



South Lanarkshire Council

Recovery Planning August 2020



Crawford Primary School



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?

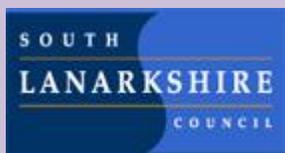
<p>Quality Indicator</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	<p>Recovery Priority</p> <p>These have been generated as a series of prompts/suggestions to assist schools with the recovery 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>Audit of staff and pupils on emotions / feelings returning to school via survey on-line; observations and discussions and circle time. This should take place for individuals, groups, classes and as a whole school by sharing experiences of lockdown.</p> <p>Displays of photographs and work tasks completed during lockdown by pupils and staff across the school.</p> <p>Survey with parents / carers about access to digital devices and the challenges this presented for supporting their children with the learning during lockdown.</p>	<p>Desired Outcomes and Impact</p> <p>All pupils feel confident and happy to be back in school. All pupils are engaging well both in and out of school with blended learning approach</p> <p>Parents / Carers are confident that pupils were able to access appropriate learning to make good progress in spite of limited time in school.</p> <p>Parents felt confident and able to approach the school for help and believe the school offered practical and timely support.</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>Staff have already completed attachment strategy webinars and have copies of the documents</p> <p>Staff to complete Learn-on -line module on attachment in August</p> <p>School Vision for the session is to 'create a psychologically safe environment rich in positive relationships' building on from our existing vision 'caring, conscientious, creative to be the best we can be'</p> <p>Staff to continue to promote restorative practices within the school positive behaviour policies.</p> <p>CAT sessions to support staff on restorative practices and attachment strategies making use of the Support for Learning team.</p> <p>Maintain a visual presence at the school gates alongside advertising of channels of communication available to parents as school will not have the same 'open door' policy.</p> <p>Engage frequently with parents through emails, newsletters, postcards home to inform them of pupil performance and progress and hopefully videos through 'Loom' or 'Screencastify'.</p> <p>Offer support workshops for parents face to face at specific times in</p>	<p>Positive relationships with pupils, parents, staff and stakeholders are evidenced through questionnaires and observations</p> <p>All staff feel welcome and included within the school community their contribution is valued and plays an important role in school improvements</p> <p>Parents believe that they are well informed about pupil performance and school events and are invited to contribute to school improvements.</p> <p>Parental workshops were well attended and supported pupil progress.</p>
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	<p>which allow staff to be included and consulted.</p>	<p>accordance with social distancing rules in school possibly once a term</p> <p>Communication with staff is key. Informal pastoral contact will continue with Whatsapp</p> <p>More formal communication will be through staff google classroom where information and documents will be shared. Staff can share and add thoughts through the suite of google resources.</p> <p>Staff feel face to face meetings are valuable and should be regular and frequent. Cat sessions will be once per month and be a mixture of face to face and on-line depending on subject. Regular staff meetings once a fortnight will be in person. (Wednesdays)</p> <p>HT will forward appropriate information from emails from SLC to all staff where appropriate</p> <p>CAT sessions will mostly be joint with partners school and may be a mixture of on-line through google-meet and face to face.</p> <p>Pupil voice is a vital part of the recovery program through circle time, focus groups and dialogue with their peers, teachers and HT.</p>	
<p>Theme: HWB CURRICULUM</p>	<p>Schools need to:</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>	<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>The school values of respecting themselves, others and the environment underpin everything we do in school.</p> <p>Emotion Works: This resource was purchased last year, and staff made good use of it with pupils. This year staff will continue to develop emotional literacy with their pupils.</p> <p>All classes discuss and agree their class charters based on UNCRC articles. This will be especially important this session.</p> <p>Healthy Schools planners are used in school and both groups within classes will be working on the same themes and sharing their work with each other leading to a sense of togetherness.</p> <p>Growth Mind Set activities and metacognition will be encouraged in class and whole school activities through assemblies</p> <p>Staff will make use of programmes on mindfulness and yoga to support pupils in school.</p> <p>Expressive arts will be linked with literacy numeracy and health and wellbeing initially as the main curriculum.</p> <p>An agreed class novel will be chosen and act as a focus for IDL or cross curricular links and will also support</p>	<p>Staff should have completed all three years of the Healthy Schools program as a rolling program and will be able to evaluate and make changes to ensure the children have covered the broad range of experiences and outcomes and that gaps are identified and steps take to address these gaps for future planning.</p> <p>Staff confidence in building emotional literacy in pupils has increased while pupils demonstrate a better knowledge and understanding of emotions, triggers and appropriate responses leading to positive emotional and mental wellbeing.</p> <p>Pupil voice is strong and evident throughout the school with committees, class work, target setting, school events and pupil staff dialogues.</p>
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		a collaborative working across both groups within a class.	
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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>Key Recovery Tasks (school specific)</p> <p>Audit the packs of work that pupils returned alongside participation in digital learning including platforms such as reading wise, IDL and Sumdog etc to gauge good starting point for an improved approach to blended learning (using Leuven scale)</p>	<p>Desired Outcomes and Impact</p> <p>The school has successfully reconnected with all pupils and families. Families through questionnaires and feedback believe the school has been highly supportive.</p> <p>Pupils are making good progress and are attaining as</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>Bitesize revision assessments of learning undertaken in March to determine gaps and next steps using IDL test /phonic end of year assessments/ maths topic revision. This will be done over several weeks.</p> <p>Planning review meetings with teacher and HT with specific attainment themes e.g. health and wellbeing, literacy and numeracy aiming for every two weeks initially.</p>	<p>close to their appropriate benchmarks as possible in spite of the blended learning approach.</p> <p>Pupils who presented with specific barriers to learning e.g. motivation, lack of IT etc. have been supported and are making good progress within their levels.</p> <p>Investments in digital technology and training have supported families and increased the skills of all pupils, parents and staff.</p>
<p>Theme: Planning to close the poverty-related attainment gap and reduce learners’ barriers to learning.</p> <p>Rationale: As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the current needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. • Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. • Engage in professional dialogue with staff to establish the best approaches to close the 	<p>Survey with parents and pupils about access to digital devices and their opinions on how much these devices should play in the blended learning approach</p> <p>Discuss with staff challenges they faced using the digital devices and the home learning packs and agree how best to move forward.</p> <p>Ensure availability of digital devices across the school and at home and</p>	

