



# **South Lanarkshire Council**

## **Recovery Standards & Quality Report June 2021**



# **Kirkton Primary School**

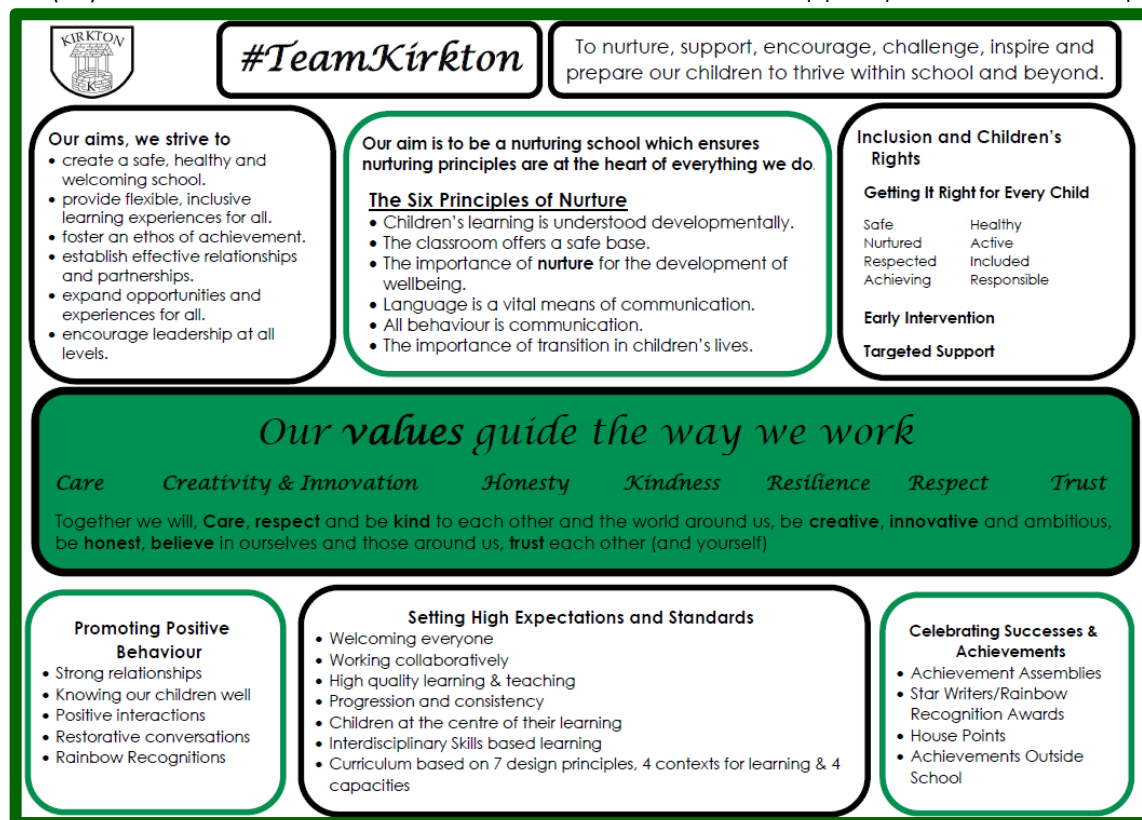
# Standards and Quality Report Session 20/21

## Our School

Kirkton Primary is a non-denominational school based within a residential area of Carluke, in Clydesdale, South Lanarkshire. Carluke is located in a semi-rural area of South Lanarkshire, with good transport links and considerable ongoing housing development. Kirkton Primary is situated in an area of mainly privately owned housing close to the town centre. We moved into newly built premises in 2014, providing a bright, spacious, modern learning environment. The anticipated roll for the 2021/22 session is 184 pupils, within 8 classes.

Within Kirkton Primary School, we have 4 children residing in SIMD 2 none of whom receive Free school Meals/Clothing Grant. In addition, we have 13 children who are eligible for Free School Meals. We also have 4 children who are Care Experienced. Within the school, we currently have 15 pupils who live in SIMD 1&2 and/or are in receipt of Free School Meals, this is 8.4% of our school population.

23% (41) of the children within the school have an additional support plan. We have 15 pupils at stage 1, 14 pupils are stage 2, 11 at stage 3, and currently 2 pupil is at stage 4 – of which 1 has a CSP. 22% (5% of the school) of the pupils who have as ASP have a diagnosis of dyslexia and 20% (5% of the school) have an autism diagnosis.



