



South Lanarkshire Council

Recovery Standards and Quality Report June 2021



Gilmourton Primary School

Standards and Quality Report Session 20/21

Our School

Gilmourton Primary is non-denominational, co-educational and covers stages from Primary 1 to Primary 7. We currently have two classes and four members of teaching staff. The Headteacher is a Shared Head. The present roll of the school is thirty-one. Support staff, facilities staff and visiting specialists make up our team.

We have a very active and supportive Parent Council and Parent Forum and work with parents as partners in their children's learning.

Gilmourton Primary is part of the Strathaven Learning Community and we work closely and collaboratively as a Learning Community for the benefit of our learners.

Our work with Strathaven Academy ensures we continue to enhance the transition from primary to secondary for all our pupils. We have strong links with other small schools within the Learning Community and have undertaken joint ventures such as collegiate working on shared school improvement priorities, moderation, whole school cultural excursions and Primary 6/7 residentials.

We have a shared vision and values with the schools in the Strathaven Learning Community.

Our shared vision is: **Together We Thrive**

Our shared values are: **Respectful, Responsible and Resilient**

Key Successes/Challenges and Achievements Session 2021/22

One of the major success of this year has been the enthusiasm and resilience of learners, staff and parents. The return to school in August 2021 saw learners and staff embrace the new routines and restrictions and adapt quickly and confidently to school life. Staff were empowered through digital CLPL to deliver live and recorded lessons using Google Classroom and Google Meet. We successfully ran a three-model service delivery with remote learning, Hub learning and P1-3 learners in school.

Remote Learning Jan-March 2021

During this period, we provided learning experiences through Google Classroom, paper copies of materials and a Hub for Keyworker children. Work was provided on a weekly basis and this was available online from the Friday of the previous week. (This was in response to parental feedback as it allowed parents to plan the week ahead.)

Teachers met daily with learners through Google Meet. This was to check-in, go over daily tasks and facilitate a warm-up activity. Teachers also uploaded recordings-audio and video to support learners. Staff made use of West OS and carried out 'live' lessons. Google Classrooms were monitored by staff 5 days a week during the school day. A weekly assembly was pre-recorded by the Headteacher. Parents made contact with staff via email and the Headteacher made contact with parents by email and telephone.

94% of learners accessed Google Classroom and Google Meets with some also using paper copies. Connectivity brought challenges for pupils at home and in school: broadband speeds, children and adults working from home all impacted on users ability to join and remain in Google Meets and to access live lessons.

Some learners found working from home brought increased independent working. A number of families used some of the time to explore the outdoors.

Time was spent from August-December 2021, showing learners how to access Google Classroom and it was used for Homework in the P4-7 stages. Parents were provided with support helpsheets and, in some circumstances, tablets etc. were brought into school to show parents/carers and learners how to access and use Google Classroom on their own devices.

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> <ul style="list-style-type: none"> Audit current approaches to mental and emotional wellbeing (HT and all staff) Develop knowledge and skills in Attachment Strategy. Raising awareness of Attachment Informed Practices. PPRUDB/Supporting health and wellbeing through careful transition processes, reconnection and recovery. Attachment Informed Approach (ED Psych document) Attachment based approach for whole school community. 	<p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> Consistent, targeted approaches across whole school in relation to pupil and staff wellbeing. Continue to develop/embed Attachment based approach across the school through CPD, Webinar, reading and purposeful professional dialogue. Revisit Vision and Values for school with all stakeholders in light of Covid 19, identifying areas for development. Reviewing regularly

