



South Lanarkshire Council

Recovery Standards and Quality Report June 2021



Coalburn Primary School

Standards and Quality Report Session 20/21

Our School (*Roll/context etc.*)

Coalburn Primary School and Nursery Class is a small rural school situated in the village of Coalburn, approximately 4 miles outside of Lesmahagow. Our school is one of 5 primary schools in the Lesmahagow Learning Community. Currently, we have 99 pupils and 5 classes. Our nursery was part of the Phase 1 '1140 hours pilot' and has a capacity of 32; we currently have 28 children in our nursery. Our staffing consists of Head Teacher, 6.8 Teachers (including a Principal Teacher and a Nursery Teacher), 3 full time Support Assistants, and we have been able to enhance our team by employing a full-time member of Support Staff through our Pupil Equity Fund budget. In the Nursery we have 1 full time Team Leader and 3 full time Early Years Practitioners. We also have a full time Janitor, 3 Cleaners and 2 members of Catering Staff.

Our school catchment includes both local authority and private accommodation, as well as farms in the surrounding area. Placing requests in within our establishment make up 9% of the school role. The SIMD bands within our catchment are mixed, we have no children in bands 1-4. The majority of our children, 60.6%, live in band 5, with 19.2% of children living within band 6. There is then a jump to band 11 where 16.2% of our children currently reside. We have 2% of children in band 9 and a further 2% of children in band 15. As of April 2021, 34.7% of the pupils were entitled to free school meals.

Coalburn Primary School and Nursery Class truly is in the centre of the village and community. The school and nursery class benefit from excellent links with local groups, individuals, businesses, and facilities. The work of the school is also greatly enhanced by supports of parents and families and a proactive Parent Council.

We believe strongly in the importance of nurturing Health and Wellbeing and supporting the whole child. The School and Nursery Class are both Gold Health Promoting Establishments and last session we renewed our Eco Flag. The school is also a Rights Respecting School and a Fairtrade establishment.

School staff are committed to the care and welfare of all children in the school and nursery, ensuring that all children have full access to all curricular and extra-curricular activities. Stimulating and fun lessons and activities are organised to ensure that all children give their best and enjoy their experiences in school. All children are encouraged to work hard, and every opportunity is taken to celebrate successes.

Aims and Vision

Together, we aim to nurture a happy, safe and stimulating learning environment, conducive to every child achieving their potential. We work as a team at Coalburn Primary School and Nursery Class and operate an open-door policy. Our team believe strongly in the benefits of partnership working to achieve the very best for our young people. Coalburn Primary School and Nursery Class is a place where everyone can come to feel safe and to learn. The school and nursery, with parent and community support, encourages everybody to do the best they can and to rise to challenges. Every pupil and staff member is valued and treated respectfully. Achievements and successes are shared and celebrated at every given opportunity.

Following consultation with all stakeholders, Coalburn Primary School and Nursery Class revised the vision and values of the school in 2019.

Our Vision Statement:

“Be the best that you can be.”

The Values underpinning our Vision Statement are:

Respect, Resilience, Confidence, Determination, Inspiration

The values underpin everything we set out to do. We work hard to ensure a warm, caring, positive environment for our young people to thrive in. The whole team at Coalburn are encouraged to have ‘ABC’ (Always Be Confident) attitudes and staff work relentlessly to ensure our vision and values are realised by all our learners.

Key Successes/Challenges and Achievements Session 2020/2021

Session 2020/2021 has been like no other. The whole team at Coalburn Primary School and Nursery have worked hard to ensure positive outcomes for all. There have been a number of successes, challenges and achievements including:

Successes:

- No positive cases of Covid have been recorded in the school or nursery. Health and Safety procedures have been adhered to by the whole team. Parents, children and staff adapted to new rules and procedures extremely quickly with no fuss. Our new one-way system in the building has helped control pupil movement throughout the course of each day.
- Higher level of outdoor education across all curricular areas. All children still received over two hours of PE weekly, even though it had to be outdoors. We utilised our local surroundings and the children have enjoyed walks around the local community, contributing to the ‘Make Your Way’ project. These have included walks to the local quarry and windmills which have enhanced other areas of the curriculum.

- Separate play time and lunch time breaks have allowed children to play more freely with their peers. Children are able to play with children in their age group rather than migrating towards those who they would chose to play with outside of school. This has helped to strengthen friendships and peer group working.
- Community involvement and engagement has increased. All classes have been involved with work by the Community Council. P1 were provided with equipment to make bird feeders and then put them out in the community, flower boxes have been planted by other classes and the whole school is involved in the 'Watch to Grow' community project.
- All children have up-levelled their digital technology skills with almost all P6/7 pupils having increased their digital literacy skills.
- Some parents are more aware of what is involved in their children's learning and curriculum and are therefore helping out more with homework. They are engaging with school on a more regular basis to see if there is anything else they can be doing at home to support their child.
- The school's Health and Wellbeing programme has been adapted to ensure the needs of learners are met and this will continue into the new school session.
- Online Learning Journals have been a valuable investment for the Nursery. All families engaged through the use of these during the second lockdown. Almost all families continue to engage with the nursery on a weekly basis through these.
- All staff have enhanced their digital technology skills with some having achieved Google Certificates.

Challenges:

- Building new relationships with new families/parents/carers has been difficult due to the tight Covid procedures. SWAYs and ThingLinks have helped with this process.
- External agencies (SALT, Ed Psych, etc.) being unable to visit the building and certain children has made individual situations more challenging. Digital Technology and communicating via a screen has not worked for everyone and everything. New ways of working have had to be adapted to quickly.
- Children who were unable to engage as well in home learning as others have required a lot more support in school. The use of support assistant's time has been altered to accommodate this.
- Children's health and wellbeing has been hugely impacted. A significant number of our children spent all their time in front of digital devices during lockdown. Getting them back into the mind set of communicating and behaving appropriately in school has been a significant factor in our recovery. Children's tolerance of each other has also been a factor within our recovery. We have also had to work on children's independence skills, as some children struggled to work independently on their return to school.

