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**South Lanarkshire Council**

**Recovery Standards and Quality Report June 2021**



**Kirklandpark Primary School**

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| **Standards and Quality Report Session 20/21** |
| **Our School *(Roll/context etc)***  Kirklandpark Primary And Nursery Class  Kirklandpark Avenue  Strathaven  ML10 6DY  Kirklandpark Primary School is situated in parkland on the outskirts of the market town of Strathaven. We have a large area of amenity ground adjacent to the school, which we use for outdoor learning, sports and games. We now have a substantial outdoor learning area that is both well used and very popular with staff and children.  Our new school building officially opened in June 2017. It is on three levels, one and a half storeys and has a very open and spacious feeling. We have 11 classrooms, a gym hall, dining hall and several large open areas. One of our open area spaces is currently being utilised as a classroom to accommodate our expanding school roll. Currently we have a 32/32 nursery and 12 mainstream classes.  Our nursery children will move to 1140 hours in August 2021 in accordance with Scottish Government legislation.  Approximately 60% of our children live within SIMD level 9. Our catchment area incorporates SIMD levels 3-10. Our combined school and Nursery roll is 405 with 60 children attending our nursery and 345 in our school.    **Poverty Related Attainment Gap – PEF Target Group**  Within our school population, we do not have children who live within SIMD Deciles 1 or 2. For this reason our target group includes children who are experiencing barriers to learning and are entitled to income related free meals and / or live within SIMD Deciles 3, 4 and 5.  Currently, 8.4% of children attending Kirklandpark receive FME.  10.3% of our FME children live in SIMD 3 6.9% of our FME children live in SIMD 6 6.9% of our FME children live in SIMD 10  6.9% of our FME children live in SIMD 4 10.3% of our FME children live in SIMD 7  13.8% of our FME children live in SIMD 5 44.8% of our FME children live in SIMD 8  Breakdown Of Attainment Of Children With FME  Within SIMD 3   * 66.6% with FME are achieving of a level consistent with most children of their age and stage and have not required any additional measures to be put in place to support their learning.   Within SIMD 4   * 50% of those with FME are achieving a level consistent with most children of their age and stage and have not required any additional measures to be put in place to support their learning. * The other 50% of children falling within this SIMD Decile have medical conditions that impact on progress. Measures have been put in place to support their learning and progress is being made but it is at a pace that is appropriate to the needs of the individual children.   Within SIMD 5   * 75% of children receiving FME are achieving a level consistent with most children of their age and stage and have not required any additional support. * 25% of children receiving FME are supported in their learning. Progress has been made throughout the year (whilst attending school) but they are not yet achieving a level consistent with most children of their age and stage. Supports and interventions will be continue to be in place.   Within SIMD 6   * 100% of children receiving FME are achieving a level consistent with most children of their age and stage and have not required any additional support.   Within SIMD 7   * 100% of children receiving FME are achieving a level consistent with most children of their age and stage and have not required any additional support.   Within SIMD 9   * 61.5% of children receiving FME are achieving a level consistent with most children of their age and stage and have not required any additional support. * - 38.5% of children receiving FME are supported in their learning. Progress has been made throughout the year (whilst attending school) but they are not yet achieving a level consistent with most children of their age and stage. Supports and interventions will be continue to be in place.   Within SIMD 10   * 100% of children receiving FME are achieving a level consistent with most children of their age and stage and have not required any additional support.   Those Living Within SIMD 3, 4 & 5 Who Do Not Receive FME  Within SIMD 3   * Of those who do not receive FME, 50% experience barriers to their learning which affects their progress.   Most of those falling within this 50% experience significant difficulties in all aspects of learning. Interventions in all areas have been put in place. Significant one-to-one support is required and progress is limited. ASPs and individual programmes of work are in place. None of the children falling into this category have engaged with online learning since the onset of the school closure. A small number have taken up the opportunity to attend our Hub.  Within SIMD 4   * Of those who do not receive FME, all are achieving of a level consistent with most children of their age and stage. None of them are experiencing any barriers to learning and none require additional measures to be put in place.   Within SIMD 5   * Of those not receiving FME, 21.7% experience barriers to learning but have made significant progress during this academic year until the school closed after Christmas. 60% have had minimal engagement with online learning during lockdown and did not uptake places offered at our Hub. Classroom based support is currently in place and we are seeking to extend this when our staffing returns to normal capacity in the new session. On return to school in August, daily catch-up sessions will be put in place to revise and consolidate prior learning and move learning on at a pace appropriate to the needs of the children.   Attendance for almost all of the children who are entitled to FME and / or live within SIMD 3,4 or 5 is high with 100% showing an attendance rate of 90% or above.  Our PEF target group has increased and the children identified have changed due to the impact of Covid on families. The number of children who are entitled to income related free meals has increased during this session.  During the lockdown from Jan – March, 20% of our group (who are entitled to FME and / or live within SIMD 3,4 or 5) did not engage with remote learning. Ongoing strategies and supports are in place to support children to progress in their learning.  Our target group accounts for 23% of the group of children who are entitled to FME and / or live within SIMD 3,4 or 5. Our target groups accounts for 4.3% of our school population.  **Vision**  It is our vision for every child in Kirklandpark Primary and Nursery to achieve their full potential by developing their knowledge and skills through challenging learning experiences in a nurturing, positive and motivating environment where high expectations are set and success is celebrated. We ensure inclusion and equality leads to improved outcomes for all children and we work to provide all with opportunities to be involved in the life of the school. We encourage our children to strive to be successful learners, confident individuals, responsible citizens and effective contributors. Our ethos is nurturing and founded on a climate of mutual respect with shared values and expectations, secured through positive relationships, providing children with a quality broad general education. We are committed to ensuring the highest standards are in place for learners through our shared vision and values.  **Aims**  We aim to:   * Provide a safe, nurturing and engaging environment in which our children develop positive attitudes, good self-esteem, resilience and become confident individuals. * Give children the opportunity to explore emotions, cultures and beliefs to foster respect and understanding for others and themselves. * Create stimulating experiences which promote positive attitudes towards learning, independence, intellectual development and enquiring minds. * Enable all children to access an inclusive education that provides support and challenge to encourage them to fully develop their skills and talents for life, learning and work. * Work in collaboration with partners (parents, carers, local / wider and learning community and other agencies) to enhance and support learning opportunities, share good practice and facilitate smooth transitions, enabling them to become effective contributors in society. |
