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**South Lanarkshire Council**

**Recovery School Improvement Planning August 2021**



**Kirklandpark Primary School & Nursery Class**

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| **Improvement Priority 1 - Continuity of Learning** | | | | |
| **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   * 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. | **School Rationale**  This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section. | **Key Recovery Tasks**  **(Action Plan)**  This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved. | **Desired Outcomes and Measures**  This section outlines what the desired impact will be for our children and young people and how it will be measured. |
| **2.2 Curriculum**  **Theme 1: Rationale and design**  Our curriculum is grounded in our commitment to securing children’s rights and wellbeing. It takes account of learners’ entitlements and the four capacities and reflects the uniqueness of our setting.  There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum.  We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.  Our creative and innovative approaches to curriculum design support positive outcomes for learners.  **Theme 2: Development of the curriculum**  Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community.  **Theme 3: Learning pathways**  The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.  We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.  All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.  **Theme 4: Skills for learning, life and work**  All staff and partners provide very good opportunities to develop children and young people’s skills for learning, life and work in motivating contexts for learning.  We emphasise enterprise and creativity across all areas of learning. | **Schools should:**   * Consider the curriculum rationale and how this should/could be adapted for the forthcoming session, considering the varied experiences learners have had during session 20-21. * Consider how cross curricular themes can support the delivery of different curricular areas. * Think creatively, innovatively and “outside the box” to ensure provision of a wide and varied curriculum. * Ensure all curricular areas are being covered. * Prioritise, through self-evaluation, any curricular area which should be reviewed or refreshed, considering those that were utilised well during remote learning. (eg. Digital learning, IDL) * Ensure the curriculum provides all children and young people with breadth and depth in their learning, including experiences which include skill development in a range of contexts and environments. (including outdoors) * Ensure that identified learning pathways are flexible enough to support all learners – no matter their experience during remote learning or level of engagement over the last session. * Consider the importance of learning through meaningful and real-life contexts (reflecting on the success of this within remote learning period) * Consider the ways to further develop skills for learning, life and work through a variety of contexts. | Continuing to follow current guidance reflecting adaptations to procedures to minimise risk of spread of Covid whilst also relaxing procedures when safe to do so.  National picture of Covid variants and number of cases continues to change and it is unclear what to expect for new school session.  Following the Jan- March period of remote learning an increased number of children demonstrated and expressed difficulties with the reintegration into school life. Some found it difficult to return to the school setting, more structured routines or to be away from their parents and carers.  Many younger children commented through pupil voice questionnaires that they missed having one-to-one support for all tasks at home.  Placing the needs of all learners at the centre of curriculum design and development, our diagnostic assessment results, teacher observations and daily interactions with children have shown a changing picture in relation to standards specifically related to literacy.  During lockdown, children became unaccustomed to listening within a large group situation and some have lost some of their previous skills eg. waiting for appropriate time to ask questions or provide their opinion.  Teachers note that significant work is ongoing to bring children back to standards in presentation seen prior to Jan – March lockdown.  Handwriting has shown a marked deterioration across younger stages in school. Letter and number formation is completed with less competence and accuracy than in prior years.  In writing, children’s work is showing less detail and complexity in content to some degree, across most stages. Spelling is not being transferred into every day tasks at a level of accuracy that would be expected of some children.  Significant work has been undertaken by one of our staff led working parties with DYW. This work also included our wider learning community. Planned whole school community events were postponed due to Covid restrictions. These events could not be adapted for online interaction. | Update customised SLC Risk Assessment to reflect current situation in school and nursery.  Plan for continuation of existing procedures and practices whilst also having plan that allows greater relaxation of protocols (as guidance permits).  Ensure procedures remain in place for children to access learning from home if self-isolating (via Google Classroom).  Continue to put Health & Wellbeing at the centre of our curriculum to promote children’s readiness to learn.  Continue to celebrate achievement in learning and across the wider school.  Promote independence in learning, task completion and organisation through whole class and personalised target setting.  