- Transitions for P1 and P7 pupils have been challenging. New virtual ways of working have been put in place. This is not something that all of our parents like. Some parents struggle with digital technology.
- Our older children in the school have been unable to have the roles and responsibilities that they usually would due to tight Covid restrictions. Class bubbles and social distancing has made children's ability to socialise across peer groups near impossible. The House Captains have put on whole class quizzes and Friday Assemblies allow children to share their learning, achievements and successes with each other. The distanced assemblies have not had the same powerful impact as the in person whole school assemblies, this is something we must address in the new school session as restrictions are lifted.
- Pupil voice has been affected throughout. Prior to Covid, we had a strong 'House System' where all children had a sense of belonging. Older pupils enjoyed the responsibilities Captaincy brought and worked well with younger pupils bring their voices to the SMT about their leadership of learning. Children's inability to mix out with their age groups has impacted on our children.
- The lack of singing in class has had an impact on the Early Years in particular. We have noticed the younger pupils struggling in areas where a song or chant (phonological awareness) was enough of a prompt to aide their learning.

Achievements:

- We have tried to be as innovative as possible and find new ways to celebrate occasions such as Halloween, Easter and Christmas. Children provided class videos full of entertainment to be shared with families.
- Children all had and continue to have access to a digital device and wifi/mifi at home.
- We provided care for vulnerable families with complete confidentiality and dignity. Families were provided with power cards, food parcels, learning resources, play resources and a listening ear from the SMT if / when required. This has been greatly received and been instrumental in getting our families back on track now they're in school. Certain families who were harder to engage are more engaged, we believe this is due to our nurturing approach throughout the pandemic.
- Relationships with parents and families have remained positive. Almost all parents engage with teachers via email and telephone consultations have proved to be successful.
- Coalburn Primary School was awarded the Digital Technology Award in June 2021. Staff will continue to enhance their skills within digital technology.
- All staff have strived to support teaching and learning and family engagement throughout the course of the year. All staff have gone above and beyond to ensure the wellbeing of our young people and families has been the utmost of importance throughout the session. The staff team is strong with a continued positive ethos.
- A positive attitude to teaching and learning remains, the ethos of the school and nursery class is positive and Team Coalburn are very much looking forward to the new school session and what it will entail.

Remote Learning Jan-March 2021

Coalburn Primary School and Nursery Class ensured the themes presented by Education Resources in the recovery documentation were a priority throughout this unprecedented period. Staff were committed to providing the highest possible learning experiences for all of our children. Coalburn Primary School used Google Classrooms to provide learning and teaching for all pupils, the nursery made use of Online Learning Journals. School children were all well versed in using and navigating through their Google Classroom (GC) having successfully used it throughout the first lockdown. We provided all homework tasks through GC to ensure everyone was still able to access from home during the period August – December 2020. During this period, we also made sure that all families had access to a digital device and the internet. We secured 16 Chromebooks from the Scottish Government to help with this process. £750 of PEF money was spent on Education City, this investment fully supported Curriculum for Excellence and the teachers' planning for progression of learning. Resources such as Sumdog and The Oxford Reading Owl were also used to enhance teaching and learning. As well as engaging pupils, teachers were provided with tracking feedback which allowed us to plan for the future.

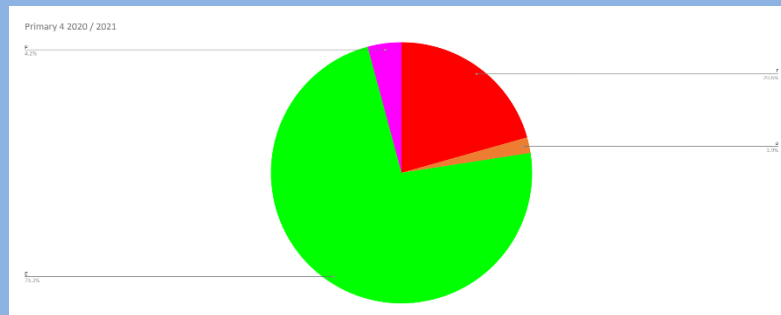
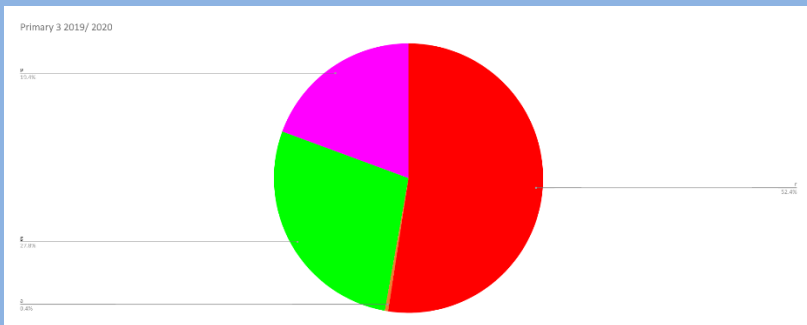
Teachers were more than happy to make themselves available at the other end of their GC every day 9am-4pm. Parents were also able to contact teachers directly, via email, with any concerns or questions and were encouraged to do so. The dedication from teaching staff ensured as smooth a transition (from school to home learning) as possible for children. Children were provided with Literacy, Numeracy and 'One Other' tasks daily with a variety of resources and teaching techniques used to keep children and families engaged. Each class had at least one daily live Google Meet with their teacher and a member of support staff. Children who were on individualised interventions in school still had 1:1 time with the intervention's teacher at the start of each week, live via Google Meet. There was also a weekly assembly, every Friday, at 2:30pm where all children and staff came together to share their news and successes from the week. Rewards were also given out to pupils to encourage participation and engagement with the remote learning. Participation and engagement were carefully tracked on a daily basis by teaching staff and monitored by the senior management team (SMT). Appropriate interventions were put in place where engagement and participation were low, or took a dip. Teaching staff and SMT made regular phone calls home to families throughout the period and a record of discussion was kept for future reference. This allowed children to have 1:1 time with their teacher. Families who were struggling to get children to do their work on the computers were provided with home learning paper packs. These were either dropped off at doors or collected from school.

During the period January – March 2021, the school was open as a HUB for children of keyworkers, this was ably run by support members of staff with one member of the SMT and a teacher present each day. Vulnerable children and children struggling with their home learning were offered places throughout the course of each week to support their wellbeing.