| **Key Successes/Challenges and Achievements Session 2020/21**  During session 2020 - 2021 we have continued to evolve in response to restrictions and complications caused by Covid. Throughout this period we have faced challenges but have enjoyed a number of achievements too.  Our recovery planning for return to school and nursery in August 2020 enabled us to focus on the health and wellbeing of our children with an emphasis on building self-esteem and independence.  As an establishment we have employed training that has been undertaken via ‘Nurturing Schools’ to ensure continuity and to support our children. In addition to this we have also carried out SLC Attachment Strategy training throughout the year, employing guidance provided by SLC Educational Psychological Services.  We have adapted our practice to accommodate the needs of families whose lives have been impacted financially due to Covid. We now have a second hand clothing bank accessible to all families. We have relaxed our uniform policy and no longer require all children to wear sweatshirts, polo shirts, t-shirts, jumpers and cardigans that are embroidered with the school logo. All activities and fundraisers are organised to ensure that they do not overburden families financially and all have a written exemption for families who are in receipt of income related free meals. Our Breakfast Club is open to all families but targeted at those who may be affected by poverty.  We have made better use of our outdoor space as a learning environment, however this does still require to be addressed to improve consistency in provision.  Our weekly assemblies moved from our whole school meeting in the gym hall to a specially created Google Classroom. Each class participates from their own room, sharing their weekly news and celebrating the successes of their learners.  We have continued to hold whole school events to maintain our ethos by adapting them to meet Covid restrictions. These have included:   * Whole school Christmas Lotto (each class played against each other virtually) * A virtual Christmas Nativity * Individual class Christmas parties * Christmas Enterprise Craft Afternoon * Whole School & Nursery Christmas Fundraiser (designing & selling Christmas cards) * Virtual talent show * Scottish Literature Month * Thinglink Easter Share * Pupil Council led messages to the local Care Homes for elderly citizens of Strathaven * Anti-bullying Week, running both in school and with input from our Parent Council through Home-Link activities. * Three out of our four Primary 1 induction sessions have been held online through specially created Google Classrooms. Following the relaxation of restrictions, the fourth visit will enable the children to visit the school in small groups. * Bikeability is being operated for children in both Primary 6 and 7, enabling those who missed out last year to participate. The increased number of children cycling and scooting to school has enabled us to have a second cycle shelter built. Both shelters are full every day. * We have undertaken training and have implemented the new Progress and Achievement reporting system in accordance with SLC guidance. * Two of our classes have participated in the Lighthouse STEM Project. They will be sharing their work via video conferencing with schools from across Scotland. * Our new outdoor classroom area has been completed and utilised by our classes. It is very popular both as a learning resource and as a place to play. To celebrate its completion we have created a time capsule full of information and materials about us and life in 2021. The time capsule is buried in the outdoor classroom area with a marker to open it in 2051. * Our community links have enabled us to work with the John Hastie Community Project to contribute towards an exhibition and the creation of an archive of materials to be retained for future generations. The archive will serve as historical evidence of life during the Covid pandemic.   **Challenges**   * **Physical Education**   We have been limited in our ability to carry out indoor gym due to Covid restrictions. Inclement Scottish weather has further impacted on our ability to sustain our usual gym timetable. We have worked around this be being flexible and adaptable to the climate, whilst ensuring that we meet the curriculum requirements as best we can.   * **Extra-curricular Clubs**   Due to limited availability of space and Covid restrictions we have been unable to offer the usual variety of extra-curricular clubs. We have not been able to employ the help of parents, carers or outside agencies to support this area and have been limited as we ensured that cohorts of children did not mix.   * **Partnership Working**   Although we have sustained partnership working through video conferencing, the absence of face-to-face contact has been challenging. Video conferencing with partners external to education has impacted on our ability to work collaboratively to support children.   * **Reporting To Parents**   Our Parents’ Evenings were carried out via telephone this session as we were unable to meet with parents personally due to Covid restrictions. With limited telephone availability in school this was a lengthy process. |
| **Remote Learning Jan-March 2021**  **What Was Achieved?**   1. **Flexible Provision of Learning Accessible To All**   All learning was accessible to children via Google Classroom that could be accessed from home or from our Childcare Hub.  All families had access to IT equipment. Those who contacted us with issues relating to faulty / damaged home equipment were provided with school equipment to borrow.  Provision at our Hub was extended to include vulnerable children.  We had an average participation rate of approximately 80% on a weekly basis.  Nursery children were provided with access to a grid of activities that were linked to stories and they shared their learning via their online journals.   1. **Learning continued to progress and challenge children**   Lessons covered all curricular areas and were delivered live, as recordings of the class teacher, recorded lessons from the West Partnership and Power Point presentations.   1. **Maintenance of ‘near normal’ class timetables**   Weekly timetables were shared on our school app and on Google Classroom.  To make things easy for parents to navigate, timetables retained the same weekly format with specific activities changing.  Timetables complimented those followed in school in order to encourage older children to undertake their learning as independently as possible. Those timetables were also used on return to school to ensure consistency and familiarity through clearly structured days and routines.   1. **Accessible to all families**   To accommodate the wide range of family circumstances we offered live sessions at different times of the day to ensure that children could access Google Meets with their teacher at least once or twice per week.   1. **Homework via Google Classroom**   We ran our homework programme via Google Classroom since we returned to school in August. This ensured that almost all children and parents were familiar with the system when we moved to this format for remote learning. Our staff, children and parents continued to expand their skills throughout the period of remote learning and found innovative ways to share both teaching and learning.   