



South Lanarkshire Council

Recovery Standards and Quality Report June 2021



Cathkin Primary School and Nursery Class

Standards and Quality Report Session 20/21

Our School

Cathkin Primary and Nursery Class is one of 124 primary schools in South Lanarkshire Council. The school is situated in Rutherglen, an urban area of South Lanarkshire. The area is predominately social/private rented accommodation with some newer privately owned, housing.

In session 2020-2021, 74.4% of pupils reside in SIMD 1&2 and 51.7% of pupils are entitled to Free School Meals. The school received £124, 528 PEF to close the poverty related attainment gap. We are also one of the 12 SLC Scottish Attainment Challenge Primary schools.

The school was opened in 1959 and as part of South Lanarkshire Council's Schools modernisation programme a new building was constructed and officially opened in 2006.

We are part of the Cathkin Learning Community and have developed strong links with other local establishments to ensure smooth transitions and a coordinated approach to learning and teaching.

Our vision is that we work together to nurture every child, providing opportunities for them to achieve and grow; a stepping-stone to their future.

While children are at school our aim is to plan and deliver, in partnership with parents/ carers, learning opportunities which allow our children to progress at their own pace.

We fully support pupils with additional needs, offering individual support if required.

We encourage all children towards independent learning, equipping them with the necessary skills to develop skills for learning, life and work.

At Cathkin we encourage our pupils to work hard and to do their best in class while reinforcing the importance of what happens outside the classroom too.

We encourage our pupils to take a pride in their surroundings, to look after the school environment, to respect other people's property and to be helpful and polite.

We have a Parent Council who support the school through fundraising and who are keen to further engage the wider parental body in school life and decision-making.

We also work in partnership with our local community and have close links with Fernhill and Cathkin Parish Church and Barnardo's.

In session 2020-2021, the school had a roll 213 pupils spread over 8 mainstream classes, 5 supported classes (ASN) and an early years provision catering for fifty 2- to 5-year-olds. Most of the pupils within our supported classes are transferred from elsewhere in South Lanarkshire.

There is a staffing complement of 1.0FTE Head Teacher, 2.0FTE Depute Head Teachers, 1.0FTE Principal Teacher, 14.0FTE Teachers, 1.0FTE Early Years Team Leader, 8 Early Years Workers and 15.0FTE Support Staff.

Key Successes/Challenges and Achievements Session 2020/21

This session we have noted the following:

Achievements

- Improved engagement with remote learning from the first lock-down.
- Staff working collaboratively to support professional learning and improve our ability to deliver high quality digital learning experiences.
- Consistent use of Google Classrooms, Seesaw and Learning Journals to provide home learning activities.
- Through summative and formative assessments we have promptly completed and interrogated assessment data to ensure meticulous planning and next steps for learners.
- Identified learners provided optimum support through a variety of interventions.
- Engaging directly with parents in a caring and personalised way, resulting in stronger relationships.
- Adaptable PEF plans to meet the current needs of our learners and their families. We have engaged in professional dialogue with school staff in order to establish the best approaches to close the poverty-related attainment gap.
- We have utilised and maximised our learning environment in relation to up to date legislation and ensuring safety at all times.

Challenges

- Moving from the predicted 'blended learning' model in August to having all learners returning to school.
- The interruption to learning as a result of the second lock-down.
- Dealing with positive cases and the response from our school community when a positive case was identified.
- Managing staff absence due to self-isolation, shielding and other staff absence.
- Levels of anxiety within the school community during the 'winter' months due to the level of national Covid-19 cases rising.
- Management entitlement not fulfilled between January and May 21 due to the Principal Teacher being promoted and the post not being filled until May 2021.

Remote Learning Jan-March 2021

Our response to the COVID -19 pandemic was to ensure that our learners and families were prepared for the Remote Learning period between January and March 2021. At Cathkin Primary School and Nursery Class we sought to provide a remote learning offer which involved the planning and systematic delivery of learning and teaching that took place away from school and made use of available technology and resources.

As a result of Scottish Government funding, we were able to provide 66 Chromebooks and 18 Wi-Fi devices to our most disadvantaged families (SIMD 1-2 & FME) to support them with access to our remote learning offer. Throughout remote learning the senior leadership team, class teachers and support staff were actively engaged in supporting families to engage with their digital learning through phone calls, issuing 'How to' guides and videos, individual and group 'Google Meet' sessions, 1-1 socially distanced tutorials and facilitating other professional interventions where possible e.g., virtual speech and language sessions.

Analysis of learner engagement during the remote learning period showed an improvement with learner engagement from 41.6% (March – June 2020) to 66.68%, which was an increase of approximately 25%. We continue to encourage learners to engage with their various online platforms utilised across the school. Since learners have returned to face-to-face learning homework activities and STEM challenges have continued to be delivered remotely to ensure that learners' access to and engagement within their online platform is secure.

Our remote learning strategy sought to ensure that each learner experienced a blend of clearly planned learning and teaching approaches appropriate to their age and stage and that new and progressive learning experiences were introduced as context allowed. Learning activities involved a range of learning experiences which took place in a variety of learning spaces including outdoors.

During the remote learning period the Senior Leadership Team (SLT) quality assured learners' experiences through monitoring weekly literacy and numeracy activities across P1-P7 as well as tracking a sample of individual learners' experiences (P4-P7). A questionnaire was also issued to learners and parent/carers (25 responded) to ascertain their views. Analysis of our remote learning offer via our quality assurance procedure noted the following:

- Online tasks matched the planned remote learning timetables agreed in line with our remote learning strategy.
- Live lessons were used to support the needs of almost all learners and the continuity of learning.
- Staff utilised recommended moderated resources such as West OS to ensure quality learning and teaching experiences.
- Staff successfully and actively improved their own digital skills through continued CLPL opportunities and peer mentoring.
- Almost all differentiated activities were set to support learners' individual needs.
- Learning intentions and success criteria were shared in the majority of lessons to ensure learners knew what they were learning and how they would achieve this.
- Quality feedback was given to almost all pupils to allow for improvements/next steps in learning.
- Google Meets were consistently used to engage learners and support individual needs.
- 48% of parents/carers surveyed responded that their child did not experience difficulties accessing their remote learning platform.
- The level of support given by staff was acknowledged as either very good or excellent by 44.75% of parent/carers surveyed.
- 69.3% of parents/carers said that their child engaged with their online activities every day.
- Parents comments about their child's individual learning journey ranged from the experience being initially tricky (P4) to easy for child to access independently (P7).
- Learners responded about their learning journey: - (P4 pupil) "I was given lots of help with maths", (P7 pupil) "Most tasks were easy and I was happy with the support given. The pre-recorded videos were helpful", (P5 pupil) "I enjoyed maths but found the literacy tasks challenging", (P6 pupil) – "The level of work was okay but I found maths difficult. The pre-recorded videos were helpful".

We were conscious that on return after lockdown, some learners at First and Second Level had significant gaps in their learning due to factors such as non-engagement, non-access to digital devices, lack of parental support etc.

Our data confirmed that 25 out of our 31 targeted learners' being supported via our SAC funding had engagement levels during the recent lockdown of below 65%.

Through extending our plan from session 2020-2021 we plan to support these learners to recover from the interruption to their learning and effectively close the poverty related attainment gap in numeracy at the P4-P7 stages.

Numeracy support strategies and interventions are planned for the P1-P3 stages funded via PEF.

During the school remote learning period we continued to provide support for our vulnerable learners through our Hub provision as well as 14 families via our PEF Funded Barnardo's worker. This support continued to consist of in-school group/individual sessions, phone calls visits – as appropriate. Maintaining weekly contact with these families allowed us to provide a Hub placement for 5 pupils, internet access for 4 families, emergency food parcels for two families and supporting the well-being of two parents via opportunities to talk. Parents have been appreciative of the support that has been provided by this service.

As a school community we worked collegiately to plan and implement remote learning. Staff supported one another to peer mentor developing digital literacy skills, sharing ideas and new skills. As a whole school community, we also ensured weekly check ins took place to support the health and wellbeing of all our staff. We carried out robust tracking and monitoring of pupil engagement and the senior leadership team made daily phone calls to help support families with non-engagement as well as phone calls and postcards home to recognise effort and achievement.