Remote Learning Achievements and The Evidence That Sits Behind Them:

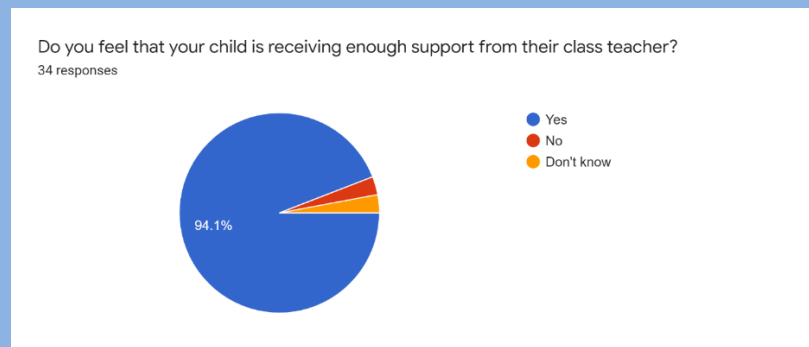
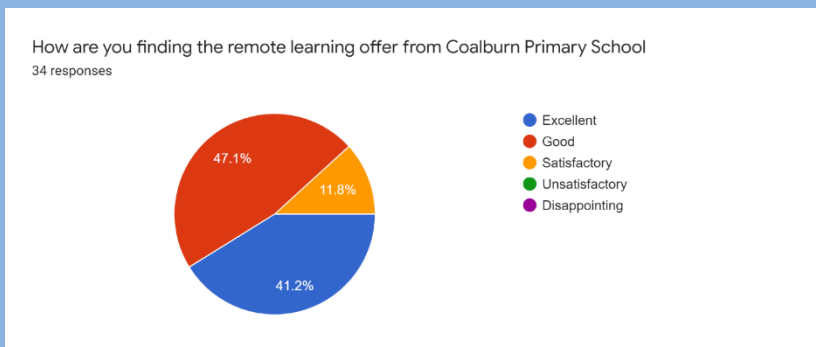
We are proud of the efforts from the whole team at Coalburn. Most parents and pupils engaged well, and staff worked hard to ensure the children had positive learning experiences throughout the uncertainty of January – March. We had greater pupil engagement from the previous school session lockdown. An example of this can be shown on the charts below, same cohort of children, different lockdown.

r	not engaging
a	limited engagement
g	fully engaged
p	surpassing expectations
hp / lp	Home learning pack provided



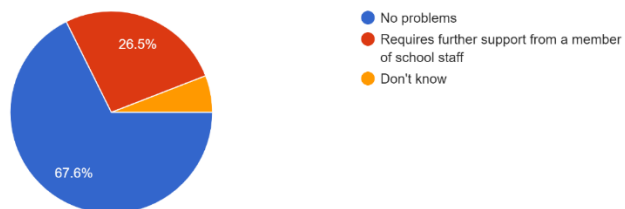
The 20.6% of children not engaging in home learning were all offered a place in the HUB twice a week and thrived on the interactions and teaching and learning opportunities there. This was a similar picture across the board. The Hub was used effectively to engage reluctant learners.

We had good parent engagement. Parents had access to class teachers via their email addresses and could ask for a phone call. This support alleviated a lot of parental anxieties and throughout the conversations, parents were encouraged to enjoy the home learning with their children. The message from school was very much “Do what you can, when you can”. Parents were appreciative of this message. Feedback from parents was mostly positive, they were consulted and asked for feedback. Some of the feedback included:



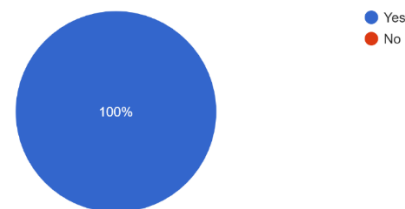
How do you think your child is coping with the remote learning?

34 responses



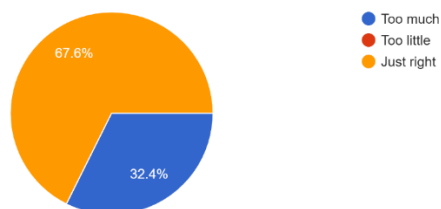
Do you have sufficient broadband / wifi access to be able to use Google Classroom?

34 responses



How are you finding the amount of work that your child/ren is/are receiving?

34 responses



Individual comments included:

"I think you guys are doing a great job. But I feel there is a lot of work set and the more that gets set the more my child gets stressed and the more I get stressed. Some days I only have 2 hours in between shifts it's not easy trying to help in that time."

"The google meets are fab! It makes my child feel a bit more connected with her teacher and her peers which I feel is important to support her emotionally. Continuing with these would be great. The Friday assembly is also a lovely way to bring everyone together. #Teamcoalburn!"

"My child has enjoyed being able to see everyone and her teacher through meets the past few days. I think these interactions have helped her mood a lot and hopefully have gave the other pupils a boost too. Introducing these sessions have been a great idea as I feel they are what was missing and is needed."

"My child was a little overwhelmed today Thursday, just with the workload but we Stopped did something else and got back to it. He really misses school. Thank you all for all you do. 😊"

"It's a challenging time with both parents trying to balance work and the school work with our child. The volume of work can be challenging at times but we are managing, sometimes helping her at night. It's good that the work can be handed in the following day. Teachers are doing a great job! Appreciate all their hard work and communication to parents also great."

"As my husband is working away and I am working full time from home it is very difficult some days to ensure the kids have completed all their tasks in time. As I'm sure so many parents are feeling the same way just now it is just a bit challenging for everyone trying to deal with so much at once however I feel Coalburn are doing an excellent job of understanding everyone's individual circumstances and providing all the help and support we could need. Thank you."

"The teacher's videos have been helpful in supporting my child's maths. I do find it difficult to support both children with the workload on my working days. A bit like I'm chasing my tail at times! However, I focus on the tasks which I feel my child will benefit from most and don't put any pressure on to complete everything. Thank you to all staff for the dedication!"

All children had access to a digital device, some struggled to use this for learning but did use them to sign into the Google Meets. Our Google Meets with pupils proved to be popular, teachers took time to explain the online work but also had a game planned for the children to enjoy with their classmates, hangman became a favourite along with 'Guess that sound'! All children were also invited along to a weekly assembly by the Head Teacher, assemblies provided an opportunity to share success stories and 'see' all our friends from the school. Weekly certificates were given out to encourage participation and engagement. All children had received a certificate by the end of the lockdown. So did all our parents.