1. **Clear Structure**   All teaching staff worked to a common structure to ensure consistency in approach across the school. This ensured that all children had the same access to live interactions with their teacher and the same expectations in terms of the distribution of the curriculum. The submission dates and times and the return of marked work was consistent across the school to ensure equity for learners. Our teachers utilised a wide range of resources to support teaching and learning. High standards of teaching and learning online enabled a seamless transition back into school based learning. Complimentary lessons sat alongside live lessons to ensure that children who could not join Google Meets could still access teaching and learning at a time that was more suitable for their age and stage.   1. **Continuous Assessment**   As teachers were continually engaging with children both face-to-face (digitally) and through assessment of work submitted online, groupings were adjusted to accommodate changing learning needs.   1. **Communication**   Google Meets and emails enabled us to keep in direct contact with the children. Throughout the period of remote learning we maintained communication with parents and carers via our school app and Google Classroom, to share general school and operational information with parents. Teachers were able to support parents and carers through email and Google Classroom to alleviate any concerns and questions relating to teaching and learning. This has further supported the strengthening of relationships with families across the school.   1. **Preparation For Return To School**   Prior to the return to school teachers carried out targeted Health & Wellbeing lessons and discussion groups to enable children to share and discuss their worries and concerns about the return to school. We also prepared and shared PowerPoint presentations providing information about the children’s return to school to ensure that they knew what to expect. This helped to alleviate some of the concerns and anxieties experienced by some children.  We made the return to school a celebration to ensure children felt valued and appreciated with balloons, a welcome back banner and each child was given a small gift.  Our routines were kept as close to our pre-Christmas practices as possible to ensure familiarity for children. This created a positive, safe ethos for all but especially those who had Covid related worries about their return.  *Almost all of our children have returned to school happy and feeling safe. Since returning to school, attendance levels have been high and we do not have any children whose current rate is below 80%. 2% of our school population have an attendance rate of below 90%.*  *PASS assessments carried out with our children show that almost all have positive attitudes to learning and staff.*  *Through our ‘Chit Chat’ pupil voice exercises children shared that they were pleased to be back in school and most stated that they prefer learning in school. Explanations provided by teachers, the opportunity to work with peers and to discuss learning more naturally within the physical context were all cited as positive aspects of being in school. Some children said that they found it easier to work and concentrate within the classroom setting.*  *During the January – March period of remote learning we sustained school life albeit in a different format for almost all of our children. We adapted the curriculum and our methods as required in order to keep the momentum of teaching and learning across the school. Our data shows that most children have continued to progress in all areas of the curriculum.*  **Challenges**  **Attachment Difficulties**  A small number of our younger children have found it difficult to return to school following the second period of remote learning. They have sustained their attendance but can experience attachment separation anxiety from their parents when coming into school. We continue to support and nurture the children, who settle into their day very quickly once in school.  **Independence**  Through our ‘Chit Chat’ pupil voice exercises, some of our children have stated that they find it easier to work at home as they prefer to have an adult sitting by their side supporting at all times. They enjoyed having an adult to help them and prevent them from being distracted.  Some children have found independent working and task completion very challenging since returning to school.  **Listening And Concentration Skills**  Some children required significant support to redevelop their listening and concentration skills on return to school. This has impacted on the speed that they complete their work and on their levels of accuracy. For children working independently or on a one-to-one basis, the level of instruction based listening changed and became less complex than within a classroom setting. Teachers adapted their practice to support all learners, gradually building the children’s capacity to cope with the more demanding aspects of a busy classroom.  **Changing Gaps In Learning**  Our PEF related attainment gap has continued to change throughout the duration of this year. At present, there are a higher percentage of children within our identified PEF group who are attaining a level that would be expected of most children of their age and stage than not. The majority of children who experience barriers to learning and are not achieving at a level that would be expected of most children of their age and stage do not meet the criteria for our PEF related group. The children who are experiencing the greatest barriers to learning at this time have recognised additional support needs or have not engaged with remote learning.  Work to support children who are experiencing barriers to learning is ongoing and planning is in place to continue to target them on return to school in August.  **Parental Expectations Of Remote Learning**  Despite having a very supportive parental body, individual expectations of remote learning varied across the school. We communicated our intentions to make it accessible to all families regardless of their own situation by being as flexible as was feasible whilst still driving forward teaching and learning.  **Re-establishing Boundaries And Relationships**  On return to school, some children required support to help them to understand and re-establish boundaries and relationships with peers and school staff. Appropriate communication, showing respect and tolerance to others was a challenge for some children and required modelling and targeted input through Health & Wellbeing lessons.  **Technological Issues**  Wi-fi and internet access / coverage was limited during remote learning for those working in school and some working at home. This created problems for families and staff trying to access Google Meets.  **Learning Arising From This Period / Next Steps**  The importance of continuing to develop children’s resilience and continuing to prioritise children’s mental health. From our observations, this second period of remote learning has impacted more significantly than the first in relation to their interpersonal skills, tolerance and respect for each other.  Continuing to work as a whole community, gradually returning to activities, routines and structures that enable our whole school to mix and support each other as guidance allows. |
| **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.*** |

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| **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?** |