<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 	<ul style="list-style-type: none"> • Continue to follow staged intervention procedures taking guidance from Framework for Inclusion and Equality. • Building positive relationships, class charters, Emotions Works programme and identify strategies to support learners. • All staff to participate in SLC Attachment Strategy webinar. • Time for staff to read Attachment Strategy/ engage in professional dialogue. • Working with partner agencies to support learners. • Communications through website, newsletters, leaflet, app to support and involve parents. • Compassionate leadership strategies. (SLC Wellbeing document), local and national documentation/ guidance • Develop a flexible, supportive approach to initial staff working arrangements (due to no WTA at present) <p>Work in partnership with all partner agencies.</p>	<ul style="list-style-type: none"> • Culture of sharing vulnerabilities safely • Staff health and wellbeing. Planned opportunities for staff to engage in self-care activities. • Whole school approach to support learners and staff. • Increased staff confidence and knowledge enabling all staff members to confidently support individual pupil needs. • Increased confidence and greater knowledge and understanding of the importance of health and wellbeing in this current context. We will publish recovery improvement plan. • Increased health and wellbeing of staff and productivity. CLPL? Staff meeting, professional dialogue. Flexibility. <p>Effective communication with partner agencies, working together to support our young people and families</p>
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	<p>which allow staff to be included and consulted.</p>		
<p>Theme: HWB CURRICULUM</p> <p>Rationale: The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is underpinned by recognition that all Behaviour is Communication.</p> <p>Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.</p> <p>Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Contextualise the 'Reconnection & Recovery' guidance to develop a recovery curriculum within a unique context. Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs. 	<ul style="list-style-type: none"> PPRUDB document, ethos, values, vision. Nurture Principles. Reconnection and Recovery document. Engaging with reflection points/questions. Emotions works, redefining Health and wellbeing curriculum around context of recovery. Ensure opportunities for Pupil Voice, HGIOUR SCHOOL, 	<ul style="list-style-type: none"> Greater knowledge and understanding of the principles of reconnecting and recovery. All behaviour is communication – deeper understanding of this, further work on PPRUDB Effective planning in place to support the progress of learning and teaching. Responsive planning opportunities.



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>All classes made effective use of Emotion Works to support the return to school. This enabled learners and staff to engage in discussions around health and wellbeing, emotions and coping strategies. Aspects of this programme were re-visited in February and March after the return to school.</p> <p>All staff undertook a Creative Education course prior to the return to school in August 2020 to raise awareness of reconnecting and recovery and engaged in discussion around the PPBUDR document.</p> <p>Class Charters set the tone for respectful and responsible expectations for the year ahead from the whole school community.</p> <p>All teaching and support staff participated in Attachment Strategy webinars and discussions. This raised awareness and understanding of attachment informed practices within school.</p> <p>Contact was made with partner agencies to ensure we worked together to support learners. This was carried out by telephone and/or virtual meetings.</p> <p>There was a continued focus on health and wellbeing during the second closure, Jan-Feb for P1-3 and March for P4-7. Daily check-ins and live lessons allowed staff to be responsive and follow-up, if applicable, with additional support for learners and/or parental contact.</p> <p>Effective use of Staged Intervention to support learners.</p>	<ul style="list-style-type: none"> • Feedback from learners on GIRFEC indicators • Staff observations and discussions • Attendance statistics: learners and staff. (Average learners attendance 98% across the school year: Aug 2020-May 2021) • Supportive and positive school ethos 	<ul style="list-style-type: none"> • Revisit Vision and Values. • Continue work on Respect for All Policy-taking account of PPRUDB and Attachment. • Opportunities for Pupil Voice-HGLOUR School • Revisit Healthy Schools • Awareness Raising of new Framework for Mental Health



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</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> <ul style="list-style-type: none"> • Weekly planning dialogue to establish engagement level. • Revise assessment calendar 	<p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> • Greater communication and understanding of children's needs and action required.

<p>school in March. Some learners will be further ahead; some at the same point; with others showing limited progress if any. Schools therefore, need to reconsider their “gap” and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Engagement Scale, SHANNARI Wheel assessments. • Target Setting • Tracking and Monitoring of Engagement with Home Learning. • Audit COSD/ COSD Parents/Pupil questionnaires 	<ul style="list-style-type: none"> • Robust data to ensure the best outcomes for learner’s • Clear, targeted approach to addressing pupil needs. • All staff members consider ways in which we can reduce the cost of the school day and are mindful of school context • Families feel supported and know how to access support if required
<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</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. 	<ul style="list-style-type: none"> • Consultation with all stakeholders. • Identifying gap using robust data. • Engage in professional dialogue with colleagues. • Provide staff training/CLPL opportunities. Continue to develop partnership working. 	<ul style="list-style-type: none"> • Whole school community approach. • Continue to identify issues and areas of concern for learners and their families through the new blended learning model.