Audit curriculum following learner experiences during 2020 – 2021 and adapt design to meet needs of different experiences. Tailor curriculum and learning strategies to individual requirements as appropriate.  Continue to work towards re-establishing whole school community and ethos ie. further promote sense of belonging through increased opportunities for pupil-led whole school activities.  Adapt and modify ASN provision to extend changing target group to include children who participated in remote learning but have experienced difficulties in the reintegration into school based learning.  Carry out whole school project to promote sense of belonging and togetherness.  Focus on further developing listening and concentration skills through targeted teaching and learning. Employ more rigorous tracking and monitoring in this area with provision to include children into targeted support where appropriate.  Frequency of handwriting lessons to increase throughout next session. Additional handwriting resources to be purchased as required.  Further adaptation of curriculum to integrate further opportunities for creative / personal / functional writing.  Increased frequency of writing to further develop children’s skills. Increased use of personalisation and choice to motivate children to engage in writing activities.  Implement 3 year programme of DYW lessons and activities.  Host DYW whole school events that have been postponed. | To keep staff, pupils, parents and carers as safe as possible by adapting to ongoing changes.  To enable school community greater access to building and retain aspects of pre-Covid provision as guidance permits.  Children to demonstrate more resilience towards learning and coping with school life.  Improved attitudes and relationships between children (especially during playtimes).  Positive morale amongst children and motivation to learn.  Curriculum adapted to target gaps that have arisen due to extended period of remote learning.  Greater feeling of belonging and togetherness as per pre-Covid times.  Improved outcomes for children with ASN.  Increased level of collegiate working between staff and pupils.  Large scale targeted sharing of learning with wider school community.  Improved listening skills and sustained levels of concentration across all stages within the school.  Improved handwriting and general presentation.  Correct letter and number formation in younger children.  Increase in attainment in writing both as discrete subject and also across the curriculum.  Children who are motivated and inspired by increased knowledge of the world of work and also the application of skills within this area. |
| **2.3 Learning, teaching and assessment**  **Theme 1: Learning and engagement**  Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities.  Learners’ experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.  **Theme 2: Quality of teaching**  We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies.  Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.  We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.  **Theme 3: Effective use of assessment**  We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.  Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people.  Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.  **Theme 4: Planning, tracking and monitoring**  As a result of our manageable processes to monitor and evaluate learners’ progress we have clear information on their attainment across all curriculum areas. | **Schools should:**   * Take into account previously recorded levels of engagement and build upon these, considering how they can support and influence future learning and teaching. * Ensure learners’ experiences include appropriate levels of challenge and support, linked to current assessment information. * Consider which elements of learning and teaching, which were adapted and utilised well during remote learning, could be continued and integrated into common practice. * Establish a clear overview of current learning and teaching processes, drawing on robust self-evaluation. * Provide opportunities for staff CLPL to ensure effective delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment (Moderation) Cycle. (eg. LI/SCs, questioning, feedback...) * Consider current assessment calendar and assessments used and how these should be adapted to support recovery, establishing new assessment guidelines which take account of the varied learning experiences pupils will have had during last session. * Ensure a range of assessments (both formative and summative) are used to ascertain the learning needs for each learner. * Consider how moderation can be used – internally and across the Learning Community – to support their adapted/refreshed learning, teaching and assessment processes. * Ensure tracking and monitoring processes are well utilised to inform both day to day planning for learning and teaching and longer-term assessment of progress. | Attendance levels for almost all children have remained high at above 90%.  No current data held relating to participation in non-school based curricular activity. No school based extra-curricular clubs held during session 2020 – 2021 due to Covid restrictions.  Children have shared through pupil voice questionnaires and informally that they miss having access to extra-curricular activities run by staff and external providers as a result of Covid restrictions.  Changing home circumstances and availability of non-school related clubs and activities have impacted on children’s access out with school. Many have continued to operate online or have not resumed. Children would like to be able to return to clubs and activities that are not via Zoom or other online platforms.  Children enjoy contributing to life in the school and have reported that they miss having opportunities for the whole school to be physically together. This includes in the playground and large scale events eg. burial of time capsule and adapted Sports events.  