| **Quality Indicator**  **3.1** Ensuring wellbeing, equality and inclusion   * Wellbeing * Fulfilment of Statutory Duties * Inclusion and Equality | **Recovery Priority**  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. | **Key Recovery Tasks**  **(School specific)**  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. | **Desired Outcomes and Impact**  This section should give a brief indication of what success would look like and how it will be measured. |
| **Theme:** Whole School Wellbeing  **Rationale:** School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community.  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.  Staff will have had a range of experiences during this period and will need a flexible and personalised approach that emphasises the ongoing importance of self-care.  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.  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. | **Schools need to:**   * 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 reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. * 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 which allow staff to be included and consulted. | **Key Recovery Tasks (school specific)**  ***Please copy and paste from your 20/21 SIP***  Revisit school vision and values, adjust with temporary version based on recovery.  Supplement information already provided to stakeholders by carrying out audit with staff, children and parents on views about returning to school: positives, concerns and questions.  *Information collected centrally by Educational Psychology may be incorporated if available.*  Use of PASS Assessment with children in P2-7. To be repeated again in January.  Continue to operate ‘COVID’ email account for specific issues related to the recovery. Open for parents and children to use to ask questions & seek help.  Create ‘Return To School’ booklet collating all information shared by email and App with stakeholders.  Continue to implement / reinforce principles of ‘Nurturing Schools’ following whole staff CLPL from Nurture UK. Supplement with guidance from Educational Psychology Dept: Whole School Strategy on *‘Supporting Children Into School.’*  Utilise CLPL delivered by J. Kiddie (Ed. Psychologist) on Attachment Theory, supplementing with additional guidance from, ‘Supporting Mental Health And Wellbeing Through Transition, Reconnection And Recovery: An Attachment Informed Approach.’  Daily check-in with children to gently re-establish & reinforce expectations and rules.  ‘Classmate Of The Day Award’  5 Minute Fitness Fun – Pupil Choice  Re-establish Chit Chat Groups (class organisation to begin with)  ‘Worry Wall’ Older children to act as mentors / buddies to younger children by responding to written worries posted. Set up as Padlet in classes & physically on school noticeboard.  reintroduce ‘Playground Pals’ and ‘Playground Pal Pit Stop’ in playground zones.  Children to select new playground toys via Google Questionnaire before returning to school.  Children to offer suggestions to name new pet fish before returning to school. Class rota to feed fish.  ‘What went well this week’ posts on Google Classroom and App to share children’s views with parents on inschool experience.  Staff wellbeing area to be established.  Availability of SLT to support in class alongside staff member or release colleague to enable collaborative working.  SLT to support work with vulnerable children, those with ASN and those finding transition back into school challenging.  Clear strategy for supporting children who are finding the transition back to school challenging.  Staff – What went well? Weekly round up to be shared with colleagues | **Desired Outcomes and Impact**  ***Please copy and paste from your 20/21 SIP***  To focus attention on immediate priority to support realignment of school community.  Clear identification of children with vulnerabilities related to mental health / readiness to learn and resilience.  Comparison of PASS results anticipated to show lower levels of anxiety about school.  Reduce anxiety levels of all major stakeholder groups about return to school.  Easy access to information / answers to questions for all stakeholders.  Pupil-led solution focused problem solving to reduce anxiety, build capacity for coping with change and create sense of belonging. Reaffirm sense of *Kirklandpark Family.*  Accessibility to ask questions not covered in school produced documentation in order to alleviate parental concerns / worries.  Consistency in approach when reintegrating children into school life: positively focused, nurturing & patient with an emphasis that ‘*all behaviour is communication.’*  Promote school as being *‘secure base and secure haven’* for children.  Children to show increased ‘readiness to learn’ through positive reconnection with school.  Children to be motivated, feel valued and respected within school environment.  Children to develop sense of belonging / ownership within school through increased responsibilities and peer support network.  Promote positivity about returning to school by having children input into decisions prior to return.  Evoke a sense of being needed at school encourage positivity about return.  Alleviate parental concerns after having children on a one-to-one for extended period of time by sharing positive comments about classroom experience via Google Classroom.  Enable parents & children to share positive information about home learning.  Ensure that home & school learning is ‘joined up’ and collaborative and not in isolation of one another.  All staff to feel supported and valued in daily classroom routine.  Workload and time management to be manageable.  All staff to continue to be a strong support network for one another. |
| **Theme:** HWB CURRICULUM  **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.  Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.  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. | **Schools need to:**   * 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. | Message from new teacher on Google Classroom on Inservice Day. Daily messages thereafter to maintain contact.  High staff presence when children enter school grounds for the first time and in the period thereafter.  First day(s) to be treated as a celebration eg. welcome banners, balloons.  Development of ‘Return To School’ Health & Wellbeing pack for each class.  Daily Health & Wellbeing lessons to be put in place.  Follow-up task to carry out as part of home-learning.  Nurture Group System to be redeveloped to support individuals in line with social distancing guidelines  and also to accommodate a larger number of children.  Parental referral system for Nurture support to be rolled out further and with less reliance on Boxall Profile.  Whole school use of Attachment Alphabet within school & home learning.  Daily check-in with all children who are learning at home, ‘what went well today?’  Children’s tasks to be short, gradually building in length and complexity with an emphasis on the quality of the product.  Create ‘safe space’ for children to use when needed.  Timetables appropriate to age & stage for first two days to be sent home to families by email prior to the start of the term.  Solution focused activities to enable parent & child identification and peer support for routines that children identify as being difficult.  Weekly ‘where we are at’ message from teacher posted on Google Classroom on a Wednesday.  Continue to celebrate achievement. ‘*Home Learning Certificate’* to be established. | Children to feel welcomed back into school. Begin establishing relationships.  Children to feel welcome and happy to come into school for first time.  To support development of resilience and positive mental health.  To communicate H&W focus with parents and involve them in children’s learning; promoting home school collaborative working.  Increased support to be offered across school.  To support children identified by parents as demonstrating high anxiety levels about their return to / attendance at school following the end of the closure period.  Common understanding of attachment principles and associated vocabulary across school community.  Helping children to feel *‘kept in mind.’*  Further expand children’s concentration levels and reinforce ‘good habits’ relating to the expectation of the quality of work produced / submitted in order to build children’s self-esteem, motivation and confidence.  Acknowledge it is ‘alright for children not to be alright’ all of the time. Provide time and space to share worries and concerns – explore feelings.  Help children to know what is ‘happening now’ and ‘what to expect next’  Promote routine.  Help children to identify, rationalise and problem solve areas of school routines that they identify as finding difficult / worrying.  Reassuring children of what progress has been made and what to expect next.  Clear lines of communication with parents.  Promote positivity and optimism  Further promotion of home/school links and the child as a ‘whole person.’ |