<p>can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.</p>	<ul style="list-style-type: none"> • Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. • Review staff training needs. • Review current partnership working. • Consider how you will measure and evidence impact; plan this into home and school approaches. • Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this. 		
<p>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. 	<ul style="list-style-type: none"> • Establish blended learning approaches. • Continue to use tracking and monitoring systems to track learner progress. Identify next steps. 	
<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</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. 	<ul style="list-style-type: none"> • Revisit position statement and engage all stakeholders. • Consider/explore approaches to reduce cost of school day. Identify areas to cut costs • Explore Avondale Community fund to support all learners. 	<ul style="list-style-type: none"> • Families supported • Equity • All children able to fully engage in home/school learning. • Confidence in accessing support.

<p>experiencing poverty who weren't before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.</p>	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Newsletters, communication to support families at this difficult time.• Continue to ensure there is a consistent approach to poverty – individual family circumstances/needs	
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Improvement Priority 2 - Equity

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
<p>Tablets were issued to families to support home learning-donated by Avondale Community Council.</p> <p>Due to infection control, no resources were brought in from home. All learners were issued with the same resources, provided by the school.</p> <p>As there was no outings, there was no additional cost to families this year.</p> <p>Engagement with home learning was tracked by staff and HT during the second lockdown and followed up with emails and/or phone calls.</p>	<ul style="list-style-type: none"> • Staff observations and discussions with HT • Additional Support Plans • Leuven Scale and wellbeing assessments reflecting learner opinions 	<ul style="list-style-type: none"> • Revisit Cost of the School Day Statement. • Set up an Equity lead for Participatory Budget Group • Utilise Glasgow Wellbeing and Motivation Profile- GWMP- and Leuven Scale.



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> <ul style="list-style-type: none"> Implement detailed risk assessments to ensure the safe return of all pupils and staff. 	<p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> All staff and pupils can return safely to work. Maximising capacity to allow children to work

<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/coronavirus-covid-19-re-opening-schools-guide/</p> <ul style="list-style-type: none"> • Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. • Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. • Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks) • Review your school’s learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment. 	<ul style="list-style-type: none"> • Reorganise working areas as appropriate. • Engage with all documentation relating to the planned return to school including safe systems of work, Safety and Infrastructure documentation and further most recent guidance and reorganise areas in line with guidance. • Curriculum and School Improvement Schools Recovery Guidance June 2020. • School’s own guidance on the planned return to school. • Communication of safe return to school plans to all stakeholders. • Focus on Health and Wellbeing, Literacy and Numeracy to maximise quality teaching and learning time. • Planned opportunities for staff to work collegiately both in person and via technology. • Balanced approach to hours dedicated to Literacy and Numeracy across all stages with Health and Wellbeing being at the centre. • Continue to review our school’s current Learning 	<p>in smaller groups socially distanced.</p> <ul style="list-style-type: none"> • Minimising risk of spread of infection - health and safety. • All staff have a clear understanding of the standards and expectations when working in the school building • Pupils/parents are clear on the procedures within school. Following all risk assessments and safe systems of work. • Focus on health and wellbeing to allow children to feel safe, valued and engage positively, ready to learn. Self-worth, reconnection/belonging taking account of individual needs. • Focus on Literacy and Numeracy allows pupils to engage in quality teaching and learning experiences, which can be consolidated at home. • Clear direction of curriculum planning using Curriculum Recovery Planning. • Clear direction guidance and direction for parents
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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>Teaching and Assessment Policy and practice.</p> <ul style="list-style-type: none"> • Attachment Strategy CLPL ATTACHMENT INFORMED APPROACH/ Emotions Works training/ PPRUDB • Careful consideration will be given in deciding aspects of home learning taking into consideration equity, lack of IT, working families etc • Communication avenues newsletters, app etc. • Continue to use learning grids, Google Classroom and our approach to home learning. • Developing Skills for Work and Life – Continued learning community work on this 	<ul style="list-style-type: none"> • Staff working collegiately allows for regular check-ins to report pupil progress, next steps, reviewing and evaluating risk assessments, systems and procedures. • Review assessment calendar/timetable to establish the most appropriate assessments at this time. • Using a range of appropriate assessment strategies to assess pupil progress and meet the needs of all. • Staff awareness of strategies to support our young people – increased staff confidence in health and wellbeing approaches. • Smooth transition to blended approach learning reviewing this approach. Seeking the views of stakeholders to ensure parent’s views are considered.
<p>Theme: Learning At Home</p> <p>Rationale:</p> <p>A blended model of in-school and in-home learning is reliant on consistent,</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 	<ul style="list-style-type: none"> • Continue to establish home learning systems to meet the needs of all pupils and their family circumstances 	<ul style="list-style-type: none"> • Pupil needs are met, home learning is easy to access and easy to follow for all pupils and families.