During remote learning, curriculum design was adapted to enable children to carry out activities within a range of contexts relating to the outdoor environment and the home ie. linking learning to everyday life.  Our outdoor classroom and playground has been completed and can now be accessed by all stages.  Garden area within nursery not currently being utilised to its full potential.  Staff identification of further CLPL needed to support consistency in delivery of aspects of literacy.  Active Literacy and Talk For Writing not available on scales needed during session 2020 -2021.  Shadowing and team teaching unable to be facilitated for most teachers due to limitations relating to Covid during session 2020 – 2021. Collaborative planning undertaken as appropriate.  Through our annual staff audit we have identified that it would be beneficial for all staff to refresh understanding and approaches to the use of all aspects of aifl.  Parental communication has highlighted that feedback can be variable across school.  To ensure greater consistency in writing and presentation standards across school   * Layout and spacing * Handwriting * Complexity and depth of writing * Accuracy of spelling, punctuation and grammar * Suitable pace of learning * Appropriate challenge in tasks set   Build on maths assessment materials gathered to ascertain children’s learning over time at regular intervals (rather than at end of level).  Pace and challenge in Maths can be variable across different classes and stages.  Auditing of planning materials shows inconsistent coverage of all experiences and outcomes for social studies. There is an over emphasis on history based learning with other areas covered with less depth.  Further develop confidence in application of SLC Progress & Achievement reporting system.  Further development of tracking children’s learning through nursery required to increase depth of information. Training required to increase staff confidence. | Monitor attendance levels for children reluctant to come to school and experiencing difficulties in leaving parent / carer.  Reformat Nurture groups to target children with ongoing issues related to attachment and transition into school in the morning. Adjust timing to provide softer start to school day for children experiencing separation anxiety.  Audit and update pupil participation in non-school based extra-curricular clubs and activities.  Offer a range of extra-curricular activities as guidance allows. Target children who do not attend non-school extra-curricular activities. Offer at lunch time as well as after school to enable maximum opportunities for participation.  Promote and facilitate SLC Music Tuition to children in P5-7, supporting tutors to engage learners.  Facilitate and adapt further opportunities for whole school events to take place.  Develop strategy to support outdoor learning in a meaningful way and to encourage children to develop their learning about the environment.  Promote child-led learning through the provision of quality learning experiences and resources to reflect a range of curricular areas.  All staff to undertake CLPL in Talk for Writing and Active Literacy as is appropriate and available.  Provide opportunities for staff and classes to work collaboratively, enabling teachers to shadow each other’s practice and facilitate professional dialogue to ensure maintenance of standards, challenge and expectations of learners.  Particular focus on the provision of feedback to ensure consistency across school.  Moderation activities covering all aspects of writing including handwriting and presentation.  Implement mid-level Maths Assessments, modify provision as necessary.  Adapt Maths planning to incorporate timescales that can be used as guidance for most children accessing learning at that stage.  Update social studies, cross curricular and IDL planning to ensure more even coverage of experiences, outcomes and benchmarks.  Training and collegiate working on school wide application of reporting system.  Staff to undertake training / collaborative working to create greater understanding of guidance.  Utilise TWCAWW documents to track and monitor children’s progress in learning. | Nurture groups to ease transition into school day for children experiencing separation anxiety and attachment issues.  Improved attendance in children who have experienced difficulties in returning to school.  Collate up-to-date information on children’s wider interests and non-curricular based activities to contribute to gathering of information about wider achievements.  All children across school to attend at least one school based extra-curricular club.  Increased number of children accessing SLC tuition music service.  Continued renewal of sense of belonging and togetherness. Children feeling valued and included within wider life of school.  Children to be and to have positive role models ie peers in own stage and from other stages / classes.  Development of outdoor learning to extend beyond carrying out learning in the outdoor environment. Outdoor learning will include discovery, experimentation, connecting to the natural world and engaging in environmental activities.  Nursery to return to operating free-flow outdoor access as reduction in restrictions permits.  Children to demonstrate resilience, curiosity and independence.  Well-planned outdoor educational experiences.  Increased consistency in the teaching and learning of writing.  Increased attainment in writing across all stages.  Consistency in standards and expectations, sharing of workload, mentoring and supporting improved pedagogy.  Ensure consistency in level of feedback given and quality of advice provided to children.  To ensure feedback is positive but also stimulates improvement.  Consistency in standards and expectations, sharing of workload, mentoring and supporting improved pedagogy.  More indepth tracking and monitoring of maths retention over time.  Consistency in pace of Maths covered across school (by most children) to ensure that there are no stages that are under increased pressure to ‘catch up.’  Balance of experiences, outcomes and benchmarks covered across all CfE levels.  Increased understanding of IDL.  Consistency in report content and application of levels used to report progress.  Increased staff confidence  Indepth tracking information. |