We have strong links with Cathkin High School where the majority of children attend to continue their education. We are developing a strong partnership with our local Tesco who support the school providing donations to take forward a variety of initiatives.

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>Cathkin PS Key Recovery Tasks</p> <p>Strengths and gaps identified from staff and parent/child survey in June 2020.</p> <p>Audit and evaluate the current needs.</p> <p>Organise a buddy/mentor approach for staff (if they wish to take it)</p> <p>Implement HWB baseline assessments using the Leuven Scale - monitor and track the information rigorously to intervene where needed and plan interventions in class and groups.</p> <p>All staff undertake attachment training from Ed. Psych (June 2020)</p> <p>Promote an attachment informed staff.</p>	<p>Desired Outcomes and Impact</p> <p>Measures</p> <p>June and follow-up questionnaires/surveys</p> <p>Attachment checklists (from the toolkit)- collate responses and identify needs.</p> <p>SHANARRI indicator pupil sheets-baseline in August and identify needs.</p> <p>Leuven Scale (Wellbeing and Involvement)</p> <p>Boxall Profile children identified from above (as well as children we are already aware of)</p> <p>Family support baselines (noting phone calls needing support v. not staff.</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>Support all staff in implementing.</p> <p>Share the attachment strategy with parents/carers.</p> <p>Audit staff needs about attachment using the staff reflection tool (whole school readiness checklist) and self-reflection tool (individual readiness checklist)</p> <p>Attachment Lead and ambassador training (tbc) - identify staff member(s) to lead.</p> <p>Psych. Services- sharing the Supporting the Mental Health and Wellbeing Through Transition document</p> <p>Continuing a collaborative approach to support the most vulnerable children involving all staff including staff out-with the school.</p> <p>Ensuring access to personalised professional learning - highlighting current resources and research including resources from within the school.</p> <p>Highlight:</p> <ol style="list-style-type: none"> 1. Education Scotland resources A – Z of Resilience (the Resilience Alphabet) and use daily with children. 2. Education Scotland- Compassionated and Connected Classrooms (P5-7) 3. Louise Bomber- Inside I'm Hurting (look at Strategies for 	<p>and also aware from check-ins with families)</p> <p>Communication/engagement numbers' data</p> <p>Impact</p> <p>Learners and staff feel safe and secure in working in their learning environment.</p> <p>Whole school community is aware of what attachment is and who needs it.</p> <p>Learners, parents/carers and staff are aware of attachment.</p> <p>All stakeholders are aware of how we can support each other.</p> <p>SHANARRI indicators will be used across the school (in lessons and day-to-day) to indicate children's awareness of their health and wellbeing.</p> <p>More engagement and involvement across stages.</p> <p>Identified learners will be supported (from our current intelligence gathering and from the SHANARRI baseline)</p> <p>Boxall Profiles will indicate learners are more settled, ready to learn, participating, connecting experiences, involved and engaging with others.</p> <p>Families will be supporting themselves and aware of who can help.</p>
--	--	---	--

	<p>which allow staff to be included and consulted.</p>	<p>Developing the Key Adult-Key Child Relationship)</p> <p>SST resources and direct input/support (from the list in the HWB Recovery Toolkit)</p> <p>Involve Barnardo’s family support worker 1-1 with families to ensure all wellbeing and welfare is being cared for. Friday sessions with parents/carers and child</p> <p>Continue to extend communication with parents/carers via the School App/ Twitter/ upgraded website/ letters and the check-in phone calls.</p> <p>Ensure all staff have an identified line manager to check-in with and have time to talk.</p> <p>Establish a Wellbeing Wednesday for staff.</p> <p>Continue to explore online meeting approaches to use on Wednesdays or at allocated staff meeting times.</p> <p>Staff moving on with previous class to support learners’ well-being.</p> <p>Transition time to be time-tabled for previous class teacher to share info with new staff (P1 to P2), (P3 to P4) via Microsoft Teams.</p>	<p>Whole school community will be updated and know what is happening- feeling included.</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</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. 	<p>Cathkin PS Key Recovery Tasks</p> <p>Update the current HWB programme to incorporate the key principles from the SLC attachment strategy.</p> <p>Ensure that all staff have been trained in its planning, delivery and</p>	<p>Desired Outcomes and Impact</p> <p>Measures June and follow-up questionnaires/surveys</p>

<p>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>	<ul style="list-style-type: none"> • 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>resourcing. PT to support the delivery and monitoring of the programme.</p> <p>Highlight key resources- the Education Scotland resources to support (A-Z of Resilience and Compassionate and Connected Classrooms)</p> <p>Louise Bomber- Inside I'm Hurting (look at Strategies for Developing the Key Adult- Key Child Relationship)</p> <p>Ensure all staff are aware of the resources-</p> <p>60 Mindful Minutes Purr-fect Skills SULP Emotion Works</p> <p>Involve parents/carers with the HWB curriculum through sharing aspects on the revamped school website/ virtual meets or showcases/workshops. A virtual Family Learning Hub with a HWB focus.</p> <p>SLT to analyse data from wellbeing survey and learner engagement during lockdown.</p> <p>SLT to ensure that strategies are implemented to support learners' needs from the analysis of the above data. Utilise the support of the Barnardo's Family Worker.</p>	<p>Attachment checklists (from the toolkit)- collate responses and identify needs.</p> <p>SHANARRI indicator pupil sheets- baseline in August and identify needs.</p> <p>Leuven Scale (Wellbeing and Involvement)</p> <p>Boxall Profile children identified from above (as well as children we are already aware of)</p> <p>Engagement data during lockdown v. current engagement</p> <p>Outcomes</p> <p>Learners feel safe and secure in working in their learning environment.</p> <p>Whole school community is aware of the HWB programme and resources.</p> <p>Parents/carers are aware of the importance of the HWB curriculum and are involved in supporting their child.</p> <p>SHANARRI indicators will be used across the school (in lessons and day-to-day) to indicate children's awareness of their health and wellbeing.</p> <p>Leuven Scales will note more engagement and involvement across stages.</p> <p>Identified learners will be supported (from our current</p>
--	--	---	---

		<p>Design virtual platform for learners to maintain their participation within their pupil voice groups.</p> <p>Further develop parental engagement opportunities whilst maintaining social distancing and reduced contact.</p>	<p>intelligence gathering and from the SHANARRI baseline)</p> <p>Boxall Profiles will indicate learners are more settled, ready to learn, participating, connecting experiences, involved and engaging with others.</p> <p>Pupil voice groups will be valued and moving forwards having a voice about their education.</p> <p>Whole school community will be updated and know what is happening- feeling included.</p>
--	--	---	--



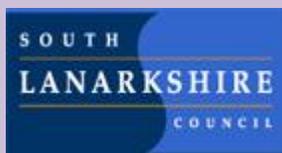
Improvement Priority 1 - Health and Wellbeing