Most of our children have commented on how much they missed school and did not enjoy Home Learning. They have made it very clear that they prefer to learn with a teacher. Children did however enjoy spending more time with their families. This is evident from pupil feedback:

"I enjoyed spending more time with my family and helping look after my little brother who was born in January."

"I enjoyed watching my sisters grow up and spending more time than normal with my family."

"I like how I saw some people when I was at the hub."

"When we finished our work early, we could go outside to play."

"I didn't like having to do my work on the computer at home because I really enjoy writing my work out."

"I didn't like doing online schoolwork, but I did like being on the computer."

"I didn't like not having the support of teachers with harder work."

"Some of the work took too long."

"I didn't like the amount of work we had to do."

Staff upskilled themselves on lots of digital apps and programmes. CLPL opportunities included: Mote, Screencastify, Loom, Jamboard and Google Meet. The children reaped the benefits of this and thanks to Mote, loved hearing their teacher's voice 'marking their work' rather than a written comment. Recorded lessons were uploaded daily from teachers on all Google Classrooms, parents and children found these useful. Team Coalburn being awarded the Digital Schools Award has been welcomed after everyone's efforts.

The School App was used regularly to get messages out to families, it was also used to showcase successes, as was Twitter.

Challenges and Opportunities:

- Wi-Fi issues for staff and pupils. Advising pupils and parents on use of a variety of different devices was timely.
- Sharing devices with working parent was a challenge for some pupils. This was overcome by home learning packs being delivered.
- Selective engagement caused interrupted progression for some pupils.
- Adult / Parental support required for completion of work, particular in the younger classes. New ways of teaching down the school were adopted and continue to work now that we are back in the building.
- Staff and pupils have increased digital literacy skills.
- Opportunities include a huge variety of training opportunities now being offered remotely - easy to access and most free.
- Opportunities also include time to try out new ways of communicating with parents/carers - e.g. SWAY, Thinglink, Learning Journals

Learning arising from this period / Next steps:

- Teachers continued to progress learning and support staff had time to up level their digital technology skills. Support staff need to be provided with opportunities to continue to up level what was good practice during lockdown.
- Homework is now set and completed via Google Classroom in all classes.
- Encourage parental engagement – we need to support families who are less confident with digital technologies. Home learning support and opportunities for parents will be provided virtually in the next school session.

Planning for and Evaluating improvement

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

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



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

How will we know we've been successful?

<p>Quality Indicator</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	<p>Recovery Priority</p> <p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>Key Recovery Tasks (School specific)</p> <p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>Desired Outcomes and Impact</p> <p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Whole School Wellbeing</p> <p>Rationale: School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community.</p> <p>A sense of Belongingness and Connectedness is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through Quality Relationships, and a range of Attachment Informed Practices.</p> <p>Staff will have had a range of experiences during this period and will need a flexible and personalised</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs. Plan how best to promote an attachment -informed ethos and environment that nurtures 	<p>Key Recovery Tasks (school specific)</p> <p>Risk Assessments in place for staff and children's return in August. Safe Systems of Work completed and shared with all staff.</p> <p>HWB Recovery slot timetabled in every class each day. Have a consistent approach to this in school and nursery.</p> <p>Revisit GIRFEC principles and SHANARRI with ALL staff and roll out in each class and nursery. Use of Growth Mind-set book and resources by HT</p> <p>Prof Dialogues with teaching staff to focus on HWB</p>	<p>Desired Outcomes and Impact</p> <p>Safety of all in the school/nursery building and school/nursery grounds.</p> <p>Responsive planning from all staff to meet individual needs if required</p> <p>HWB of all children is met</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>All staff to continue to monitor wellbeing of all children, any issues arising should be identified to the HT straight away.</p> <p>All staff to ensure that they practice the Attachment Theory training they have participated in. All classes to use UNCRC and SHANARRI to inform class charters.</p> <p>Virtual workshops with staff led by EP or SST</p> <p>Staff CPD</p> <p>Virtual workshops with staff led by EP or SST Tap in to resources and knowledge from SST on a weekly basis via email or phone.</p> <p>Parent Information booklets / leaflets to be produced to inform Parents / Carers of Attachment Theory and Coalburn's approach.</p> <p>Seek parent views on lockdown and identify any possible consequences for school / nursery to explore with children</p> <p>Refer to SLC Glow Tile – See Me Check in opportunities for all staff with HT weekly (Wednesday virtual)</p>	<p>Children know that staff are there to help and support them. Strong relationships between pupils and staff. Pupils know that staff are there to listen.</p> <p>Staff will be trained on SLC strategy and more confident/informed to act on wellbeing of all</p> <p>Strong home-school/nursery links.</p> <p>School staff are aware of any issues to be addressed when children return to school after lockdown</p> <p>Ensure wellbeing of all staff.</p>
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	<p>which allow staff to be included and consulted.</p>	<p>Continue with weekly / daily email updates from HT to whole staff team. Include facilities in this.</p>	<p>Ensure lines of communication are clear and there is no confusion in messages.</p>
<p>Theme: HWB CURRICULUM</p> <p>Rationale: The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is underpinned by recognition that all Behaviour is Communication.</p> <p>Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.</p> <p>Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Contextualise the 'Reconnection & Recovery' guidance to develop a recovery curriculum within a unique context. Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs. 	<p>Discuss and explore with staff on In-service Day</p> <p>Pupil Profiles – planned 'assessment/tracking' records for HWB for each child HWB planners in each class and nursery. Mindfulness and Meditation to be practiced in each class / nursery.</p> <p>Collective class rules re COVID in each class and nursery. Class Charters School Captains Virtual Pupil Committees Virtual assemblies Worry Box in every class</p>	<p>Staff aware of priorities in recovery curriculum for delivery to pupils</p> <p>Staff to monitor wellbeing and identify key areas to be supported if required.</p> <p>All children have a voice and feel valued in school</p>



