacy and Numeracy Attainment over time Overall quality of learners' achievements Equity for all learners 	<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>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.</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>Theme: Learning In School</p> <p>Rationale: <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,</i></p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment 	<p>Key Recovery Tasks (school specific)</p> <p>Share SLC recovery model with staff, parents and carers.</p>	<p>Desired Outcomes and Impact</p> <p>All staff feel safe in school.</p>

<p><i>schools should assess the maximum 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</p>	<p>advice and recovery planning guidance to plan an in school curricular provision.</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>Risk assessment and capacity audit carried out by HT and support services co-ordinator. Decision made as to spaces available and classroom capacity.</p> <p>Gym hall, ICT suite, open area and dining hall rearranged to accommodate pupils on return to August.</p> <p>Braidwood bespoke curriculum reviewed as to which curricular areas we can deliver in August in line with recovery. We will focus on literacy, numeracy, health and wellbeing. We will also provide IDL learning, Outdoor learning/Forest School, Digital Learning, Media Studies and discrete PE in our hall.</p> <p>Planners streamlined further to ensure key learning (noted above) is planned for and assessed regularly. Forward plans updated and ready for staff. Planning format allows for more to be added when class groups join back together.</p> <p>Regular assessment of the planned literacy, numeracy and health and wellbeing learning will be evidenced through proportionate pieces of say/write/make/do evidence.</p> <p>NGRT and MALT assessments will be carried out in September 2020</p>	<p>Pupils feel safe in school, and their families feel comfortable with them being in school.</p> <p>Planning and delivery of the curriculum is consistent across all classes, and pupils are making progress. Any gaps in learning due to school closures have been filled.</p>
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<p>to promote reconnection and recovery within the curriculum.</p> <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>to gather baseline information on pupil attainment. Teachers will plan for closing gaps in learning following the lockdown.</p> <p>NGRT and MALT will be carried out again in May 2021 and tracking data interrogated.</p> <p>Professional dialogue as a staff team on approaches to teaching and learning we can utilise to ensure fun, active learning and at the same time social distancing guidelines.</p> <p>Staff planning effectively to deliver the curriculum, thus ensuring consistency in pace and coverage of the Es and Os.</p> <p>Communication with pupils and parents via newsletter, app and website on remodelled curriculum which focuses on key learning. Information shared on what will be taught in school, and what will be in home learning activities.</p> <p>School Twitter account set up as another means of communication with parents.</p> <p>Well planned opportunities for self-evaluation with pupils and parents on how our delivery of the curriculum is working and is benefiting pupils.</p>	<p>Data shows pupils are achieving the appropriate level for their own ability.</p>
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<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 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>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. • 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. 	<p>Designated staff member (Mrs Devine) specifically working on digital learning and supporting staff with CPD.</p> <p>Continued use of Microsoft Teams to provide a platform for teachers to upload activities for pupils. Pupils able to share their learning and communicate with their teacher on the days they are learning from home.</p> <p>Begin using additional function within Teams such as 'assignments' to allow pupils to upload variety of work and for staff to comment on pieces.</p> <p>Clear guidelines sent to parents on how staff will be able to communicate with their child while they learn from home. Wednesday being the day where every teacher can keep up to date with work in Microsoft Teams, as each other day they have a class in front of them.</p> <p>Use of homework diaries which our children and parents are accustomed to as a means of communication between school and home.</p> <p>Activities well planned for</p>	<p>All staff feel confident in delivering home learning to families.</p> <p>Consistency in approach to home learning through joined up working led by Mrs Devine.</p> <p>More pupils engage with their teacher online.</p> <p>Clear understanding on how home learning will work.</p> <p>Flexibility in approach meets the needs of all our pupils. Therefore, higher levels of engagement in home learning.</p>

	<ul style="list-style-type: none">• Consider how you will measure and track engagement with home learning.	<p>by teachers to follow on from the work completed in school, including a literacy/numeracy/health and wellbeing task. These uploaded to Microsoft teams. Some activities also sent home in home learning folders with homework diaries, to remove barrier to online access.</p> <p>Mrs Devine checking in with each class team daily, and monitoring which pupils are managing to access the team. Regular catch ups with HT on this data.</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>Achieved: All staff feel safe in school.</p> <p>Pupils feel safe in school, and their families feel comfortable with them being in school.</p> <p>Planning and delivery of the curriculum is consistent across all classes, and pupils are making progress. Any gaps in learning due to school closures have been filled.</p> <p>Data shows almost all pupils are achieving the appropriate level for their own ability.</p> <p>More pupils engage with their teacher online.</p> <p>Clear understanding on how home learning will work.</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 felt safe in school.</p> <p>90% of families feel comfortable with their children returning to school.</p> <p>Feedback highlighted the planning and delivery of learning could be more consistent across the school.</p> <p>Teacher professional judgement showed 92.8% of P1, P4 & P7 are achieving Literacy.85.7% are achieving Numeracy and 89.2% are achieving HWB.</p> <p>Monitoring of MS Teams weekly learner engagement identified most pupils engaged online.</p> <p>Communication between the majority of the staff and parents resulted in clear expectations from the outset.</p> <p>The flexibility with circumstances allowed success and the balance between live check-</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 consolidate consistent approaches in literacy, numeracy, health and wellbeing and digital learning across the school.</p> <p>Re-establish Forest Schools learning and PE indoors.</p> <p>To increase confidence, staff should continue to use MS Teams to deliver home learning to families for homework.</p> <p>Develop a more consistent approach to home/online learning.</p>

<p>Flexibility in approach meets the needs of all our pupils. Therefore, higher levels of engagement in home learning.</p> <p>Yet to Achieve:</p> <ul style="list-style-type: none">• Forest Schools/Outdoor Learning and discrete PE in our hall• All staff feel confident in delivering home learning to families• Consistency in approach to home/online learning	<p>ins and coherent and differentiated lessons encouraged pupils to be more engaged.</p> <p>Feedback from stakeholders.</p> <p>Attainment data.</p> <p>Pupil voice.</p>	
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