Progress Report June 2021



What did we actually achieve?	How do we know?	What do we need to do next?
<p>A staff and parent/child survey was issued at the end of June 2020 to ascertain stakeholders views on the return to school in August 2020. As a staff group we worked hard to successfully ensure that the return to school for all stakeholders was a positive and happy experience for pupils and staff. Although we had planned to organise a buddy/mentor approach for staff, this was not felt to be required as all staff were able to identify a line manager who would be available to offer support.</p> <p>HWB baseline assessments using the Leuven scale (Wellbeing and Involvement) were conducted in September 2020 and June 2021 to identify and implement support interventions for learners which would positively impact on learners' experience of learning.</p> <p>Most staff undertook attachment training and worked to promote an attachment informed ethos across our school. We were unable to effectively share the attachment strategy fully with parents due to the current Covid-19 pandemic, however this is planned to be part of our recovery focus next session. We established an Attachment Lead ambassador who coordinated the staff training and ensured that staff had access to personalised professional training by highlighting current resources and resources including resources from within the school to staff. Almost all staff trained have begun to take this training forwards into their daily practice.</p>	<p>Pupil survey – almost all (90%) of pupils surveyed (161 pupils) reported that they felt safe on their return to school. Evidence from a survey undertaken in June 2021 shows that this has increased by 3%.</p> <p>Staff survey – most staff surveyed (37 staff) reported that they feel safe and secure working in their learning environment. Staff identified having space to talk, given time to support others and regular guidance from the senior leadership team as successful measures to support this. 75% of staff surveyed in June 2021 reported that they had sometimes or often sought support from their identified line manager to check in with and have time to talk.</p> <p>HWB – Data evidence has shown an 8.6% increase in learners' wellbeing since the beginning of the school session. 70% of staff surveyed (20 responses) have observed an improvement in learners well being since August 2020. Staff identified focusing on the following as effective ways to support their learners' wellbeing - a focus on friendships, being in the company of others, developing empathy, time for exercise, learning coping strategies, relaxation techniques, outdoor learning, focus on mindfulness and use of Lego Build to Express.</p> <p>Staff evaluation of the attachment training was positive.</p> <p>Feedback: Staff</p> <p><i>"I benefited most from being reassured that the positive and caring relationships that I have worked towards and try to maintain with our pupils throughout the whole school is good practice and what comes naturally in my approach with them is important and meaningful. I feel more confident and understand how using attachment makes for a happier, healthy and safe environment that lends itself to learning."</i></p> <p><i>"I found the full training programme for Attachment really helpful. It gave me a great deal of information, ideas and things to think about for different situations that arise within the school environment. The most beneficial areas I learned were why relationships matter more than ever with the children to make them feel safe, more confident and to help them regulate their emotions. They may not have that at home and haven't had that relationship since birth therefore it's important for us</i></p>	<p>Whole School</p> <p><i>Continue to prioritise a whole school HWB focus.</i></p> <p><i>Facilitate wellbeing workshop/after school club/parental engagement (focus on mental health, resilience, nurture, feelings/emotions, etc.) to support well-being of families (virtual/ in-person)</i></p> <p><i>Continue whole school focus on Attachment Strategy.</i></p> <p><i>Share strategy with parents/ carers, pupils and wider community.</i></p> <p><i>Implement learned strategies to our learners and use these through 1-1, group activities and whole class activities.</i></p> <p><i>PPRUDB updated (reflect attachment informed practice, reinstate house point system, classroom visual for behaviour)</i></p> <p><i>Implement further strategies to support wellbeing - Introducing a daily feelings chart (quick way to identify how children feel in the morning/end of day - can also</i></p>

<p>Our Barnardo's family support worker continued to support 14 families to ensure that their wellbeing and welfare needs were met, as appropriate. Unfortunately our Nurture space had to be utilised as a staff base, so we initially used the library area as a well-being den. However, this area was also used by staff who were working with small groups, so activities had to be adapted to support the size of the space for this provision to be delivered.</p> <p>The Principal Teacher secondment did impact on this provision, as our original plan was for the PT and the Barnardo's worker to work collaboratively supporting learners and to facilitate a weekly in-school parents/carer and child groups. However this could not be implemented due to restrictions with regards to visitors within the school building. Our Barnardo's worker did manage to complete weekly visits as well as meet up with families outdoors, when this was permitted, to ensure that families continued to feel supported.</p>	<p><i>to understand their past to help them in the future, looking into potential barriers such as deprivation or neglect."</i></p> <p>Observations from the senior leadership team have noted the impact of this training with regards to the reduction of requests for a SLT member to assist when a child is displaying distressed behaviour. The number of physical interventions between term 1 and Term 3 has reduced by 80%. Most recently the HT observed a member of ASN staff effectively implement their training to de-escalate a situation using an attachment informed approach.</p> <p>Staff views –</p> <p><i>"As I really enjoyed this training I completed a course in my own time - Cache 2 Understanding Behaviour that Challenges. Both of these learning opportunities have given me an insight into how not to only use a holistic approach to view the whole person but also to understand that a child's behaviour is a form of communication. I would like to say that now after getting to know my class and pupils I can now notice when some children are having difficulty coping with emotions or through boredom start to show behaviours that in a blink of an eye can go from 0-100. I can now try and defuse a potential escalation by changing environment or listening and making a difference".</i></p> <p><i>"Information provided at training helps me identify these behaviours, therefore I am able to provide relevant support, foresee and de-escalate a situation before it becomes extreme."</i></p> <p>Pupil and parent/carer views were sought when evaluating the impact of the support from the Barnardo's Support Worker intervention. Feedback was gathered from 6 learners and 4 parent/carers. All learners were able to identify changes with regards to their well-being as a result of the support they received. Some comments noted were:</p> <p><i>"My behaviour at school in class has improved. I am not so angry at home and I am listening more."</i></p> <p><i>"I need to think about my behaviour and friendships."</i></p> <p><i>"I am more careful at school work, sharing with others, not as angry, more settled."</i></p> <p>Parental feedback:</p> <p><i>"The staff from Barnardo's that I have dealt with have had a brilliant impact on us all."</i></p> <p><i>"Linking in with Barnardo's has been good as I have someone to talk to and be honest with and this has helped me to talk about my feelings."</i></p> <p><i>"Been a great help to me and my kids".</i></p> <p>Boxall profiles for learners who were supported by our Barnardo's worker within our nurture provision identified five of the nine learners profiled had demonstrated an improvement in at least five of the Boxall strands and evidenced that they are ready to begin their re-integration back into class. This is currently being planned by the support worker in collaboration with the class teacher and support staff.</p>	<p>alert to CP), relaxation sessions, mindfulness wall in open area (P4-P7)</p> <p>Mainstream</p> <p><i>Identify P4-7 pupils for individual/small group bespoke well being sessions</i></p> <p><i>All classrooms create a 'Safe Space/Calm Corner'</i></p> <p><i>Diary a 'Nurture Week'</i></p> <p><i>Establish a Nurture Committee to take forward 6 Principles of Nurture</i></p> <p><i>Reinstate Nurture Room (fully)</i></p> <p><i>Continue with Nurture for identified pupils. Involve pupils/parents 'voice' about their learning.</i></p> <p><i>Invite parents to attend a Nurture session with their child to develop parental understanding of Nurture. Consultation with parents to determine understanding of Nurture and identify next steps to develop this.</i></p> <p><i>Introduction of calm boxes for pupils with behaviour/attachment needs, created in partnership with pupils.</i></p> <p><i>Track progress of all pupils in Nurture using HWB online Boxall Profile</i></p> <p><i>Employ a Place2Be worker to work with learners to support their well-being.</i></p>
---	---	---



Improvement Priority 2 - Planning for Equity

How will we know we've been successful?

<p>Quality Indicator</p> <p>2.4 Personalised Support</p> <ul style="list-style-type: none"> • Universal Support • Targeted Support • Removal of barriers to learning. <p>3.1 Ensuring wellbeing, equality and inclusion.</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<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: 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>Cathkin PS Key Recovery Tasks</p> <p>Use all available data and transition information from previous CT, to identify learners' level of engagement in learning, during school closure and therefore provide a baseline to build upon.</p> <p>Ensure transition information for new pupils in supported classes has been gathered and staff have</p>	<p>Desired Outcomes and Impact</p> <p>Measures</p> <p>Learners' engagement data Communication with families (see pastoral notes). Weekly update information from family worker Feedback from parent/child survey on school re-opening.</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>opportunity to liaise with previous school / nurseries.</p> <p>Update ASPs and BASPs (BASP to reflect any COVID risk assessment measures).</p> <p>Consideration of enhanced transition phase for new pupils to supported classes or existing pupils who have been adversely affected by COVID and are demonstrating heightened levels of anxiety.</p> <p>Liaise closely with inclusion and families to ensure pupils are not disadvantaged due to transport arrangements resulting from COVID protection measures.</p> <p>Undertake new ‘gap’ analysis, taking account of learners’ wellbeing, attainment, engagement and participation.</p> <p>Involve all staff in identifying and sharing the new gap.</p> <p>SLT – rigorous analysis of pre and post lockdown data. Identify groups who will require additional support to re-access the curriculum.</p> <p>Share findings with parents/carers</p>	<p>HWB survey, Boxall, MaLT, NGRT, SWST etc. Boxall Profiling as benchmark SHANARRI indicators used as a guide.</p> <p>Outcomes: All learners identified who require additional support.</p> <p>A consistent approach to developing nurturing approaches is observed through creativity in curriculum delivery and focussed support.</p> <p>Learning and support delivered will fully meet learners’ needs, through rigorous analysis of data.</p> <p>Nurture support in place to meet the changing needs of the learner.</p> <p>Individual needs met in order to increase a readiness in pupils to learn. Increased engagement in learning.</p> <p>Improved attitude to learning. Teachers supported to deliver curriculum to meet learners’ and their own professional learning.</p> <p>Whole school nurturing approach based on the nurturing principles.</p> <p>SLT to target identified learners through supporting</p>
--	--	---	---