<p>re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.</p>	<p>poverty-related attainment gap. Ensure agreed approaches provide additionality.</p> <ul style="list-style-type: none"> • Review staff training needs. • Review current partnership working. • Consider how you will measure and evidence impact; plan this into home and school approaches. • Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this. 	<p>ensure necessary training is in place for pupils and parents.</p> <p>Provision of digital devices through grants/ PEF and charities for home loan scheme for pupils to access digital devices.</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>Emotion Works: Staff began to use this resource last year. Results are positive as pupils were using a wider vocabulary to describe emotions and feelings. This resource will be further developed and become an important tool for unlocking pupil feelings and emotions as a result of Covid19.</p> <p>Nurture UK: the principles of nurture will play a key role in supporting pupils in school and are an integral part in our new health and wellbeing planning tool.</p> <p>IDL platform – some pupils used this throughout lockdown unfortunately other pupils couldn't as their devices couldn't properly support the package. Testing, near the start of term, when appropriate, will help us determine the impact on pupil attainment.</p>	<p>Pupils will be confident and articulate in expressing their emotions and feelings</p> <p>Pupils will demonstrate their willingness to adopt a 'can do' attitude</p> <p>Pupil surveys indicate pupils are happy and safe in school</p> <p>Attainment data particularly in writing will evidence good progress across all stages</p> <p>Staff will have agreed on our School Writing Policy</p> <p>Pupils will have experienced a number of workshops to participate in a variety of experiences to develop skills</p>

		<p>Talk 4 Writing resources are used by all teaching staff. Work is progressing on implementing some of the strategies. Early indications are positive but still too early to evaluate properly.</p> <p>All staff have undertaken training putting a range of strategies into place in classroom learning. Pupils generally have reacted positively to these initiatives, but quantifiable data is not yet robust.</p> <p>PEF was also used for workshops and buses to give pupils opportunities they otherwise would not have opportunities to do. This is an area where we would like to do more.</p> <p>The theatre trip to Edinburgh to see 'The Lion King' was fantastic-some pupils had never had an experience like this before.</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</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. 	<p>School will provide packs for home learning that have everything a child requires to complete learning tasks.</p> <p>Chromebooks for families who have no devices will be loaned out on a termly basis</p> <p>Access grants or local charities to purchase chrome books</p> <p>School uniform swap box in school where families are encouraged to</p>	<p>Parental surveys demonstrate that the school provided a high level of support to their children and themselves.</p> <p>All families who needed digital devices were provided for by some way or another.</p> <p>All families participated in school activities across the year.</p>