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| **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?** |
| ***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.***  **We achieved approximately 75% of the targets outlined in Improvement Priority 1 – Health And Wellbeing.**  **We revisited our school vision and values but as our overall vision has not wavered. Instead we adapted our practice and strategies to enable us to maximise the opportunities to fulfil the vision.**  **Children have adapted to changes in routines, rules and procedures quickly and with ease. They understand the reasons for them and that we will revert to our ‘usual’ practices when we are permitted to do so. Children are pleased to be in school but miss whole school assemblies and activities. The older children feel that they are missing out on holding responsibilities that previous cohorts have enjoyed. They have identified these responsibilities as being those that require mixing between classes and which could not take place during the previous session. A small number of children still worry about contracting Covid or a family member becoming unwell. Parents stated that they understood the need for strict procedures to protect children and staff throughout the year. A small number of parents have enquired why schools are not removing restrictions when the local area has moved down tiers.**  **Return To School Booklet generally positively received. A small number of parents felt that there was too much information whilst others were pleased that they could have an understanding of how the school day would operate for their child / children. The Covid email address was discontinued as all correspondence moved back to the ‘normal’ channels on return to school.**  **Daily check-ins were continued by individual classes until Christmas time. Following return to school in August these were non-contact.**  **‘Classmate Of The Day’ Award – positively received by younger children.**  **Nurture UK training and Attachment Theory and Strategy training utilised. Consistent approach across whole school. In period between August and December almost all children happy when coming to school. No serious behavioural concerns during that time. Relationships between children mostly positive. Some children finding that they have limited tolerance of peers since returning after second lockdown.**  **Chit Chat Groups re-established. Children enjoy having the opportunity to share their views and opinions. Effective vehicle to gather information in relation to recovery planning and next steps. Children identified need for further investment in playground equipment. Adapted this year by carrying out in individual classes rather than mixed class groups.**  **Message from new teacher on Google Classroom on Inservice Day was felt very beneficial in preparing for the return to school.**  **Daily messages thereafter to maintain contact – not sustainable and not necessary when children were back in class. Contact via Google Classroom related to homework or communication from parents.**  **Celebrate returning to school with balloons and banner was received very positively.**  **Health and wellbeing pack – not utilised as too inflexible**  **Daily health and wellbeing lessons were most effective when responsive to requests and feedback from children about ‘real life’ experiences and concerns.**  **Follow-up tasks that were carried out as part of home learning – where appropriate this made a positive impact on children’s resilience and outlook.**  **Whole school use of attachment alphabet – positive response from most parents, felt to be beneficial.**  **Timetables for first two days – First day useful, day two not necessary as could be shared by teachers in class to prepare children and therefore answer relevant questions**  **Weekly ‘where we are at’ posts on Google Classroom – not sustainable**  **Home Learning Certificate – mixed impact. Useful for use with younger children not well received by older children.**  **Pet fish – successful way to encourage more hesitant children back into school.**  **Calming area for children. Purpose and felt needed as it was their responsibility to**  **feed fish.**  **Playground Equipment- Selected and sourced by classes. Children have mainly looked after the toys and have enjoyed having them. They have requested to extend their provision.**  **We were unable to action some of the targets due to the changing and evolving restrictions and guidelines that resulted from Covid. These actions included:**   * **5 Minutes of Fitness Fun** * **Worry Wall** * **Playground Pals / Playground Pal Pit Stop** * **What Went Well This Week On Google Classroom And / Or App** * **Staff Wellbeing Area To Be Developed** * **SLT to support in class alongside staff member or release colleague to enable collaborative working** * **Staff – What went well? Weekly round up to be shared with colleagues** * **Nurture group system to be redeveloped** * **Creation of safe space**   **Daily check-in with all children who are learning at home, ‘what went well today?@** | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.***  **Most children and parents have reported that they are pleased with our provision both during lockdown and since returning to school to learn.**  **Our diagnostic assessments show that most children are progressing at a level that is consistent with most children of their age and stage.**  **PASS Assessments, Class Learning Conversations and Chit Chat groups and conversations with stakeholders.**  **Parental Communication by email and telephone**  **Children in P2-5 showed a particular enjoyment in this. Although time consuming, this proved to be an effective and positive start to the day.**  **P1-4 children still excited to receive this. Children discuss reasons for nomination.**  **Observations of support staff and**  **class teachers in playground during morning interval and lunch break.**  **Chit Chat information is relevant to topic and lots of discussion generated. Children willing to participate and provide feedback on whole school issues.**  **Lots of positive feedback given by parents, especially where children had additional support needs or were very anxious about return to school.**  **Children were excited to have their photo taken and come into the playground.**  **Each class adapted to needs of children and focused on what arose through daily discussion. Details shared through informal discussion and forward plan evaluations.**  **Verbal feedback from parents & children.**  **Comments on homework.**  **Planned for indoors but PE not able to happen inside.**  **Children spent very little time in communal areas and therefore had limited access to make use of wall.**  **Due to limited number of people able to access areas at one time, all free space was utilised for teaching & learning.