			nurture, curriculum, teaching strategies and resources.
<p>Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning.</p> <p>Rationale: As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the current needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. • Explore evidence-based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. • Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. • Review staff training needs. • Review current partnership working. • Consider how you will measure and evidence impact; plan this into home and school approaches. • Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this. 	<p>Cathkin PS Key Recovery Tasks</p> <p>Ensure support is in place for those who may need it by analysis of parent/child and staff return to school/ well-being questionnaires.</p> <p>Focus on Health and wellbeing of all our community.</p> <p>Health and wellbeing baseline assessments- using the SHANARRI indicators and a survey.</p> <p>Implement SLC Attachment strategy through initially completing a 'readiness' audit.</p> <p>Develop the 6 principles of nurture in all classes.</p> <p>Tailor the Pivotal approaches to suit the current situation in schools- a different meet and greet (thumbs up, smile etc...), recognition boards continuing, language being developed across the school including the dining hall and corridors.</p> <p>Raise staff awareness of supporting learners post lockdown using the six principles of nurture.</p> <p>Access support through effective deployment of Barnardo's Family support worker with particular focus</p>	<p>Desired Outcomes and Impact</p> <p>Measures</p> <p>Survey of staff confidence through utilising HWB recovery kit – Input resulting in staff developing increased range of teaching approaches/ support strategies to meet learners needs in literacy, numeracy and HWB.</p> <p>SHANAARI Boxall profiling Specialist Support Teacher Extended Team input – Wellbeing toolkit for staff, Nurturing Talk and Emotion Works</p> <p>Baseline Assessments for P1, PM Benchmark for P2/P3 and NGRT- P4 to P7 to be completed to inform learners' reading level post lock-down, if required.</p> <p>Outcomes:</p> <p>Learners identified in P1-7. Teachers develop increased range of pedagogy in HWB, literacy and numeracy to meet needs. Increased confidence in their delivery.</p>

		<p>on learners who were supported via our nurture provision pre-lockdown. Analyse responses from 'parent/carer home learning questionnaire (May 2020) and learner engagement data to identify resources needed to support home learning.</p> <p>Continue to support learners via Catch-Up Literacy and Catch-Up Numeracy.</p>	<p>School-based and online programmes planned and implemented to meet the changing needs of the learner.</p> <p>Readiness in pupils to learn. Increased engagement in learning.</p> <p>Improved attitude to learning. Increased engagement in learning (target group).</p> <p>Increased attainment and achievement.</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>Cathkin PS Key Recovery Tasks</p> <p>Class teachers will use Boxall Profiles as a baseline and will plan interventions within their class to target the wellbeing of specific learners, supported by our Barnardo's Family Support Worker.</p> <p>Tracking and monitoring will continue, using school tracking system.</p> <p>Consideration of more appropriate tracking system for pupils in supported classes liaising with inclusion. (Learning Journals / B squared)</p> <p>HT's data meetings will continue to focus on tracking learners' progress ensuring learners who are now not on track are supported.</p> <p>Ongoing consultation with staff, pupils and parents to inform planning.</p>	<p>Desired Outcomes and Impact</p> <p>Measures:</p> <p>Tracking & Monitoring discussions, Boxall Profiling.</p> <p>Parent/ carer and learner consultations via Google Forms/ virtual platforms ongoing and results responded to.</p> <p>Literacy, numeracy and HWB revised to support curriculum recovery.</p> <p>Outcomes:</p> <p>Improved programmes in literacy, numeracy and HWB ensure that gaps are addressed and there is consistent progression and cohesion across these areas, which match learners' needs.</p>

		<p>Review pedagogy in literacy, numeracy and HWB to ensure maximum impact when children are in school. and most appropriate methods of teaching for current pupils when home-learning.</p>	<p>Increased improvement in e.g. child's engagement, confidence, spelling, reading and numeracy age within given period.</p> <p>Improved writing across the school.</p> <p>Teachers improved pedagogy in literacy and numeracy, focussing on learning 'beyond' the classroom.</p>
<p>Theme: Cost of the School Day</p> <p>Rationale: The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren't before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Revisit Child Poverty Action Group Website • Read CPAG article on impacts of school closures. • Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families. • Consider how you will equip learners with the tools required to undertake home-learning. • Consider how our actions can inadvertently alienate families in poverty. • Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts. • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider staff training needs – ensure all staff are consistent in their approach to poverty. • Consider what changes will need to be made to the school calendar in light of changes to family income. 	<p>Cathkin PS Key Recovery Tasks</p> <p>We will review our CoSD position statement to ensure that we eliminate charges for families.</p> <p>We will gathering the views of parents/ carers with regards to costs which may occur this session.</p> <p>Issue annual overview, which indicates points in year which incur expense.</p> <p>We will providing advance notice to parents/carers regarding any activities and events where a cost is involved, continuing to maintain our current maximum cost for day trips (£8).</p> <p>Continue to facilitate our 'nearly new' uniform shop.</p> <p>Provide access for all to outdoor learning waterproof jackets, trousers and wellingtons to learners to reduce costs to families.</p>	<p>Desired Outcomes and Impact</p> <p>Measures:</p> <p>Number of Parent/Carers accessing 'nearly new' uniform shop.</p> <p>Number of parent/carers being remotely supported with applications.</p> <p>Outcomes</p> <p>Gain a confidential understanding of the views of the parent forum which, in turn will inform our future practice.</p> <p>Sensitively support families by promoting the 'nearly new' uniform shop.</p> <p>Increased opportunities for FME, food vouchers and clothing grants.</p> <p>Clubs continue to run as described and as previously.</p>

		<p>Offering remote support to parents to complete applications for Free School Meals/Footwear and Clothing Grants etc.</p> <p>Monitor club participation, once clubs re-start and offer regular lunchtime clubs, including a homework club, to support learners who may not have access to support at home.</p> <p>Re-issue 'Home Learning' survey to ensure that all parents/ carers have the opportunity to submit their response. Once completed – analyse data to ensure that no learners are disadvantaged due to poverty.</p>	<p>CoSD is a fixed agenda item at PC meetings.</p> <p>Survey results utilised to determine support required i.e., physical tools, ICT, packs for learning or support from staff.</p>
--	--	---	--



Improvement Priority 2 - Equity

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
<p>Our senior leadership team worked collegiately with practitioners to track learners' engagement during the first lock-down. Assessment data was gathered at the start of the new school session to assess baseline levels on the return of pupils to school in August 2021. This information was then analysed and the 'new gap' was identified. Learners who required additional support were identified. PEF funding was utilised to allow for a member of teaching staff to coordinate interventions and for trained staff to support targeted groups of learners from SIMD 1-2 & FME.</p>	<p>During the first lock-down learner engagement with our remote learning was low (41.6%) and on return to school some learners at First and Second Level had significant gaps in their learning due to factors such as non-engagement, non-access to digital devices, lack of parental support. Since the first lockdown sixty-six digital devices (40.7% of targeted group) were allocated to families from SIMD 1-2&FME. Continuity of learning pack and resources were issued to all our SIMD 1-2&FME families to ensure that our learners had access to materials to enhance our remote learning offer. The packs contained stationery, paper, jotters as well as numeracy and literacy resources appropriate to age and stage. Almost all learners were trained to access their online platform prior to the second lockdown. Staff supported parent/ carers and learners via home-school communication with the senior leadership team and office team leaders, telephone calls from staff, engagement at hubs data, Google Meets, Covid-safe visits by the Barnados support worker/SLT. This support and focus on keeping in touch was significant in leading to an increase in our pupil engagement by 25%.</p> <p>Working towards closing the Poverty Related Attainment Gap and Reducing Barriers to Learning.</p> <p>Throughout this session we have worked consistently to support our SIMD 1 -2 & FME learners 162 learners – (81% of school population) to recover from the interruption to their learning and effectively begin to close the poverty related attainment gap. We utilised the additionality of PEF staffing (1.0FTE teacher and 2.0FTE support staff) to enable us to target specific learners across SIMD 1-2 & FME to deliver interventions to support their literacy, numeracy and health and well-being.</p> <p>The impact of this was as follows: SHANARRI wellbeing questionnaires were discussed on a 1-1 with these learners. 88.6% learners (Sept 20) and 86% learners (May 21) were able to identify with the statement 'I am achieving' and could list someone who helps them learn and says 'well done'.</p> <p>P1 Baseline Assessments – Completed at the beginning of the school session. Two learners were identified as requiring group support and were included in a</p>	<p>Whole School</p> <p><i>Continue to support COSD</i></p> <p><i>Timetable outdoor learning equipment.</i></p> <p><i>Contribute to reducing the cost of school trips.</i></p> <p><i>Increase number of pupils attending breakfast club.</i></p> <p><i>Nearly new uniform shop.</i></p> <p><i>Encourage families to sign up for free school meals at school events, target at school events such as parents evening, meet the teacher, etc.</i></p> <p><i>Utilise school website/twitter to alert parents to financial support (e.g. Scottish Welfare Fund, Best Start Grant, Debt Arrangement Scheme, etc.)</i></p> <p><i>Also provide links for Samaritans Women's Aid, etc.)</i></p> <p><i>Further develop a consistent and whole school approach to</i></p>