| **3.2 Raising Attainment and Achievement**  **Theme 1: Attainment in Literacy and Numeracy**  Raise attainment in literacy and numeracy for all learners  Learners make very good progress from their prior levels of attainment in literacy and numeracy.  **Theme 2: Attainment over time**  Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.  A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.  **Theme 3: Overall quality of learners’ achievements**  Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.  They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.  As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements. | **Schools Should:**   * Establish a clear picture of the literacy and numeracy landscape in their own context in order to establish the universal priorities for the year ahead as well as any targeted approaches for stages, groups and individuals. * Provide opportunities for CLPL which supports staff to respond confidently to learners’ needs, intervening timeously. * Ensure tracking and monitoring enables earlier identification of young people who may be at risk of not attaining and apply relevant interventions. * Consider how learner participation is emerging (audit) and plan appropriate next steps in the journey towards empowerment of children and young people in decisions about what matters to them most- in school, in the community and globally. * Take into consideration experiences of learners whilst at home and how these impact on overall achievements of children and young people. * Consider the key personnel and processes which will support learners to reflect on their learning pathway in the light of the varied learning experiences they will have had during 20-21 and, where necessary, reignite learner responsibility for their learning and achievement. | Tracking system covers literacy and numeracy but requires development to provide more timeous information about maths retention over time. Literacy assessment information gathering needs adjustment to provide information.  Literacy tracking information for children with recognised additional support needs requires further depth to inform planning.  Some children have shown less enthusiasm for reading for pleasure both in school and out with.  Some parents report that younger children are less enthusiastic to engage with reading via digital resources.  Remote learning impacted on the speed of mental maths calculations. Children reported taking more time to complete work and not always having to recall facts or carry out calculations as quickly as they do in school.    Children who were less engaged with remote learning are demonstrating less confidence in themselves as learners. There are also lower levels of perceived capabilities in learning of those who have barriers to learning and additional support needs.  Older children report through pupil voice questionnaires that they miss interacting with peers across whole school eg. during assemblies and taking on additional responsibilities. | Further develop maths tracking to incorporate mid-level assessments.  Expand literacy tracking and information gathering for children with recognised additional support needs. Incorporate digital tracking tools eg. through IDL and Reading Eggs to inform planning.  Re-establish our whole school reading culture through registering and promotion of the Reading Schools Framework (Reading Schools Pilot 2 Phase). Led by Acting PT.  Establish whole school reading activities such as ERIC time to foster enjoyment in reading and sharing of experiences.  Revert to paper based resources for home-school use to promote increased engagement and motivation.  Whole school strategy to be developed to support mental maths.  Register and undertake Hi5 Award across whole school.  *Recognised Youth Award that records and recognises wider achievement.*  Maintain home-school learning Certificates for children in P1-4 only.  Continue to encourage children to recognise achievements of peers through classmate of the day award for children in P1-4.  Growth Mindset award to be introduced for children in P5-7.  Work with external agencies including Active Schools to operate team and confidence building sessions across school.  Acting PT to maintain H&W check-in sessions with vulnerable children.  Pupil Council to take on SHANARRI delivery and discussions as part of designated monthly assembly.  Children to continue to complete SHANARRI wheels with self-assessment adaptation.  Continue with weekly target setting in customised homework diaries. Three week cycles based on Literacy, Numeracy and Health & Wellbeing. | More indepth tracking and monitoring of maths retention over time.  Increase depth of information gathered about children to target support.  Promote children to read and share experiences that take place in school and away from school.  Promote children’s enjoyment of reading.  To encourage children to develop their vocabulary to then impact positively on their writing.  To increase attainment in reading and further develop children’s skills.  To increase children’s speed and accuracy when recalling mental maths facts or carrying out mental maths calculations to return to levels more consistent with those seen before remote learning.  To promote the wider achievements of children and to recognise success beyond life within school.  To raise children’s self-esteem and self-belief.  To promote resilience and ‘can do’ attitude.  To encourage children to cooperate positively with one another and to show respect towards each other.  Vulnerable children to overcome difficulties and challenges, sharing concerns and discussing coping strategies or resolution to problems.  Pupil led focus on wellbeing indicators and their importance.  Development of pupil voice on areas that could be improved and / or developed in school.  To support children in recognising own achievements and identifying areas for improvement. |