**  **Collaborative working in class was not feasible due to ongoing Covid restrictions.**  **Cross stage nurture groups could not be set up due to Covid restrictions.** | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.***  **Presentation of work and handwriting have deterioriated during remote learning.**  **Continue to work on developing children’s resilience and maintain focus on resilience.**  **Further promote independence and use target setting to set small, manageable targets.**  **If possible, re-establish Buddy system run by older pupils (or tailor to individual needs within classes).**  **Focus H&W lessons on children’s mental health.**  **Continue to communicate with parents via school app.**  **Increase information relating to classroom work to enable parents to further share in their child’s learning. Send home selection of jotters or Spotlight Jotter once per term to enable parents to see progress.**  **A customised Kirklandpark Check-in system will be established by our new Pupil Council in August. This will operate throughout the school to ensure consistency and contribute to our sense of belonging.**  **Continue to use with children in P1-4 on return to school in August. Adapt to ‘Positive Growth Mindset’ for children in P5-7.**  **Changes to routines eg. accompanying class to school gates have greatly reduced negative incidents at the end of the school day.**  **Target work towards building and maintaining friendships.**  **Continue to operate chit chat groups, widening to mixed stage groups when guidance permits. Increase children’s role in setting questions.**  **Continue to operate this for first day of Autumn term going forward.**  **Complete packs but ensure that they allow for adaptation according to needs of classes.**  **Daily H&W lessons to be reinstated for specific purposes eg. friendship development & maintenance.**  **Continue to use Resilience Alphabet to support children and generate discussion when completing tasks at home.**  **Continue to use fish to provide reluctant school attenders to with responsibility and motivation to come to school.**  **Provide opportunities for children to select new equipment to add to or replace existing provision.**  **This will be incorporated into next year if restrictions are relaxed.** |

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| **Improvement Priority 2 - Planning for Equity** | | | **How will we know we’ve been successful?** |
| **Quality Indicator**  **2.4** Personalised Support   * Universal Support * Targeted Support * Removal of barriers to learning   **3.1** Ensuring wellbeing, equality and inclusion   * Wellbeing * Fulfilment of Statutory Duties * Inclusion and Equality   **3.2** Raising Attainment and Achievement   * Attainment in Literacy and Numeracy * Attainment over time * Overall quality of learners’ achievements * Equity for all learners | **Recovery Priority**  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. | **Key Recovery Tasks (School specific)**  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. | **Desired Outcomes and Impact**  This section should give a brief indication of what success would look like and how it will be measured. |
| **Theme:** Re-identifying the poverty-related attainment gap.  **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; 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. | **Schools need to:**   * Consider the experiences learners have had during the school closure period, drawing on for example: * 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: * 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)   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.   * 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. | **Key Recovery Tasks (school specific)**  ***Please copy and paste from your 20/21 SIP***  Collate results of recently updated ‘ICT At Home’ Audit.  Use tracking results from Google Classroom Engagement to identify children who have not engaged with school based online learning.  Inform new class teacher  Update ASN recording system with facility to highlight above named children for enhanced monitoring & intervention (initially for a short period).  Develop a balanced and staged approach to assessment, introducing an ‘Assessment Of Needs’ ladder.   * Initial focus is wellbeing & readiness to learn, ability to follow routines, concentration and independence. * Teacher professional judgement on core curricular areas ascertained through aifl approaches, informal assessment and accuracy / quality of submitted written work. * Standardised Assessments to be undertaken at ~ October Week.   Carry out Boxall Profiles for children known to us to experience difficulties in attending school.  Ensure home learning is accessible for children to complete independently without requirement of parental support for P4-7. Materials will be provide to enable online access or paper completion.  Home learning tasks will compliment school based learning. | **Desired Outcomes and Impact**  ***Please copy and paste from your 20/21 SIP***  Identify children who do not have access to laptop / PC / tablet or any IT based device at home.  Identify families where a number of children are sharing one device.  Provide equipment for children to borrow to access learning from home.  To provide additional teaching focus to children who have been ‘out of education’ during the school closure period.  *Monitoring of children whose parents have chosen to lead their child’s learning independently of the school system, enabling intervention for any small gaps.*  To update records on children’s skills and working levels in a timeous approach that ensures children do not become overwhelmed or underperform due to limited concentration and focus. Approach enables H&W to be key focus in early stages back in school, therefore ensuring readiness to learn.  To identify key triggers and areas of vulnerability enabling us to implement supports and organise children’s day to accommodate their individual needs.  To support home – school  engagement and transitions.  Home learning will be accessible to all children regardless of parental input or resources available at home. |
| **Theme:** Planning to close the poverty-related attainment gap and reduce learners’ barriers to learning.  **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. | **Schools need to:**   * Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. * Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. * Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. * Review staff training needs. * Review current partnership working. * Consider how you will measure and evidence impact; plan this into home and school approaches. * Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the [EEF covid-19](https://educationendowmentfoundation.org.uk/covid-19-resources/) resources helpful when considering this. | Purchase additional Chrome Books for use at home by children with no access to ICT equipment or only use via a phone.  SLT based additional support sessions for children who are affected by poverty or who have not engaged with learning since school closure.  Support staff trained in *Blue* and *Yellow* maths and literacy boxes.  Teaching staff trained in use of IDL to support learners in Literacy and Numeracy. | Equity for all learners to access equipment to support online learning.  Minimise / close any gaps resulting from an extended period of time out of education.  Target any current home based blended learning work that isn’t completed but required to compliment class based work.  Minimise / close any gaps resulting from extended period of time out of education. |