<p>approach to ensure no learner misses out due to financial constraints.</p>	<ul style="list-style-type: none"> • 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>send in items of uniform which are still in good condition and may also take out items that they require at no cost.</p> <p>Information about financial supports are on then website and in newsletters for parents to use.</p> <p>Make good use of free school bus transport sharing across both schools to maximise the opportunities for pupils to participate in a range of activities within the learning community</p> <p>Consider the annual calendar and identify times when parents are asked to contribute financially</p> <p>Make use of PEF for whole school workshops and activities to benefit the whole school</p>	
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	<h2 style="text-align: center;">Improvement Priority 3 - Continuity of Learning</h2>		<p style="text-align: center;">How will we know we've been successful?</p>
<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 style="text-align: center;">Recovery Priority</p> <p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines,</p>	<p style="text-align: center;">Key Recovery Tasks (School specific)</p> <p>This section is for school-specific planning. What needs to be done in your specific context? Who will be</p>	<p style="text-align: center;">Desired Outcomes and Impact</p> <p>This section should give a brief indication of what</p>

<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>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>involved and when? Set SMART targets.</p>	<p>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 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>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. • 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>	<p>Key Recovery Tasks (school specific)</p> <p>All pupils will attend school for two days per week in their normal classroom with their usual teachers</p> <p>Pupils will attend in small stage groups e.g. group 1- P6/7 and P1/2: group 2 P4/5 and P3. Although not all family groups are in on the same day, parents were consulted and agreed on this format. Most parents were of the opinion that children being with friends was more important.</p> <p>One-way system in operation throughout the school and routines in place to ensure pinch points e.g. toilets are considered, and control measures adopted.</p>	<p>Desired Outcomes and Impact</p> <p>The school will still operate very much the same albeit with social distancing measures in place.</p> <p>Pupils will adapt to and flourish with the small focussed learning groups.</p> <p>Pupils still feel connected to the school on days they are not in school through streaming or videos from HT</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> <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</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. • 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. 	<p>Areas in school are large enough to accommodate half of our pupils without the need for staggered breaks and separate play spaces.</p> <p>School already makes good use of the outdoor spaces which will continue</p> <p>Through the health and wellbeing curriculum pupils across both groups and both classes will be using the same themes and wellbeing indicator each month which will provide shared learning experiences across the levels. This will give a sense of collegiate working and togetherness.</p> <p>Class novels will provide a link to learning together across both groups within their class which will be used to bring in cross curricular learning tasks.</p> <p>Plans in the making to have a weekly video sent out to pupils and parents with news, celebration of work and activities undertaken in class and at home.</p> <p>Pupils in the older class will be given training and opportunities to use applications such as on-line streaming, google docs and jamboard one application at a time to build skills in digital technology.</p>	
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<p>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"> • 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>It is planned that a weekly video will be filmed and sent out to every family by the HT/PT to foster a sense of togetherness.</p> <p>Pupils in the older class will be encouraged to give their thoughts on a topical question every day which will be shared at an agreed time using on-line streaming/ jam board and class discussion.</p> <p>Expressive arts will play an important part of the health and wellbeing curriculum in school at this time.</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,</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. 	<p>Learning grids will be prepared for home learning which will contain tasks that must be done and tasks of choice where pupils would select an agreed number of the choice tasks to complete. Parents will be informed of the tasks through hard copies and the use of guardian emails.</p> <p>Learning tasks will have a range of numeracy and literacy, written and practical tasks as well as outdoor activities. Resources will be supplied. Digital resources will play a role depending on the availability of access to IT.</p>	<p>Pupils will adapt to and flourish with the small focussed learning groups despite social distancing.</p> <p>Pupils will still feel connected to the school on days they are not in school through streaming or videos from staff.</p>

<p>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>	<ul style="list-style-type: none"> • 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>Home learning tasks will be a combination of jotter work and craft. Pupils will be encouraged to bring in photographs and/or upload images to the school for display. On-line work using google classroom will be continued.</p> <p>Survey will be undertaken in early August before school returns to find out the baseline of home access to IT</p>	
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