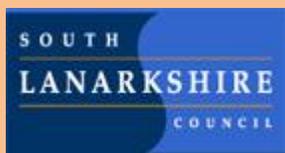
	<p>'talking group' for emotional and behavioural support. This support was delivered by our specialist support teacher over a six week programme. During that time both learners progressed well. Follow-up support was maintained within the class. Observations from the class teacher and senior leadership team have noted that one learner is now able to work with a greater degree of independence, only requiring prompts on occasions. This learner has also settled in to their classroom routines and has been engaging more with their learning. (Leuven: Wellbeing – 3 (Sept) and 5 (May) and Involvement 3 (Sept) and 3 (May). The class teacher and senior leadership team have also noted an improvement in this learners' transition into school. The learner is no longer reliant on their parent for support when coming into school. The learner is now coming into school happy and confident.</p> <p>The PAST and LST assessments were conducted in December 2020 and nine learners were identified as requiring additional support with phonics. The plan was to provide additional support via Phonological Awareness training, however due to the lock-down in Jan to March this could not take place. Additional activities to reinforce learning were delivered during the remote learning period, however only 3/9 (33%) learners engaged with this aspect of literacy regularly. Since returning in February 2021, two learners were supported 1-1 on a daily basis with their initial sounds and the remaining group received a short 6-week block revision of their initial sounds. As a result of this intervention and additional focus on phonics being included within the classwork and homework programme, when assessed in April 2021 via the Regular Word Reading Assessment (RWRA) 4/7(57.1%) learners scores indicated satisfactory skills and were able to continue progressing through their active literacy programme. 3/7 (42.8%) learners scores indicated scores of concern and are continuing to be supported in class. This group will be re-assessed in June 2021.</p> <p>Twenty P2 learners and five P3 learners were identified as performing below their age and stage in reading and this was confirmed via the delivery of a variety of assessments: PM Benchmark, Quest (P3), Salford Sentence Reading Test (SSRT) – P3, Regular Word Reading Assessment (P2) and in-school assessments on being able to recognise alphabet, CVC's and phoneme sounds.</p> <p>From assessment in October 2020 and re-assessment in April 2021 most P2 learners (90%) RWRA scores increased and 40% learners now have scores which indicate satisfactory skills, Those learners whose scores continued to indicate concern are being supported daily via the 5 minute box intervention. Observations and teacher professional judgement indicate that these learners literacy skills are slowly improving. Their level of involvement has either remained the same or fallen except for one learner. (Leuven – 12 learners: Involvement: level improved:1 learner, remained the same: 6 learners, fallen 5 learners. This was not the anticipated outcome, as we expected learners involvement to improve, however learners are still adjusting to the impact of the second lock-down and it may be six</p>	<p><i>behaviour, through our Pivotal approach/attachment/ACE's</i></p> <p><i>Establish Participatory Budgeting (PB) group</i> <i>Generate and communicate ideas through school community to ensure equity for all learners.</i></p> <p>Mainstream</p> <p><i>Use PEF/SAC funding to continue to plan staged interventions though the use of Catch-Up etc</i> <i>Staff training in Catch Up and SSA in 5 minute box</i></p> <p><i>Parent workshop on Google Classroom/Google Meet to prepare for further home learning/lockdown.</i></p> <p><i>Continuity of learning packs prepared for 21/22.</i></p> <p><i>P1 baselines administered Aug/Sept to identify barriers/learners for support (early intervention).</i></p> <p><i>P1 target group identified (early intervention).</i> <i>Parent workshops – Talk for Writing, Active Literacy, PAT.</i></p> <p><i>Daily phonics focus/common word focus built into P1-4 curriculum (alphabet,phonemes on flashcards, phonics games, common words of the week, etc.)</i></p> <p><i>Daily mental maths built into curriculum P1-7, using Big Maths focus.</i></p> <p><i>Re-assess all pupils not on track May/June 2021 in Aug/Sept 2021</i></p>
--	---	--

	<p>months from now before we see the impact of this support in learners' involvement levels. Support for these learners will be reviewed at the start of session 2021-2022. We anticipate that levels of involvement will improve with more sustained learning in school without further disruption.</p> <p>From analysis from Quest and our in-school assessments, five P3 learners were highlighted as requiring targeted support with decoding phonemes and blending. A further diagnostic reading assessment was administered as a result of the Quest scores and a programme of support was identified.</p> <p>Although these learners are supported daily via PAT spelling and the 5 minute box intervention, the average attendance of four of these learners is approximately 85%. (Three of these learners families are also supported within our nurture provision). All four learners continue to be supported daily with decoding phonemes and blending.</p> <p>The fifth learner is an EAL learner who is being supported to begin to access the curriculum. This learner's attendance has been sporadic across the school session and their engagement during the remote learning period was low. Support with engagement was offered but not actioned.</p> <p>P3 MALT: Seven learners were identified in September 2020 as being below age appropriate levels in numeracy from assessment, learners observations, sampling of learners' work and teacher professional judgement. A daily focus on core skills in numeracy was planned as part of the class numeracy/maths activities as well as these learners being support to re-visit concepts learned through 15-minute small group sessions 3-times per week. MALT assessment scores in May 2021 evidenced that 5/7 (71%) learners numeracy/maths age scores had improved by an average of 8 months.</p> <p>P4 PM Benchmark: Thirteen learners were identified as requiring support with reading as at the beginning of the school session they were not achieving the appropriate age/stage levels in reading. Support was provided via additionally planned in-class daily reading activities, peer reading support and a focus on improving active literacy skills. During the remote learning period the majority of learners engaged with their literacy activities and made steady progress. On their return assessment data was gathered to assess progress and identify which learners required further support. Five learners post lock-down were identified as having made good progress and were continued to be supported within the class. Eight learners (pre-lockdown) received additional focused learning phonics, spelling, reading and comprehension within a small group three times daily. The 5-minute literacy intervention was also used with learners within this group. From the progress made with this additional support, teacher professional judgement and analysis of these learners' engagement during lock-down, when this group were re-assessed for the Catch Up intervention, two had made good progress and required no further support (RA improved by average of 15 months). Two further learners made significant progress and the CU intervention was not required and</p>	<p><i>to identify target groups for Maths/Literacy and pupils requiring 1-1.</i></p> <p><i>Introduction of reading buddies P6/P7 to work with infants (increase reader confidence).</i></p> <p><i>Virtual/onsite 'Meet the Teacher'. Teachers to give brief overview of resources/strategies used for literacy/maths at their stage.</i></p> <p><i>Reading week focus during Scottish Book week. Parent visits to share info about reading strategies, skills development, supporting readers/struggling readers at home, etc.</i></p> <p><i>Support parents remotely/after school through a homework club to allow them to help individuals identified (or generally across the board).</i></p> <p><i>Utilise PEF to employ a Barnardos support worker to work with a small group of learners whose attendance at school and punctuality are a cause for concern.</i></p> <p><i>Barnardos worker to support families to engage more regularly with the school and their child's learning.</i></p> <p><i>Barnardos worker to be involved in 1-1 sessions to support learners whose learning has been interrupted due to their high levels of anxiety. Support from EAL teacher to implement strategies to support our EAL families.</i></p>
--	--	---