<p>easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support.</p> <p>While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.</p> <p>Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.</p>	<p>the locality. What will this look like at various stages across the school.</p> <ul style="list-style-type: none"> • Can staff who are shielding work on developing and leading on online learning opportunities? • Take account of the existing resources you have access to and how these can be used to support learning at home. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated. • Review and plan how you will deliver and set work at home and how feedback will be given to learners. • Establish a baseline on the number of pupils and staff who have home access to ICT. • Consider how to take account of pupil voice in their learning at home. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home. • Consider how you will measure and track engagement with home learning 	<ul style="list-style-type: none"> • Staff shielding develop online learning resources and support school development. • Audit current resources. Reviewing and refining appropriate. PEF etc • Seek staff views on CLPL which will support staff implementation of home learning. Facilitate home learning etc • Establish manageable approaches to the delivery of feedback given teacher workload. Realistic approaches. • Questionnaire for parents and allow parents to reflect on what has worked well – past 12 weeks experience – what works for families and what does not. • Pupil Voice – establish communication channels to allow children to voice views. • Tracking and monitoring procedures in place to identify pupils who are not engaging 	<ul style="list-style-type: none"> • Reduce workload • Appropriate resources to meet learner's needs • Skills development to ensure staff are confident in delivery the new blended model. • Positive health and wellbeing of staff is key and therefore we ensure workload is manageable.
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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>Following advice and guidance from the Scottish Government and South Lanarkshire Council, all staff and learners returned to work safely. There is a high compliance among staff around the risk assessments and safe systems of work in place. Staff uptake of Lateral Flow Tests is high.</p> <p>Remote Learning Policy. There was a high level of engagement with Google Classroom during the second period of remote learning Jan-March 2021, with targeted support offered to parents/learners to maximise engagement.</p> <p>Reorganisation of work spaces within school: Two classes in two bubbles with separate entrances/exits and playground areas with own playground toys.</p> <p>Home Learning engagement tracked by teachers and HT.</p> <p>Staff uptake of CLPL opportunities to deliver home learning-live and recorded lessons.</p> <p>Revised reporting systems established and progress and achievement CLPL undertaken.</p> <p>Remote learning accessible to all. (Google Classroom, paper copies.)</p>	<ul style="list-style-type: none"> • Google Forms issued to establish IT needs. • Attendance statistics: learners and staff. (Average learners attendance 98%) • 94% of learners accessed Google Classroom and Google Meets • HT shadowed learning journey of some learners. • Assessment-formative and summative 	<ul style="list-style-type: none"> • All staff follow the guidance in the Assessment within BGE 2020-21 revised document and demonstrate their understanding of the Learning, Teaching and Assessment cycle to plan next steps for all pupils. • Revisit and revise current assessment calendar. • Staff member to lead on moderation activities within school. (Mod Con) • Moderation within school and across the Learning Community.