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| **Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff** | | | | |
| **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. | **School Rationale**  This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section. | **Key Recovery Tasks**  **(Action Plan)**  This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved. | **Desired Outcomes and Measures**  This section outlines what the desired impact will be for our children and young people and how it will be measured. |
| **3.1 Ensuring wellbeing, equality and inclusion**  **Theme 1 Wellbeing**  As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families.  Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.  We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.  All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people.  Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.  All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.  We consider each child and young person as an individual with his/her own needs, risks and rights.  We ensure children and young people are active participants in discussions and decisions which may affect their lives.  **Theme 2: Fulfilment of Statutory Duties**  We comply and actively engage with statutory requirements and codes of practice.  Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.  **Theme 3: Inclusion & Equality**  All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best.  Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.  We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement. | **Schools should:**   * Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. * 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.      * Provide opportunities for CLPL 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. * Have overt plans in place to support the wellbeing needs of staff and learners. * Ensure all staff are aware of and fully trained in all current SLC and National Child Protection advice and guidance. * Ensure a sharpened focus on learner wellbeing and responsiveness to changes in circumstances.      * Consult with all stakeholders togain an understanding of need based on experience during lockdown. * Consider the universal Rights of the Child and where the work of the school could be influenced by it. * Identify opportunities to celebrate diversity. |  |  |  |
| Some younger children have found it challenging to separate from parents and carers on return to school following the extended period of time at home during remote learning.  SHANARRI focus helps children to consider own circumstances and self-assess the indicators.  Updated information on children’s motivation, perceived learning capability, attitude to school and self is required to provide indicators of readiness to learn.  Children who had limited engagement with remote learning show less confidence in own learning abilities and less perseverance with new concepts.  1140 hour service model being introduced across all remaining Early Years establishments in SLC.  Following an extended period of time away from each other, some children have found it increasingly difficult to agree on playground activities and their associated rules.  Through Chit Chat questionnaires children have requested additional playground toys to be purchased to extend their provision.  Children have also requested that playtimes and zoned areas return to the pre-Covid organisation to allow children in different classes to mix with each other.  Quiet playground area needed for children who do not enjoy boisterous / noisy play.  Since returning to school in March there have been an increased number of disagreements between children and some are showing a limited tolerance towards their peers.  We have received an increase number of reported incidences of children ignoring and excluding others from friendship groups.  Lessons based on rights have been less focused during session 2020 -2021 due to H&W target areas altering to respond to return to school after first lockdown.  Children have less school and non-school based extra-curricular opportunities. Some activities have been adapted and continue to function via video conferencing. | Continue to utilise Attachment Alphabet materials across all stages in school.  Further implement SLC Attachment Strategy undertaking any further CLPL suggested by Psychological Services.  Reinstate Buddying between P6, P7, P1 and P2 children.  Post message and first day’s timetable on Google Classroom on Inservice Day.  Pupil Council to create customised daily check-in for all children.  Continue to complete SHANARRI wheels modified with self-assessment.  Pupil Council to take over delivery of SHANARRI presentations and subsequent pupil discussion. Pupil Council to gather information via Chit Chat groups to inform further school improvement to support SHANARRI.  Undertake PASS assessments within first few weeks of new session with children in P2-7. Compare with results from previous session.  Create wellbeing and worry walls. Older children to act as mentors to younger children, offering advice and responding to written worries posted.  Develop H&W questionnaire specifically targeting aspects of mental health & wellbeing to direct curricular planning.  Survey views of parents and carers to ascertain areas of concern relating to mental health that children are sharing at home.  Inhouse training based on and refocus attention of development of Growth Mindset.  Utilise Jill Travena materials.  