	<p>they continue to be supported via the 5 minute box level 2. Three learners were identified as requiring support via Catch Up. Baseline assessments were completed in order to measure impact of progress (data not yet available).</p> <p>P4 MALT – 8 learners were identified as not yet on track to achieve First Level in numeracy by June 2021 when tracking and monitoring, assessment data and professional judgement were reviewed in September 2020. The whole school recovery focus on numeracy ensured that numeracy activities were planned as discrete lessons and as part of interdisciplinary learning. Additional support staff hours were also allocated at the P4 stage to support our plans to improve the number of learners working towards achieving their CFE level. During the remote learning period support staff were assigned small groups to support with numeracy tasks via games, online activities, short focused challenge tasks and revisiting of concepts that were not secure. The class teacher was also able to continue to provide additional numeracy small group focused teaching sessions when learners returned in March 2021, whilst agile working. Evidence has shown that 5/8 (62.5%) learners engaged with more than 60% of their numeracy activities and when learner progress was discussed around being on track to achieve CFE First Level (April 2021), 5/8 were assessed as now being on track. Additional support in numeracy is continuing to be provided to this group of learners to improve confidence.</p> <p>P5-7 NGRT: Thirty-seven (51.1%) learners were identified in September 2020 as being below their appropriate level for age and stage in reading (September 2020.) Small group support was provided via PEF funded support staff to focus on aspects of literacy e.g. Paired Reading, ASL – Rapid Readers programme, Code-cracker, Phonological Awareness Training (PAT), Common Words practice. Classroom practitioners also ensured that they planned a whole class ‘modelling’ reading block and continued to focus on developing learners’ comprehension skills. During the remote learning period ‘Google Meets’ were also timetabled to facilitate the development of learners’ reading skills. Catch Up Literacy was also delivered to four learners from September – December 2020 and from March 21 – June 21. When learners were re-assessed in May 2021, 33 learners (89%) reading age increased by an average of 1yr 9 months. Sixteen of the current P5 and P6 learners will continue to be supported next session funded by PEF as although their reading age has increased their standardised scores are still below 100 (average).</p> <p>P5-7 MALT 42/60 (70%) learners scored less than their age appropriate scores in the MALT assessment in September 2020. Learner engagement was low on pupils return to school in August 2020. The majority of these learners at First and Second Level had significant gaps in their learning due to factors such as non-engagement, non access to digital devices, lack of parental support etc. This analysis was confirmed when learner involvement, using the Leuven Scale, was assessed in September 2020. 21% from this group’s involvement was assessed at</p>	<p>ASN Department</p> <p><i>Implement B Squared - To ensure allow more scrutiny and equity for learners within supported provisions. Need to establish/ introduce with staff, baseline pupils, increase staff confidence with programme, raise awareness with parents of programme benefits and how it will change our on-going communication/ reporting and possible formal reporting in future,</i></p> <p><i>Introduce Evisence to record evidence and work towards replacing Learning Journals.</i></p> <p><i>On-going liaison with inclusion and ASN community to embed across authority,</i></p> <p><i>Collate data for Inclusion.</i></p> <p><i>Contribute to moderation work around B Squared with other ASN establishments.</i></p> <p><i>Ensure meeting legislative duty regarding Total communication environment.</i></p> <p><i>Ensure ALL ASN staff confident using Makaton, Boardmaker, Talking Mats & any other communication approaches or aides as appropriate.</i></p> <p><i>All teaching staff to be TEACCH trained (3 trained, 1 about to, 1 waiting, 2 to be appointed)</i></p>
--	---	---

<p>Throughout the school session we have ensured that our most vulnerable learners have been supported, We provided enhanced transition for learners who had been adversely affected by Covid and were demonstrating heightened levels of anxiety,</p> <p>Our Barnardo's support worker worked with 6 learners and their families to support their transition back into school. They have also continued to work with 9 learners who were supported via our Nurture provision pre- lockdown 1.</p> <p>Additional support plans and Behaviour support plans were updated to reflect any Covid risk assessment measures which needed to be considered for learners. These were shared with parents/ carers and feedback sought.</p> <p>Our DHT(ASN) liaised closely with Inclusion and families to ensure learners were not disadvantaged due to transport arrangements resulting from Covid protection measures.</p> <p>Health and Wellbeing baseline assessments were completed in September 2020 and again in May 2021.</p> <p>We continued to implement our Pivotal approaches in school but adapted our 'meet and greet', continuing to use 'first attention to best conduct', 'hands up for silence' and 'wonderful walking' in order to encourage our</p>	<p>scale 1-3. It was a challenge to identify whether the gaps in learning were due to non-engagement with learning or specific numeracy difficulties. Classroom practitioners, PEF funded practitioner, support staff and the senior leadership team worked collaboratively to identify strategies to support learners at the start of the school session and throughout the second lock-down, E.g. tutorials regarding logging on to their on-line platform, demonstrations on how to upload work to Google Classroom, wifi devices (6) and Chromebooks (18) issued to support Remote Learning, 'How to Guides' made available on GC, 'Live' lessons and Google Meets to engage learners with their learning, phone calls to support, 'praise notes' to learners from HT/DHT, home learning packs /grids which included a variety of numeracy revision and challenge tasks. When re-assessed in May 2021, The majority (73,8%) of learners improved their numeracy age and moved to being back on track. Impact was also measured for nine of these learners whose numeracy age was well below average, when assessed using the data from the MALT assessments and the Basic Number Screening Test (BSNT). Six learners' numeracy age increased by at least 6 months as a result of support via Catch Up numeracy which has enabled us to now support these learners back in their classroom environment. .</p> <p>Impact of enhanced transition – Five mainstream learners were supported via a phased return to school after the lock-down. This was individualised to suit the needs of the learner and supported 4/5 learners to successfully return and settle into school routines. Unfortunately, the second lockdown impacted significantly on this group of learners and at present three learners remain on a phased return to school. Our Barnardo's support worker also worked with one of these families, closely to support the learner to return to school.</p> <p>As a result of our review of ASP's and BASPs to ensure that they reflected any COVID risk assessment, many interventions have been delivered within the classroom to try to ensure that groups of learners are not mixing together.</p> <p>There has been a slight reduction in the number of BASP's as promoting the positive HWB of learners has been a focus throughout the school session and staff have focused on developing nurturing approaches based on nurturing principles within their classroom. SLT have supported targeted learners identified from the SHANARRI questionnaires conducted in September 2020 via 'soft starts', 'check-ins' 1-1 wellbeing support and 1-1/small group play sessions. Emotion Works has been used to support learners in class to be able to discuss their emotions as well as Lego Build to Express being delivered in classes weekly.</p> <p>The Specialist Support Teacher has also supported 6 learners this session via CUSTAAD. SALT and the VI specialist have supported a number of learners to continue to access the curriculum. Examples of this are as follows:</p> <p>VI – setting up I pads for two learners to ensure access and equity</p>	<p><i>Parent support group for ASN parents.</i></p>
--	--	---