Improvement Priority 1 - Health and Wellbeing

Progress Report June 2021



What did we actually achieve?	How do we know?	What do we need to do next?
<p><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></p> <p>Appropriate risk assessments and safe systems of work were in place for staff and pupil's return in August. These were continually adapted throughout the course of the year in line with government and local authority guidance. Wherever possible, staff have been kept to the same bubble with little to no working between bubbles happening each week. Class charters were created in the first few weeks of the new school session to create boundaries and allow children to have ownership of their classrooms. All class charters included UNCRC and SHANARRI.</p> <p>All staff in the building completed the training on Attachment provided by our Educational Psychologist colleagues. This was a refresher for some staff and an introduction to others. Staff, particularly support staff, have adapted their practice appropriately when faced with challenging situations from pupils. Parents were issued with Attachment Theory information and a follow up information session is scheduled for the new school year.</p> <p>Health and Wellbeing formed the basis of all learning in classes in August. This was very much pupil led. Teachers were responsive to children's needs. Each pupil had a SHANARRI profile that would be filled out by the class teacher with significant information that SMT would then action if required. SHANARRI</p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <ul style="list-style-type: none"> • Coalburn Primary School and Nursery class has reported 0 positive cases of Covid. • HUB register details keyworker children and vulnerable children. All vulnerable children have a note beside them that can be referred back to. • 100% attendance from staff for Attachment Theory and subsequent positive professional dialogue between staff. • Improved interactions from all staff with all children, 	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <ul style="list-style-type: none"> • Attachment Theory information session for parents. (SWAY, virtual, leaflet) • Share with parents the importance of meditation and mindfulness • Whole school approach to emotional wellbeing. (Emotions works) • Formal Tracking and Monitoring of HWB experiences and outcomes.

<p>indicators were used weekly at assembly, with children feeding back on the work they had been doing in class relating to the focussed indicator that week. 'Worry boxes' were present in each class and referred to on a weekly basis, this has now been reduced to a 'when there is a worry' basis. Any concerns have been dealt with as quickly as possible with families being kept informed via telephone.</p> <p>In our lower school, the 'Colour Monster' story book was used to engage and track emotional literacy of our younger pupils. The nursery also used this resource. Parents were informed of the discussions taking place and any follow up phonecalls required happened immediately. All children in the school also revisited their 'Fab Five' support network, that was referred to throughout the school year.</p> <p>During lockdown (January – March) we listened to our parents and children, if / when we felt children's HWB was at risk or suffering we invited them into the HUB. A number of children benefitted emotionally from being in the HUB at least once a week to see friends and staff, this helped with their transition back to school.</p> <p>Parent questionnaires were issued to ensure that we were meeting the needs of our young people at home as well as in school. Families were contacted on an individual basis if they required extra input or resources. The Educational Psychologist was able to provide some families with suggestions of resources to target certain issues with children.</p> <p>Our working relationship with Chloe Millar (SPLT) has been invaluable. She has continually provided support and resources to all staff to enable us to meet the needs of all our young people under her care. Chloe engaged with families virtually and fed back to the school. Children working with SPLT had the same resources and approaches in home as they did in school thanks to the strong working relationships. Parents were extremely grateful of this close working partnership and children have benefitted.</p> <p>Face to face parent meetings have not been achieved, however all parents have now received at least one formal telephone consultation and two informal telephone conversations this school year, with all children being contacted on the phone by their class teacher during lockdown. These comments have been tracked by class teachers and monitored by the Head Teacher with follow ups, where necessary, provided. For sensitive matters, such as multi agency meetings and</p>	<p>particularly those with challenging behaviours.</p> <ul style="list-style-type: none"> • Constant teacher professional dialogue (this needs upgraded to be a formalised approach with evidence) • There is a record of all calls made to parents and children throughout lockdowns. • Parents who were directed to outside agencies have been extremely grateful and commented on how useful this extra support was. 	<ul style="list-style-type: none"> • Formal tracking of behavioural support needs put in place for teaching staff and SMT.
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significant health and wellbeing concerns, parents have been accommodated within the school grounds.

Parents have been directed to outside agencies (Healthy Valleys, Woman's Aid, etc.) where appropriate to help with their own health and wellbeing issues / concerns.

Jamboards have been used on a regular basis to get feedback from pupils. This has been done across the curriculum but has been particularly useful within Health and Wellbeing. Children have been happy to put their anonymous contributions / concerns on a Jamboard to share with the class and teacher. On a number of individual basis' children have chosen to use a Jamboard to convey their thoughts and feelings when anxious or behaving in a distressed or 'out of character' manner.

Children's physical health needs were enhanced by our Active School's co-ordinator coming in and team teaching with the teachers. This also provided invaluable CPD opportunities for teaching and support staff. Children from all classes have engaged in the daily mile challenge, this has worked in nicely with required 'brain breaks' and has allowed us to ensure all children receive 2.5 hours of physical education per week. Active School's further provided an occupational Therapy 'big ball' to improve core development with our targeted children in the early years. Those children who did not get out much during lockdowns benefitted hugely from short daily sessions from our trained Principal Teacher. This also helped with their concentration and gross motor skills back in class.



Improvement Priority 2 - Planning for Equity

How will we know we've been successful?

Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p>2.4 Personalised Support</p> <ul style="list-style-type: none"> • Universal Support • Targeted Support • Removal of barriers to learning <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Re-identifying the poverty-related attainment gap.</p> <p>Rationale: To plan effectively to address the “gap” there needs to be a clear understanding of what the current “gap” is. Learners will have had a varied experience during their home learning period, and won't necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point;</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider the experiences learners have had during the school closure period, drawing on for example: <ul style="list-style-type: none"> - Engagement data - Home-school communication - Home-learning submissions - Engagement at hubs 	<p>Key Recovery Tasks (school specific)</p> <p>Use lockdown tracking sheets to discuss online engagement levels with staff.</p> <p>Target non engaging families and identify support</p> <p>Audit of family support required at home.</p> <p>Ensure mixture of learning materials (e.g. online, paper,</p>	<p>Desired Outcomes and Impact</p> <p>All children will have access to home learning online.</p> <p>All children will be able to access learning to meet their needs.</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"> • Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of: <ul style="list-style-type: none"> - Learners’ wellbeing (e.g. Boxall profile, observations, wellbeing indicators) - Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments) - Engagement (e.g. Leuven scale, observational data) - Participation (home-learning participation data) <p>Purple text gives examples of how schools may tackle this; this isn’t exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.</p> <ul style="list-style-type: none"> • Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school’s new “gap” position. This will enable identification of groups/learners/stages requiring targeted additional support. 	<p>practical) to accommodate all individuals Identify families requiring ICT. Make up resource packs and distribute Pupil Profiles written for vulnerable children (wellbeing Assessments).</p> <p>Revisit with staff CPD</p> <p>Ensure parents are aware of online supports available to them during the blended learning approach.</p> <p>Assessments to be carried out in a timely manner, not to overwhelm the children.</p> <ul style="list-style-type: none"> • PM Benchmarking • PIM • SWST • SWRT • NGRT • PAT test • Catch Up Numeracy • Catch Up Literacy • SNSA • Dyslexia Checklist <p>Quality Assurance:</p> <ul style="list-style-type: none"> • Assessment, observations, classwork, benchmarks. • Conversations with Learners • Staff to analyse data collected pre and post lockdown <p>Data input to school Tracking and Monitoring sheet</p>	<p>Identify and support any potential barriers to home learning.</p> <p>Meet the needs of all children after period of home learning</p>
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<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 additionally. • 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>Social Media Parent Council School App Letters Newsletters Resources identified responsively when children return to school Virtual Assemblies – Google meet</p> <p>Consultation with staff and other agencies</p> <p>Ensure effective use of PEF funded SSA</p> <p>PDRs with staff Professional Dialogues</p> <p>ICT packs distributed where required (use PEF to purchase tablets) Pupil training in school Parent training where appropriate Provide internet access to families if required</p>	<p>All stakeholders aware of school decisions</p> <p>All staff continually reflect on progress and needs</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. 	<p>Professional Dialogues with staff Dialogue with HT and other agencies. Effective use of SST Continue to track attainment and achievement using school system (this system will be reviewed and updated accordingly)</p>	<p>Ensure needs of all individuals are met and progress is tracked</p>

	<ul style="list-style-type: none"> Consider points in planning section to find alternative approaches. 	<p>Weekly check in meetings with all staff to update and reflect on progress of pupils Settling in Reports for each child</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>Professional Development Revisit Cost of the School Day Individual resource trays used by pupils in class – supplied by school If required, uniform provided by the school / nursery.</p> <p>Discuss possibilities of external funding / grants with the parent council.</p> <p>ICT support and resources to families if required (use PEF) Consideration of home circumstances by staff Continue to work with Multi Agency partners to support identified families Continue to promote the community 'fare share'. Consider the possibility of having to provide internet access / food parcels for identified families. Continue weekly phone calls to identified families to 'check in'.</p>	<p>All children will have access to their own materials in school to support learning</p> <p>All children will have access to their own materials at home to support learning</p> <p>All families feel valued and supported.</p>



Improvement Priority 2 - Equity

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
<p><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></p> <p>On return to school in August 2020, teaching staff carried out a number of assessments to gauge where the children were with their learning. The further lockdown in January caused us to have to reassess where we were with the children.</p> <p>Tracking and monitoring meetings took place in August between class teacher and the Head teacher following rigorous assessment and teacher professional judgement. This happened again during the month of May.</p> <p>During August to December, we ensured that all families had access to a digital device at home and wifi/mifi. We utilised the provision of digital devices from the Scottish Government appropriately after analysing Google Classroom engagement from the lockdown in the previous school session. Families were contacted on an individual basis following a whole school digital technologies consultation. All homework during this time period was uploaded and completed on Google Classrooms to build pupil confidence and to continue to track the online engagement.</p> <p>Although all families had access to a digital device we still had some children disengaged from online learning during lockdown 2. These families were contacted and physical home learning packs were provided for families who were</p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p>100% of families had access to a digital device and wifi / mifi at the start of Lockdown in January. This is an increase of 16% from the previous Lockdown.</p> <p>Remote learning engagement improved, we had an average of 45% of learners engaging on their Google Classroom in Lockdown 1 with many families choosing not to engage or preferring to work with physical resources provided by the school. This improved to an average of 69.8% of online engagement during Lockdown 2 with the other 30.2% all being provided with physical learning packs or time in the HUB with a member of school staff.</p> <p>Teachers reported to have improved engagement from parents during the second lockdown and the quality of most submissions was good.</p>	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <ul style="list-style-type: none"> • Tracking of engagement using of Leuven scale. An increase across the board will be visible all children will be working within or above Level 3. • Incorporate PEF tracking into whole school tracking and monitoring sheets. Teachers need to know who the targeted children are. • Rigorous system in place to highlight and track progress of PEF children.

<p>struggling to use the digital devices, or for children who were finding it too difficult to do their work on the computer. The specialist support teacher (SST) came into the HUB once a week to support these vulnerable children. This provided certain children with the required specialised support, albeit a small amount. The work by the SST was continued on our return to school. This continuity for our most vulnerable pupils has been beneficial and improved attendance from them has been noted.</p> <p>During lockdown 2, engagement with Remote Learning improved, rigorous tracking and monitoring meant that any non engagement was quickly targetted by SMT. Teachers took in to account individual learning styles within their classroom context when planning online lessons and teaching materials. Targetted children were provided with a 'home check in' by a member of SMT each week.</p> <p>Due to reducing physical contact wth different class bubbles, Support Assistant's (SSA) were allocated to a class each. This was hugely beneficial from whole class and school health and wellbeing point of view, but when it came to targetting individual children and utilising the PEF funded SSA it was not as successful. However, all classes have benefitted from having an allocated SSA, it has strengthened relationships and improved whole class outcomes. It has also allowed SSA to put into practice their attachment theory training with specific individuals and allowed them the opportunity to be consistent with their approach working closely with one class teacher. Children report that they are more at ease working with the same SSA daily.</p> <p>Breakfast club commenced in April with the uptake being from working families. Work must be done to encourage targetted families to send their children. Food parcels were delivered to families throughout both lockdowns thanks to donations from the local community and shops.</p> <p>The clothes rail at the front door has been utilised by parents more so than ever. Moving forward, consideration should be taken to ensure that the offer of 'free clothing' remains for all year groups. This will be monitored by school office staff, where donations are limited, purchases will be made. The school made use of £150 outdoor clothing grant to ensure there were plenty of hats, scarfs and gloves for all year groups. The Parent Council provided every child in the school with a set of full waterproofs. This has been invaluable during our outdoor sessions.</p>	<p>£60 Coop vouchers used to buy essentials and distributed to families in need.</p> <p>Food donations, powercards and hampers were distributed where necessary by SMT throughout the course of the year.</p> <p>Record of home learning packs provided for Lockdown 2:</p> <ul style="list-style-type: none"> • 30.2% all had a home learning pack that was tracked and marked with feedback from the teacher provided. This was often done orally depending on what the parent requested. <p>0% of targetted families currently attend breakfast club. Targetted families equate 35% of the school</p> <p>Almost all pupils in P1-4 present as Level 3 on the Leuven Scale. This is not replicated up the school. About 70% of the P5-7 cohort can be described as being at level 3, with 10% working within the parameters of Level 1 and the remaining 20% in or around Level 2.</p>	<ul style="list-style-type: none"> • Gap analysis discussions to be incorporated into tracking and monitoring meetings (Quality Assurance Calendar). • Consult with parents and pupils regarding 5% participatory budget. • Reinforce Uniform Policy and standardise PE Kit • Continue providing each learner with their own resource pack at the start of the school session. • Consider what support families require re supporting children with learning at home. • Re-establish children who require targeted interventions and approaches
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Due to the risk of transmission of the virus, children were asked to come to school with no school bag / pencil case. All children were provided with their own tray of resources. This proved to be successful and something that we would like to continue with to ensure equity. Moving forward, children will be encouraged to use school resources rather than bring in from home.