| **Theme:** Tracking and monitoring impact of equity approaches.  **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. | **Schools need to:**   * 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. | Teachers will moderate home learning activities to quality assure them, preventing additional costs to families through the purchase of resources (including paper and ink).  Physical resources required to complete home learning tasks will be prepared as a ‘home learning pack’ and provided to all children. | To ensure both quality of task and no financial implication to families.  Ensure that all children are using the same materials, therefore eliminating disadvantage due to accessibility or availability |
| **Theme:** Cost of the School Day  **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. | **Schools need to:**   * Revisit [Child Poverty Action Group Website](https://cpag.org.uk/cost-of-the-school-day?gclid=EAIaIQobChMI79SKvszE6QIVyrTtCh1m-gmlEAAYASAAEgImRPD_BwE) * Read [CPAG article](https://cpag.org.uk/file/4912/download?token=ytkETSll) 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. | Continue to operate newly set up second hand uniform bank to enable parents to access school uniform for their child free of charge.  Relax uniform rules to allow non-branded clothing to be used to reduce cost.  Provide breakfast for F.M.E. children.  Provide all children with ‘inschool’ tools to use eg. items of stationery.  Small snacks will be available at morning interval for F.M.E. children.  No money (except dinner money) will be requested from parents until further notice. | Reduce cost of living for families.  To positively contribute towards children’s readiness to learn.  Provide equity for all learners by having the same items to use to complete their work.  To maintain children’s energy levels throughout the morning between breakfast and lunch, therefore positively impacting on their readiness to learn.  .  School does not become a financial burden on families. |

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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?** |
| ***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.***  **We identified children who did not have access to ICT equipment through our whole school audit. All children in our school had access. Some children had access to their own equipment and some shared between family members. During remote learning some families identified themselves as needing some extra support as family equipment was no longer working. Support was given to vulnerable families. Audit therefore became obsolete.**  **Increased number of children engaging with Google Learning from first lockdown. Parents of children not engaging contacted and where appropriate children offered places within Childcare Hub to facilitate learning.**  **ASN Recording system updated but still requires to improve to show increased level of detail. Reporting to take into account more readily the impact of barriers to learning on child’s ability to complete tasks and demonstrate understanding.**  **Additional Chrome Books purchased and utilised across school. Significant wi-fi issues since Christmas have impacted on their use.**  **IDL utilised by staff to support learners in Literacy and Numeracy. Has been used at home during lockdown by some pupils but not all.**  **Additional support sessions in place from August – December. Unable to sustain after return to school in March due to staff cover issues.**  **Blue and Yellow Maths Boxes not utilised due to it being a shared resource across stages.**  **Physical home learning activities and resources provided for children.**  **Second Hand Uniform Bank – lots of donations but limited uptake from parents.**  **School uniform relaxed to include items that do not bear school badge. School uniform wearing declined due to increased number of children wearing casual clothes on PE days. Warm clothing was required as there was minimal access to changing facilities and all PE was outdoors.**  **All children had their own ‘tools’ for use in school to minimise the use of shared resources. Children commented that they enjoyed having their own equipment. It could be time consuming for a class of 33 to get organised and collect their belongings from their individual storage trays.**  **Minimal fundraising throughout school year. All are optional and children who are entitled to free school meals can participate without being required to pay. Money is gathered by a variety of means to ensure that no child or family stands out if unable to contribute.** | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.***  **Communication with families**  **Children not engaging with Google Classroom tracked.**  **Gaps in information that had to be found through further discussion.**  **Reported by staff**  **Monitoring usage and results.**  **Lots of second hand uniform remaining in stock.**  **Resources have been looked after and most still have the items given to them in August.**  **All children across school participating in events.** | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.***  **Update ICT equipment audit more regularly.**  **Find ways to encourage and ensure basic level of engagement across a school week. Levels were variable depending on family circumstances.**  **Continue to use IDL and increase Chrome Book Availability to make it easier to build into daily timetables.**  **Re-establish SLT support sessions in August.**  **Re-introduce Blue and Yellow Box usage when resources can be shared between classes again.**  **Ensure parents know stock is available but at this time do not request further donations.**  **On return to indoor PE non- uniform is not needed for warmth etc. Return to more traditional colours but maintain that uniform does not need to have the school badge.**  **More shared resources can be reintroduced when Covid restrictions reduce.**  **Divert resource allocation to support those who need assistance with stationery for homework completion.**  **Continue to implement this policy and extend to provide coverage of costs for school trips for children within our target group or if family is experiencing financial difficulties.** |

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| **Improvement Priority 3 - Continuity of Learning** | | | **How will we know we’ve been successful?** |
| **Quality Indicator**  2.2 Curriculum   * Rationale and design * Development of the curriculum * Learning pathways * Skills for learning, life and work   2.3 Learning, teaching and assessment  assessment   * Learning and engagement * Quality of teaching * Effective use of assessment * Planning, tracking and monitoring   **3.2** Raising Attainment and Achievement   * Attainment in Literacy and Numeracy * Attainment over time * Overall quality of learners’ achievements * Equity for all learners | **Recovery Priority**  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.  Links are included where appropriate.  **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.** | **Key Recovery Tasks (School specific)**  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. | **Desired Outcomes and Impact**  This section should give a brief indication of what success would like and how it will be measured. |