<p>learners to be 'Ready', 'Respectful' and 'Responsible' both within and outwith school.</p> <p>We reviewed our CoSD position statement to ensure that we eliminated charges for families. We modified our school uniform to support families with uniform costs post – lockdown. We have ensured that no additional costs have been encured by parents this session by running a breakfast club (from April 21), providing a snack-box for each class, providing toast each morning for our EY pupils, faciliatating a 'nearly new uniform and clothing provision that parents/carers can access.</p> <p>We also utilised PEF to purchase outdoor learning clothing and equipment to significantly reduce the cost to families and have regularly utilised Fernbrae Meadows as a resource to enhance outdoor learning experiences and promote learner well-being.</p> <p>We recieved additional funding to support families through the winter months and used this to purchase 50 pairs of winter boots. We also participated in a winter jackets campaign and received around 30 jackets.</p> <p>At the start of the school session we offered remote support to parents/families to offer them support with completing applications for Free School Meals and Clothing Grants.</p> <p>We utilised PEF funding to purchase staionery packs for all learners on their return to school to eliminate additional costs to fsmilies. We also provided each learner with their own cup to enable learners to have access to water throughout the school day. We have also promoted our school meals menu through our</p>	<p>SALT – on-going consultation with ASN staff, sign posting resources and supporting the transition process.</p> <p>Due to Covid-19 we have minimised the number of adults working within each classroom and have utilised our PEF support staff to support literacy and numeracy each in a specific class within a week. This has enabled classroom practitioners and their support staff to build relationships with their learners and work more effefively as a team. Observations from SLT note that the number of requests for assistance for learners displaying distressed behaviours continues to fall and that the majority of leaners are settled within their classroom environment demonstrating that they are ready, respectful and repsonsible learners.</p> <p>Additonal support has been offered from Behavior Outreach, Specialist Support Staff and a SLC Nurture provision to support learners (3) within our mainstream provision who require support.</p> <p>Working Towards Reducing the Cost of the School Day</p> <p>We have utilised PEF to resource our 'Mucky Boots' Room which has enabled us to provide outdoor learning clothing and equipment to our learners thus reducing the cost to families. Although we have been unable to use the clothing and boots at this time we continue to enhance learning oportunites with leaners through regular planned experiences at Fernbrae Meadows.</p> <p>Our learners have benefitted from being able to interact with their peers safely in the outdoors after months of being restricted to remain indoors.</p> <p>Learner/ Staff view on Learning beyond the Classroom</p> <p>P2 Learners' views:</p> <p><i>"I liked the little tunnel in the stones."</i></p> <p><i>"I have good memories because we got to be outside."</i></p> <p><i>"It's really fun because there is lots of nature."</i></p> <p><i>"I liked going on a walk."</i></p> <p>Staff View</p> <p><i>"It has been great to see my pupils working together as a team and once agin enjoying being outdoors. During the first lock-down many of them were unable to go out due to not having a safe space to play. I have planned that we utilise the provision at Fernbrae each week to allow them to be outside and re-build relationships."</i></p> <p>We were allocated £531 funding from SLC Winter Clothing fund and were able to purchase 50 pairs of winter boots in various sizes. These were then used to</p>	
---	---	--



Improvement Priority 3 - Continuity of Learning

How will we know we've been successful?

<p>Quality Indicator</p> <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>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, 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>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 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, schools should assess the maximum</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 advice and recovery planning guidance to plan an in school curricular provision. 	<p>Cathkin PS Key Recovery Tasks</p> <p>School audit completed by HT. RA completed, shared with staff and signed off by Support Services Coordinator.</p>	<p>Desired Outcomes and Impact</p> <p>Measures</p> <p>Areas determined for use, in response to the school capacity audit.</p>

<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> The Recovery Curriculum, Think Piece</p> <p>Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.</p>	<ul style="list-style-type: none"> • Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. • Consider if communal and social areas could be repurposed to provide additional learning space. <p>https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/</p> <ul style="list-style-type: none"> • Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. • Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. • Consider planning for longer blocks of learning over a longer-term timetable where possible (i.e. 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>Staff consultation on physical organisation of school and methods of delivery.</p> <p>Parent consultation on relevant areas.</p> <p>Audit literacy, numeracy and HWB curriculum to determine appropriate delivery.</p> <p>Utilise PEF funded teacher, Inclusion teacher and SLT to enable collegiate working and incorporate collegiate opportunities to ensure longer term planning is in place.</p> <p>Audit school’s assessment overview. Edit CPS impact - focussed improvement calendar, addressing any gaps in meeting new needs.</p> <p>Use assessments to determine baselines (see earlier), taking account of skills acquired during lockdown.</p> <p>Identify staff skill-set in order to cascade, share and support colleagues in areas of strength.</p> <p>Utilise ICT coordinator to enhance staff professional learning in using digital technology to deliver appropriate learning tasks.</p> <p>Continue to work with Parent Council and wider parent forum to ensure clear lines of</p>	<p>School arranged to facilitate social distancing.</p> <p>Work programmes amended to meet current needs.</p> <p>Parent/child survey results and outcomes shared with parents.</p> <p>Revise curricular frameworks, with staff, in literacy, numeracy and HWB to meet learners’ needs.</p> <p>DHT to lead staged intervention where appropriate and SLT to support CTs in determining most appropriate method of assessment.</p> <p>Assessment and moderation continuing as previously.</p> <p>SLT to facilitate CLPL opportunities.</p> <p>Outcomes</p> <p>CTs work in level groups to plan ensuring learners have similar experiences and outcomes and are able to be re-grouped at a later stage in the school session.</p> <p>Identified gaps addressed, particularly where they did not exist prior to school closure.</p> <p>Staff professional learning needs met in order effectively support learners.</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>communication, keeping parents involved, included and supported.</p> <p>Increase number of parental volunteers to facilitate regular outdoor learning opportunities.</p>	<p>Classroom practitioners deliver relevant outdoors experiences to support learners' HWB.</p> <p>Learners' skills developed in digital technologies to support them to access on-line home-learning experiences.</p>
<p>Theme: Learning at Home</p> <p>Rationale:</p> <p>A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials</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 	<p>Cathkin PS Key Recovery Tasks</p> <p>Update audit of home-learning resources and share required resources with staff and pupils' families, where possible</p>	<p>Desired Outcomes and Impact Measures</p> <p>Feedback and updates with information sharing to advise and assist parents/carers who</p>

<p>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>the locality. What will this look like at various stages across the school.</p> <ul style="list-style-type: none"> • 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. • Consider how you will measure and track engagement with home learning. 	<p>Audit staff needs re professional learning and plan learning to meet needs to support learners' home learning.</p> <p>Staff, learner and parent consultation on delivery of home-learning and feeding back to learners.</p> <p>Continue with regular communication with parents/carers post school closure.</p> <p>Develop a range of methods of seeking viewpoints and sharing plans and outcomes.</p> <p>SLT to continue gathering and tracking learner engagement with home learning.</p>	<p>are supporting learners to engage with home learning.</p> <p>Re-survey staff and families' access to resources and aim to supply, either through Pupil Equity Funding or school funded.</p> <p>Staff training feedback as a result of CLPL focussed on HWB and digital learning.</p> <p>Data analysis of learner engagement tracking spreadsheet.</p> <p>Outcomes</p> <p>Staff collaborate over methods of involving parents in decision-making and methods of meeting their needs by supporting them in a range of ways.</p> <p>Effective communication between school and home.</p> <p>Effective monitoring of pupil engagement with home learning.</p> <p>Improvement in the percentage of learners engaging with home learning tasks.</p>
---	--	---	---



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>When staff returned to the school building in June 2020, we carried out a school capacity audit to determine which areas of the school would be utilised to deliver learning and teaching.</p> <p>A Risk Assessment (RA) was completed and shared with staff and then signed off by the Support Services Coordinator. The Safe Systems of Work (SSOW) and ventilation guidance were shared with all staff.</p> <p>As guidance was updated throughout the school session it was reviewed by the SLT, Health and Safety Representative and school janitor and was then shared with staff. Staff were confident in their knowledge and application of this documentation. All guidance was displayed in the staff bases and RA's pertinent to pupils were shared with parents.</p> <p>Staff were consulted on the physical organisation of school furniture to ensure that learning environments were planned in line with Covid-19 guidance e.g. social distancing, removal of soft furnishings,</p> <p>Parents and pupils were made aware of what the school looked like via a video tour of the school which was shared prior to the pupils returning in August on our school website.</p> <p>Baseline assessments were also administered to determine learners' skills post lock-down 1.</p>	<p>Staff met in June 20 to evaluate our learning provision and identify areas that would be used to deliver learning experiences. Excess furniture was put in storage and staff worked in collaboration with our janitorial staff to ensure that cupboards and surfaces were cleared to enable easier access to surfaces due to the enhanced cleaning specification. This enabled us to improve our learning environment and ensure that each learning space was organised in line with Government guidance. We worked to ensure that groups of learners 'bubbles' would be separated by zoning areas of the school building, introducing one-way systems, staggering entry and exit times, introducing two metre distancing markings.</p> <p>Each learner was provided with their own individual stationery pack to avoid learners sharing resources and to minimise school-bags being brought to school. Learners were also provided with their own individual cups for water and these were cleaned each day. Therefore learners were not required to bring these from home. Desks were arranged in rows to ensure 'front -facing' during learning and teaching. Other mitigations were introduced in line with each updated Risk Assessment and SSOW. Local protocol was also implemented as appropriate to our school environment.</p> <p>When surveyed 37 members of staff responded (June 20) an average rating of 3.86 to the following question:</p> <p><i>On a scale of 1 to 5 (1 being 'not at all' and 5 being 'completely agree') I feel safe in school.</i></p> <p>When re-asked this question after 6 weeks of being in the school building the rating was 4.1.</p> <p>A parent/carer & child survey was also conducted in June 2020. 32/35 pupils and carers were looking forward to school. The three pupils who identified that they were worried about returning to school were supported via 1-1, in the first</p>	<p><i>Review our Interdisciplinary learning to ensure there is a high focus on lit/num/HWB</i></p> <p><i>Review learning spaces. Reviews already made to outdoor play times etc.</i></p> <p><i>Continue to ensure environment/organisation maximises learning and reflects government guidance.</i></p> <p><i>Continue to ensure the use of resources/classroom layout reflects government guidance.</i></p>