Throughout the course of the year, the school have been supported extremely well by the Parent Council. They have managed to provide online entertainment (Panto, magician, etc.) for all children. Some children would not have had these experiences if it was not for the Parent Council. Children were also all provided with a 'Christmas gift' and 'Spring Break treat'. The Parent Council were successful with grant applications which has meant that no family has been asked for any money this school year.

- Support targeted families in up taking opportunities presented to them (e.g. breakfast club)



Improvement Priority 3 - Continuity of Learning

How will we know we've been successful?

Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> Rationale and design Development of the curriculum Learning pathways Skills for learning, life and work <p>2.3 Learning, teaching and assessment assessment</p> <ul style="list-style-type: none"> Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> Attainment in Literacy and Numeracy Attainment over time Overall quality of learners' achievements Equity for all learners 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.</p> <p>Links are included where appropriate.</p> <p>Please note - there are 2 Head Teacher consultative groups currently working with senior officers to produce Local Authority suggested recovery phase 'curriculum models' for both the Primary and Secondary sectors. As soon as the recommended models have been assessed for operational practicalities (including services such as cleaning, transport, catering etc.) they will be emailed to all Head Teachers.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would like and how it will be measured.</p>

<p>Theme: Learning In School</p> <p>Rationale: <i>The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, 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>Key Recovery Tasks (school specific)</p> <p>Staff aware of Risk Assessments in place in school Children attendance in school is 50% (Mon/Tues and Wed/Thurs)</p>	<p>Desired Outcomes and Impact</p> <p>All staff feel safe</p>
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<p><i>number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible</i></p> <p><i>It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.” The Recovery Curriculum, Think Piece</i></p> <p>Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.</p>	<ul style="list-style-type: none"> Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. Consider if communal and social areas could be repurposed to provide additional learning space. <p>https://www.gov.scot/publications/coronaviruses-covid-19-re-opening-schools-guide/</p> <ul style="list-style-type: none"> Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks) Review your school’s learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment. 	<p>Nursery has break out area in Nutberry Hill. 4 pods and 2 outdoor spaces have been created.</p> <p>Timetable to classes re available spaces for learning. Risk Assessment completed re social distancing, signage, safety for all. Include above on all staff meetings agendas Outdoor spaces to be timetables for Outdoor Learning. Staggered breaks and lunchtimes. School lunches will be in Canteen (2 sittings). Nursery lunches to be delivered to pods.</p> <p>Focus on Literacy, Numeracy and HWB in school / nursery. Skills based learning and IDL to be provided for the days children are learning from home.</p> <p>Google Meets for staff on a Wednesday to discuss progress/needs</p> <p>Review all guidelines in Term 1 or in line with Scottish Government advice</p>	<p>All classes and nursery will have a focus on HWB every day.</p> <p>Outdoor Learning will be utilised daily by all classes and nursery.</p> <p>Key areas to be developed</p> <p>Staff will be able to work collegiately and still conform to social distancing guidelines</p> <p>Continually review progress</p>
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<p>Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.</p> <p>This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.</p> <p>It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.</p> <p>Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers .</p>	<ul style="list-style-type: none"> • Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated. • Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school. • Consider how to take account of parental views and pupil voice when developing the learning in your school. 	<p>Continue with existing school guidelines re assessment with increased focus on HWB</p> <p>Continue with existing school guidelines re assessment Quality Assurance guidelines</p> <p>Introduction of Online Learning Journals for Nursery.</p> <p>Training with Google Trainer (LeighAnn) if required (may be virtually).</p> <p>Consider choice of topics to ensure children succeed at home.</p> <p>Consider approaches to consolidation of in school learning at home.</p> <p>Google classroom School App Parent Council Parent check ins/questionnaires</p>	<p>Ensure progress for all</p> <p>Nursery learning will now be able to be tracked and monitored in nursery and at home.</p> <p>All staff feel confident to deliver effective home learning</p> <p>Children feel a sense of achievement and attainment successes.</p> <p>Early identification of any issues</p>
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		<p>Pupil check ins/questionnaires</p> <p>Parent Council</p> <p>Parent check ins/questionnaires</p>	<p>Clear channels of communications</p> <p>Parent views sought and acted upon</p>
<p>Theme: Learning At Home</p> <p>Rationale:</p> <p>A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support.</p> <p>While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.</p> <p>Schools should consider how they track ongoing engagement in remote blended learning and support families where it is</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school. • Can staff who are shielding work on developing and leading on online learning opportunities? • Take account of the existing resources you have access to and how these can be used to support learning at home. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated. • Review and plan how you will deliver and set work at home and how feedback will be given to learners. • Establish a baseline on the number of pupils and staff who have home access to ICT. • Consider how to take account of pupil voice in their learning at home. 	<p>School - Google Classroom</p> <p>Nursery – Online Learning Journals</p> <p>Practical/life skill tasks to suit individual needs/stages</p> <p>Provide support for all staff re online resources etc., preparation of materials</p> <p>Audit of ICT and how to utilise effectively within each classroom and at home. (PEF may be required to support the outcome).</p> <p>Google Classroom training with Google Trainer (LeighAnn)</p> <p>ICT skills update with SSAs</p> <p>Set by CTs weekly for completion</p> <p>Individual feedback given by CT on Google Classroom</p> <p>Audit to be undertaken by school staff</p> <p>Conversations with Learners</p> <p>Online questionnaires</p> <p>Google Classroom engagement / check in</p>	<p>Home Learning will meet the needs of all pupils</p> <p>Support for staff to feel more confident in the delivery of home learning</p> <p>Flexible timescales for families to work around and individual feedback given</p> <p>Pupils feel valued</p> <p>Effective communication lines established</p> <p>Effective tracking of home learning for every pupil</p>