| **Theme:** Learning In School  **Rationale:**  *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*  *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**  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.  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.  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.  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.  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 . | **Schools need to:**   * 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.   <https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/>   * 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. * 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. | **Key Recovery Tasks (school specific)**  ***Please copy and paste from your 20/21 SIP***  Timeously update completed SLC provided risk assessment to take account of changing Government position and guidelines.  Separate risk assessments for school and nursery.  School based Continuity Of Learning statement to include:   * Use of space within school campus * Timetabling of key areas * Organisation of ‘zones’ * Structure of school day * Use of school based equipment * Lunches * Intervals * Use of toilets * Planning structure * Blended learning approach * Collaborative working practices   Collegiate working across CfE departments to drive shared expectations and standards through whole school project based on Writing and Art, culminating in showcase (likely to be online).  CLPL to be delivered by SLT to focus on effective use of aifl in learning and teaching.  CLPL on Google Classroom (increased use of facilities)  Attachment Strategy Training to be rolled out by SLC Educational Psychologists.  See section on Assessment ladder.  Lessons will have clear learning intentions and will permeate both home and school based learning.  ‘Continuity Of Learning’ Target Setting document to be completed for each child using triad approach involving parent, child and teacher.  Continuity Of Learning information booklet to be created for parents / carers.  Q & A document to be produced based on questions asked by parents  Questions collated from pupil questionnaire (Improvement Priority 1) will be used to formulate a power point presentation for children. | **Desired Outcomes and Impact**  ***Please copy and paste from your 20/21 SIP***  To ensure all stakeholders are aware and adhere to strict health & safety measures.  One document containing all information specific to Kirklandpark that can be communicated to all stakeholders.  Promote confidence, motivation through fun project that develops writing whilst having a purpose.  Ensure consistency in approach across school.  Greater flexibility for completion of tasks without necessity of printer by learner.  Part of SLC strategy implementation.  To make clear the links between learning in school and at home.  To promote home-school partnership working, setting targets that are relevant and personal.  As Above  Regularly asked questions to be answered.  To demonstrate that children’s questions are being taken seriously and addressed, recognising importance of pupil voice. |
| **Theme:** Learning At Home  **Rationale:**  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.  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.  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. | **Schools need to:**   * Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school. * Can staff who are shielding work on developing and leading on online learning opportunities? * Take account of the existing resources you have access to and how these can be used to support learning at home. * Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated. * Review and plan how you will deliver and set work at home and how feedback will be given to learners. * Establish a baseline on the number of pupils and staff who have home access to ICT. * Consider how to take account of pupil voice in their learning at home. * Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home. * Consider how you will measure and track engagement with home learning | One online literacy and one online maths task per day will be submitted for marking.  Staff to undertake collaborative planning with stage partners to create online learning activities.  Adapt current online learning monitoring form and continue to track pupil engagement. Include paper based home learning pack resources.  Combined approaches to blended learning will include:  Flipped classroom  Preparation for lesson to be carried out at home  Or vice versa  Task following lesson to be completed at home.  Consolidation of face-to-face teaching.  Live delivery  ‘Tutorial’ type approach.  A staff and parent ‘Blended Learning ‘ overview will be created to pull together information in one clear format. | Maintenance of contact with children not in attendance in school.  Monitoring of engagement and tracking of progress / understanding.  Workload management  Consistency in expectation of children of same stage but different classes.  Identify children who are not engaging with home learning to target when in school for additional support / intervention and encouragement to engage.  To demonstrate clear links between home and school learning, utilising the same learning intentions through different but complimentary tasks.  Shared understanding of what to expect. |

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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?** |
| ***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.***  **Regular revision of risk assessment and adaptation of procedures in line with current guidance.**  ***No mixing of classes except when using dining hall.***  ***Increased ventilation in line with SLC guidelines.***  ***Strict timetabling and use of areas such as playground.***  ***Equipment restricted to use by one class only where possible.***  ***Frequent handwashing / sanitising at regular specified times throughout the day.***  ***Enhanced cleaning regime throughout the school day.***  **Creation of one document shared with staff and parents that outlined all school procedures.**  **CLPL on Google Classroom accessed by staff from SLC provision. Not possible to have inschool CLPL sessions due to Covid restrictions. Preference from some staff for more internally offered CLPL in this area. Now, in a position to offer this virtually but not at time of requirement.**  **Intended whole school project postponed due to increasingly strict Covid procedures. Further lockdown prevented this from taking place.**  **Self-isolating children could continue to learn from home.**  **Online provision for children self-isolating available throughout the year. Menu of tasks accessible to all children via Google Classroom. Check-in via Google Meet with class teacher incorporated. Provision expanded from Literacy and Numeracy to include IDL.**  **Collaborative planning between stage partners took place where appropriate and feasible. It was not however possible to undertake team teaching as planned as this would involve teachers working with different cohorts and when risk assessed we felt this to be unwise. Staff enjoyed working together, sharing ideas and professional dialogue.**  **‘Blended learning’ planning was not required to be implemented due to changes in Scottish Government planning for the return to school. Our planned structure was well received and it was understood that it would be utilised if required.** | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.***  **Minimal reported absences due to Covid symptoms.**  **Document regularly updated.**  **Staff feedback via Google Questionnaire.**  **As a staff, not confident in carrying out and sharing learning between classes digitally until later in the session.**  **Children accessed and submitted completed tasks.**  **Children met with teacher on Google Meet.**  **Professional Dialogue**  **Shared Resources**  **Forward Planning And Evaluations**  **Parental feedback** | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.***  **Continue to monitor procedures adapting to updated guidance as required.**  **Continue to offer SLC provision and support inhouse as is permitted and feasible.**  **Undertake whole school project on return to school in August. If unable to share in person this will be shared digitally between classes.**  **Continue to make this available for children who are self-isolating.**  **Expand provision to include additional areas of curriculum or links to resources.**  **Continue to promote collegiate working to support consistency of expectations and standards and help support positive work –life balance.**  **Adopt a similar strategy if blended learning were to be required.** |