Implement 1140 hour service model in Nursery.  Adapt practice and procedures as appropriate to maximise benefits to children.  Each class to spend first few weeks of term focusing on games and activities and their associated rules to facilitate more harmonious play during intervals.  Each class to have a designated budget to purchase more playground toys.  Reintroduce ‘Playground Pals’ and ‘Playground Pal Pit Stops.’  As restrictions allow, remove zoned areas within playgrounds allowing stages to mix regardless of class.  Awaiting reading shed (gifted by John Hastie Trust) to be built by H&T.  Reading shed to contain mixture of books to suit different ages and reading abilities.  All classes to undertake daily Health & Wellbeing lesson to target anti-bullying, friendship development and maintenance.  Health & Wellbeing pack to be given to all classes and used as required.  Focus on bullying through exclusion.  ‘Spot them being kind & inclusive’  Staff to reward kindness, respect and inclusion in play, group work and general discussion with house points. Monthly prize for winning house.  Monthly lessons for children in P3-7 based on UNCRC by accessing materials from UNCRC website.  Offer a wide range of extra-curricular activities for children across whole school.  Offer some family based activities. | To help children to cope with separation anxiety and move beyond it through the support of peers, older children, staff and curricular development.  Reduce anxieties of children returning to school. Provide them with understanding of what to expect.  Identify any changes to children’s perception of self and school. Target areas for whole school development to assist children in feeling valued, respected and important within our school community.  Peer support to solve and advise on worries.  Improvements in self-esteem of affected children.  Target areas raised by parents through Health & Wellbeing lessons.  Develop children’s resilience.  Continue to provide quality childcare and learning whilst better meeting needs of families through increased availability of hours.  Encourage inclusive, respectful play.  Encourage children to support each other when someone is experiencing difficulties.  Encourage children to share with their peers and supervising adult when they experience a difficulty.  Enable all children to enjoy playtimes in a way that best suits them.  Improved relationships between children. Increased respect shown by children.  Encourage inclusive play and interactions between children.  Increase children’s understanding of their rights and how the impact on their life.  Children to be involved in wider life of school and to recognise achievement / discover new talents outwith CfE curriculum.  Increased family based activities and physical parental presence within school. |

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| **Improvement Priority 3 - Planning for Equity** | | | | |
| **Quality Indicator**  1.3 Leadership of Change  1.5 Management of Resources to Promote Equity  2.4 Personalised Support  2.5 Family Learning  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising Attainment and Achievement | **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. | **School Rationale**  This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section. | **Key Recovery Tasks**  **(Action Plan)**  This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved. | **Desired Outcomes and Measures**  This section outlines what the desired impact will be for our children and young people and how it will be measured. |
| **Closing the Poverty-related Attainment Gap** | | | | |
| **3.1 Ensuring, wellbeing, equality and inclusion**  **Theme 3: Inclusion and Equality**  We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.  **3.2 Raising Attainment and Achievement**  **Theme 4: Equity for all learners**  We have effective systems in place to promote equity of success and achievement for all our children and young people.  We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.  **1.3 Leadership of Change**  **Theme 3: Implementing Improvement and Change**  Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.  **1.5 Management of Resources to Promote Equity**  **Theme 1: Management of finance for learning**  We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate.  Financial expenditure is carefully planned to improve the quality of learning and teaching and increase attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners.  **2.4 Personalised Support**  **Theme 2: Targeted Support**  Our targeted support builds on robust, embedded universal support. Learners’ needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required.  Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.  **Theme 3: Removal of barriers to learning**  Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised.  Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty. | **Schools should:**  Identify groups/learners/stages requiring targeted additional support and identify which barriers are poverty-related through a rigorous analysis of all relevant available data (quantitative and qualitative) which takes account of:   * Learners’ wellbeing (Boxall profile, observations, wellbeing indicators) * Attainment (standardised assessments, class work, use of benchmarks, in-school assessments, SNSA) * Attendance and Punctuality (in-school at hubs) * Engagement (Leuven scale, observational data) * Participation (remote learning participation data) * Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding, with a minimum of 5% of PEF subject to participatory budgeting. * 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 for learners. * Ensure sound financial management of all sources of funding * Ensure equity approaches are additional and provide targeted, accelerated support to learners affected by poverty. Move away from universal to more targeted approaches. * 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. * Ensure barriers to learning are identified and regularly reviewed to reflect changing circumstances. | Vulnerable children are identified according to   * limited engagement with remote learning * PEF target group * low attendance * low diagnostic assessment results * recognised ASN * staged intervention records and referrals from class teacher * presentation of highly emotional state and struggling to cope with everyday life * interactions and relationships with others * separation anxiety from parents & carers   Lower engagement with homework has impacted on aspects of some children’s learning eg. spelling development and concentration.    