<p>Our ICT Coordinator was instrumental in enhancing staff's professional learning in using digital technology to deliver learning tasks.</p> <p>We carried out an audit of home-learning resources to identify what resources learners had families had access to. These results were then used to assist us in applying for digital devices funded by the Scottish Government and SLC.</p> <p>We worked collaboratively across our school community and with support from our Parent Council to plan, agree and share our 'Continuity of Learning' strategy. We worked collegiately to create our learning at home learning rationale and implement this successfully.</p> <p>We continued to rigorously track learners engagement throughout the second lock-down.</p> <p>We re-established our Calendar for monthly Parent Council Meetings by moving meetings on-line due to physical meetings being unable to take place.</p> <p>We continued to utilise our School App, Twitter, Learning Journals and School Website to regularly communicate with our school community throughout the school session.</p> <p>We utilised 'Google Forms', 'Google Meets' Sways and Video presentations to further develop our methods of seeking viewpoints and sharing plans and outcomes.</p> <p>Our original plan was to increase the number of parental volunteers to enable us to facilitate regular outdoor learning opportunities, however, this was not achieved due to Covid-19.</p>	<p>few weeks of the new session. One pupil was further supported via an enhanced transition.</p> <p>We produced a 'We asked, You said, We suggest' leaflet in response to the parent/carer & child questionnaire. As a consequence of this all parents and carers were kept informed with regards to how we were working as a school to ensure that our school was ready for learners and staff to return. Throughout this school session we continue to communicate with parents and work hard to ensure safety,</p> <p>Evidence from Baseline assessments in August/ September was utilised to establish 'starting-points' for learners due to the interruption to their learning between March 20 – June 20 and the overall lack of engagement during this time period. PEF staffing (teaching and support) was utilised to provide additional support initially focussing on P2 learners.</p> <p>The impact of Baseline assessment supporting identifying gaps in learning post-lockdowns is described above in Priority 2.</p> <p>We modified our assessment overview and forward planning calendar to take account of non-engagement during lockdown. We focused our in-school learning on literacy, numeracy and HWB and then other curricular areas in line with Covid-10 guidance. PE continued to take place outdoors. Frequent use was made of Fernbrae Meadows to take learning beyond classroom boundaries. Class teachers have continued to work collegiately within levels to ensure that learners engage in progressive learning experiences.</p> <p>Staff needs were audited to determine what was required with regards to CLPL. All staff completed the survey from SLC Education Resources which will further identify staff needs.</p> <p>During the first lock-down staff were given time to engage with professional learning on Google Classrooms whilst the senior leadership team uploaded tasks and activities for learners to complete. Our ICT coordinator supported staff to set up their online classrooms and to utilise aspects such as Google Drive, Google Forms, Google Docs etc.</p> <p>Our younger learners and their parents found navigating Google classrooms during the first lock-down difficult and therefore this online platform was changed to Seesaw during our remote learning period from January to March 2021.</p> <p>Our ICT Coordinator supported staff in our infant department by holding tutorials and organising information and instructions on how to access this platform to parents. The ICT coordinator also ensured that they were available to support if any staff member, parent or learner were experiencing difficulties.</p>	<p><i>Baselines August/Sept 2021 P1 to establish starting point.</i></p> <p><i>Holistic maths assessment – create a bank for Early, First, Second that include topics specific to Cathkin</i></p> <p><i>Continue to develop digital literacy through high quality teaching resources – using same platforms for homework, ICT lessons etc</i></p> <p><i>Continue to prioritise Literacy, Maths, HWB. Ensure other curricular areas are centred around these. These areas should permeate all other areas.</i></p> <p><i>Continue to utilise outdoors for learning.</i></p>
---	--	--

	<p>We were committed to providing the highest quality learning experiences for all our learners throughout the remote learning period. We used See Saw (P1-3), Google Classroom (P4-7) and Learning Journals (Early Years and ASN) to facilitate learning and teaching experiences for all learners. Google Classrooms was used by all mainstream pupils during the first lockdown in March and Seesaw, Google Classrooms and Learning Journals were used from August for homework tasks. All children were able to log in and were trained in how to navigate their activities.</p> <p>Teachers were online daily 9am – 3pm for any questions or support required. If questions came in out- with these hours, they were responded to on the following day.</p> <p>Learning focused on progression and consolidation of skills and concepts across a range of curricular areas. Staff used a variety of resources and techniques including, pre recordings of themselves, YouTube demo videos, West OS resources etc. for teaching and learning. Staff provided interactive teaching sessions which developed their skills in ICT and enhanced learners’ experience.</p> <p>Education City, Epic Readers and Oxford Owls was used to enhance teaching and learning experiences.</p> <p>Support staff also planned tasks and activities for the learners that they supported and facilitated bespoke 1-1, small group sessions in literacy and numeracy. HWB sessions were also planned to support learners.</p> <p>Learners were provided with daily opportunities to ‘check in’ with their teachers and a timetable was issued to parents/carers. Activities planned for learners were a balance of screen time and active learning opportunities.</p> <p>Each Friday, the Senior Leadership Team met virtually with learners through the use of Google Meet. During these meetings a variety of activities were delivered: stories read, games played and a chance to hear Pupil Voice through targeted questions to ensure that our learners felt supported with their learning.</p> <p>A STEM Challenge was also set by the Senior Leadership Team (SLT) each week. This provided learners with the opportunity to work creativity and problem solve. This was a whole school challenge and siblings were encouraged to work collaboratively. The winners of the challenge were posted on our school website via PowerPoint and video presentation.</p>	<p><i>Continue use of digital platforms for homework Google Classroom, etc. Parent workshops on using digital platforms.</i></p> <p><i>Using digital platforms to be part of ICT curriculum.</i></p> <p><i>Offer option of access to digital resources to enhance learning at home.</i></p> <p><i>Online nurture sessions, in the event of school closure.</i></p> <p><i>Continue use of virtual meetings, where appropriate, to encourage normalisation/familiarity of virtual communication.</i></p>
--	--	--

	<p>The SLT contacted individual children throughout the week to recognise effort and achievements in their learning.</p> <p>Teaching staff tracked pupil engagement daily and submitted their weekly engagement information to the senior leadership team.</p> <p>The weekly average level of learner engagement across the school during the nine weeks of lockdown were as follows:</p> <p>Week 1 – 71.3% Week 2 – 72.4% Week 3 – 75.8% Week 4/Week 5 - 66.5% Week 6 – 63.6% Week 7 – 65.8% Week 8 – 62.4% Week 9 – 56.2%</p> <p>The average weekly engagement throughout the second lockdown was 66.8%. This was an improvement from the first lock-down of 25%. This was encouraging for our school team as we worked well collaboratively across the school to ensure that our levels of engagement improved.</p> <p>The Senior Leadership Team used the engagement data as part of our Quality Assurance. Information and tracked curricular areas as well as individual learner’s journeys.</p> <p>Staff and parents’ views were gathered. (<i>See remote learning section</i>)</p> <p>We also successfully supported our vulnerable learners during the remote learning period via our school hub provision.</p> <p>Throughout the second lockdown we ensured that our school community was kept informed via our online platforms.</p> <p>Our Parent Council have worked in partnership with the school to ensure that important communication regarding continuity of learning and updated covid-19 guidance was disseminated.</p> <p>Feedback from members of the Parent Council in response to the information shared at meetings was as follows:</p> <p><i>“Very reassuring for families.”</i></p> <p><i>“Updates are clear, transparent and parent friendly.”</i></p>	<p><i>Continue to liaise with Parent Council to feedback to school community regarding continuity of learning/updated guidance.</i></p>
--	---	---