<p>clear this is an area of significant difficulty.</p>	<ul style="list-style-type: none">• 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>Yammer Jamboard</p> <p>School App, Twitter, Letters, Newsletters, Google Classroom Add Guardians email addresses to Google Classroom</p> <p>Continue with school tracking in place throughout lockdown period</p>	<p>All guardians are aware of what work needs to be completed online. Clear communication between school and guardian re work expectations.</p>
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Improvement Priority 3 - Continuity of Learning



Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
<p><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></p> <p>On our return to school in August, staff were amazed at how well our young people adapted to the new rules and regulations. Children adapted extremely well to the tight Covid restrictions. New relationships also had to be established due to two new teaching members of staff joining the team. Children were split between 5 classes and for the first time had to adapt to split playtimes and lunchtimes. This was a new way of working for staff too. Parents were provided with continual updates of health and safety guidelines and procedures so that children could be prepared at home for any changes in school.</p> <p>Initially, a great deal of time was spent reestablishing rules and boundaries. A lot of our youngsters needed support when it came to concentrating for any length of time and also to tolerate each other. ‘Star of the Week’ and other school rewards were focussed on, to encourage children to try their best at all times. Weekly assemblies were used to remind children and adults of the vision and values of the school and most importantly to ensure everyone was confident and comfortable in school. Children shared their class charters at these assemblies.</p> <p>Socially distancing rules have had an impact on the recovery curriculum, as some children have required a great deal of 1:1 work. This has been</p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <ul style="list-style-type: none"> • Less accidents and incidents have been reported from the playground now that all pupils remain in class bubbles. • Split lunchtimes have provided the children with a more calming environment with only 50% of children in the lunchhall at one time. • ‘Star of the Week’ and other certificates are shared on Twitter with a higher number of parents engaging with the school through these Twitter posts • Improved engagement of online learning as previously mentioned. • Restorative justice practices have lessened as pupils become more 	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <ul style="list-style-type: none"> • Literacy – specific focus on writing. • Reading Schools • Independent learning • Problem solving • Family Engagement

difficult to fully achieve from a safe distance, children and families have been very understanding of this and when extra support has been vital, it has been done through a Google Meet with parent and child.

Although children stated that they were fed up learning online, we believed that it was important to keep their digital skills and abilities at the forefront of their minds. Homework being issued through Google Classroom allowed all of our children (new and old) to reestablish themselves with submitting work online. Staff and pupils benefitted hugely from having a Google Educator as part of our staff team. CPD opportunities for staff were 'on tap' weekly with 100% uptake. Guardian email addresses were added to all Google Classrooms so that parents knew if homework was overdue and then in Lockdown 2 they were able to keep track of their children's work. Children were unable to pretend to their parents that they had done their work this time around.

During this school session, the ICT suite has not been used by classes as frequently as it would have been. This was due to Covid restrictions. All classes did however, have 6 Chrombooks each to allow working groups of children to continue to engage with online platforms in class. Thus keeping up their digital literacy skills acquired through both lockdowns. We were able to do this thanks to the PEF allocation. Money was spent on additional Chromebooks for class.

Teaching staff ensured that any IDL work carried out was suitable to be able to cover as many Literacy and Numeracy outcomes as possible as well as taking into account pupils' interests. Education City, Sumdog and Oxford Owl resources were continually used when back in school to support pupils with their transition back into the classroom after the period of remote learning.

Through Lockdown 2, all children were invited to contribute to the Coalburn 'Make Your Way' ordnance survey map. New paths and rights of way are currently being developed thanks to some of the contributions from our young people. Pupils look forward to seeing the final drafts next session. The Primary 3/4 cohort worked alongside the Coalburn Community Council to plan development of the unused land at

self assured, confident and resilient with their learning and engagement.

- AiFL techniques used throughout for feedback and teacher professional judgement. Pupils could clearly indicate to staff how they were feeling.
- Thank you cards from the local community for our continued involvement.
- P1 SNSA Results indicate:
 - 87% of children achieved Band 5 or above for Literacy and 93% achieved Band 5 and above for Numeracy
- P1 (33% FME and 13% ASN) percentages for achieving Early Level are:
 - 100% Listening and Talking
 - 80% Reading and Writing
 - 93% Numeracy
 - 100% HWB
- P4 SNSA results are as follows:
 - 72% Band 7 and above for Literacy with 27% of children Band 4-6
 - In Numeracy the same picture can be seen, although there are no children in Band 4.

the back of the school. They were involved in the design, costing and grant application. They have secured funding of £3700 to develop this area. This work will commence in the new school session, we hope to engage our families through this project.

A huge strength is our community involvement. We have continued to share our learning with the local community throughout this school session. All classes contributed to the Church display for Remembrance, Christmas and Easter.

- P4 data (0.9% ASN and 45% FME) for achieving First Level is as follows:
 - 100% HWB
 - 81% Reading and Writing
 - 100% Listening and Talking
 - 81% Numeracy
- P7 SNSA results indicate:
 - Literacy - 7 children Band 10 and above. 6 children lie within Bands 6-8 with one child not sitting the test due to ASN.
 - Numeracy – 9 children achieved Band 9 and above, 5 children 5 achieved within Bands 6-8 with one child not sitting the test due to ASN.
- P7 data (43% ASN and 43% FME) in class) for achieving Second Level is as follows:
 - 43% HWB
 - 64% Literacy
 - 50% Numeracy