5% of PEF allocation will be allocated for PB and allocated as per consultation with entire school community.  Enhanced tracking of targeted support group needed to show dips and peaks in progress and provide indepth picture of where there are strengths and gaps in learning.  Current information leans towards literacy and numeracy development. Increased understanding of Health & Wellbeing information required to support readiness to learning. | Carry out Boxall profiles for children identified as finding it difficult to cope with school life and to follow rules and routines.  Set up nurture groups to target different types of vulnerability   * following instructions and routines * relationships with peers * separation anxiety from parents and carers   Raise attainment by restructuring ASN support groups to enable further target support through mixed stage groups (as permitted by Covid guidance). Support groups to be taken by SLT.  Employ use of range of materials to target individuals in weekly support groups to supplement differentiated class work.  Audit current homework provision and adapt to changing needs of school community. Ascertain whether Google Classroom or more traditional methods of delivery are more favourable / beneficial.  Gather ideas from pupils and from parent consultative group.  Create Google Questionnaire  Carry out vote with entire school community to allocate funds.  Create monthly tracking records to be completed and submitted by class teachers to enable targeted support that alters according with changing presentation by children.  Regular attainment meetings with staff to discuss progress.  Target Setting & Strategy overviews to promote success and remove barriers to learning. | Identification of specific needs and pathways of support.  Children to settle into school routine with greater ease.  Ongoing support for vulnerable children to set targets and put in place support strategies.  Increased attainment and progress made by all children regardless of age, stage and additional support needs.  Homework to be distributed and completed in ways that meets the needs of most families.  School Community have selected use of 5% of PEF budget to assist in raising attendance levels in target group.  Easier monitoring of interventions and progress being made.  Continue to meet needs of children, adapting practice and procedures to support with increased speed. |
| **Being a poverty-aware school and reducing/mitigating the Cost of the School Day**  **Schools are being asked to undertake PB for a minimum of 5% of their Pupil Equity Funding. Please highlight in any colour the outcomes, measures, tasks and rationale related to PB in the following section.** | | | | |
| **2.5 Family Learning**  **Theme 2: Early Intervention and Prevention**  Our staff are aware of the factors causing child poverty within our community.  We work with parents and other agencies to help parents minimise the effect of poverty on our children.  Our staff has an informed understanding of local demographics that informs more targeted support when appropriate. | **Schools should:**   * Revisit [Child Poverty Action Group Website](https://cpag.org.uk/cost-of-the-school-day?gclid=EAIaIQobChMI79SKvszE6QIVyrTtCh1m-gmlEAAYASAAEgImRPD_BwE) and other relevant reading. * Revisit their CoSD Position Statement in relation to: * Getting dressed for school * Fun events * Eating at school * School trips * Learning at school * Travelling to school * Attitudes * School clubs * Travelling to school * Home-learning * Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. * Consider what changes will need to be made to the school calendar in light of changes to family income and how you will communicate this. | Financial circumstances have changed for some families due to the effects of Covid. Our PEF target group and the names of children on our FME list have changed as a result of the impacts on some families.  Some families have been adversely financially affected by Covid but not to a level that has enabled them to access FME provision. School & nursery must ensure that cost of school day is not placing unmanageable burden or pressure on these families too. | Continue to offer second hand uniform provision but adapt to ensure that it is manageable.  Uniform policy to continue to allow clothing of school colours that does not have school badge embroidered onto it.  Maximum of one school trip per session.  Pantomime subsidised by PTA.  Trips etc. paid for families experiencing financial difficulties.  Morning snack & lunch milk available to FME children.  Financial supports to continue to be communicated regularly through school app and newsletters.  No changes to school calendar required. Changes made during previous session to be maintained and subsidy put in place for families affected by poverty. This will be communicated to parents directly.  Parents encouraged to communicate with HT if school can offer any assistance. | To ensure that school is not a financial burden to any family.  To ensure that children do not avoid attending school due to financially related reasons.  To ensure that children can access all activities within the school day, those that are extra-curricular and school trips. |