The school strives to maintain a welcoming ethos and safe environment where children are actively involved in learning, increasingly understanding the need for responsibility in achieving personal goals. We aim to help every learner develop knowledge and skills for learning, life and work. The school is committed to raising attainment for all children as well as ensuring the health and wellbeing of individuals in our school community. These aims have formed the basis of school improvement priorities over recent years.

We also have an active PTA and Parent Council, who have recently merged to become 'Friends of Kirkton Primary School'. Our parents support school events, undertake valuable fundraising and promote the views of the Parent Forum.

Our self-evaluation takes account of current policy, guidance, tools and examples of good practice. Self-evaluation is a key feature of learning and teaching within Kirkton Primary School.

Our curriculum is improving, developing and refreshed regularly to ensure that learners benefit from the promotion of challenge, enjoyment, breadth and depth, progression, relevance, coherence, personalisation and choice in learning experiences.

Input from SLC colleagues and enhanced self-evaluation process and informed our school improvement priorities for session 2020/21.

## Key Successes/Challenges and Achievements Session 2021/22

The initial focus for the whole school community this session has been based on Relationships, Resilience and Recovery which has embodied all our work during session 2020/21. At Kirkton, we provide a safe and happy space for all our pupils to learn and thrive. This was evident in August when all pupils returned to school feeling safe, happy and eager to be back. Our focus on the key areas of Literacy, Numeracy & Health and Wellbeing, ensured a consistent focus across the school using Emotion Work Recovery Programme. Literacy and Numeracy had an increased focus in all classes, with baseline assessment information being used to inform planning and resources. We had very robust track and trace arrangement as well as bubbles, seating plans, line orders, quarantining and hand washing/sanitising procedures in place to ensure everyone was kept safe and inspired confidence in the school. High levels of communication with parents ensured a shared understanding of what procedures were in place as well as keeping them informed via the 'Weekly Noticeboard' of school events and activities.

### Relationships

As we as a class focus we ensured we still worked as a school community within current restrictions. To promote whole school relationships, our soft starts allowed children to come into the school from 8.50am, allowing time for children to ease into the school day. Weekly online assemblies included our Rainbow Recognition, celebrating success, awards as well as birthdays and house points. This also allowed for information to be shared by staff and pupils alike, including JRSO.

12 Days of Caring & 12 Days of Fun, provided opportunities for us to give back to the local community via the Foodbank, Baby Bank and Spirit of Christmas. This was followed by 12 Days of Fun where children all completed challenges and activities such as recycle a Christmas Decoration. The whole school panto booming around the school was also very successful. We endeavoured to ensure annual events still took place such as Christmas Service, Nativity, Carol Concert etc. all still took place virtually. (Staff all now have much greater technological skills as a result!)

### Resilience

Our whole school Health and Wellbeing focus promoted resilience and also provided pupils with a chance to share and voice their experiences in a safe manner. This included a focus on emotions as well as associated behaviour and regulation strategies. This has given all our children a greater vocabulary to use when discussing their emotions. Enhanced playground supervision has encouraged our children to be more resilient and maintain positive relationships with their peers and adults. Our children have quickly adapted to the changing routines within the school and the restrictions which are in place.

### Recovery

Our recovery programme has focused on Literacy, Numeracy & Health and Wellbeing combined with targeted support and appropriate interventions which have ensured we have identified and are working to address gaps caused by periods of remote learning. Assessments have ensured teachers have the relevant information to make informed decisions about the needs of individuals and groups within their class. Support staff have supported this effectively.

## Remote Learning Jan-March 2021

### ***Provide a brief, evaluative commentary on this period. This should cover:***

Prior to Remote Learning commencing, we had comprehensive plans in place to support all pupils. These contingency plans included arrangements should an individual or class have to self-isolate for a period of time as well as plans for a whole school remote learning scenario. All pupils had access to Google Classroom via Glow as well as relevant password for other websites to support their learning e.g. Education City, Oxford Owls etc. Remote Learning guidelines were agreed and created across the learning community to ensure consistency.

All pupils had access to appropriate devices which allowed them to access our comprehensive remote learning opportunities, this included the loan of school devices and those supported by SLC. 100% of our children accessed Google Classroom during the period of remote learning with over 90% doing so on a regular/daily basis.

Teachers provided high quality learning materials which included a mixture of live lessons, recorded teaching materials as well as quality assured interactive resources from West Partnership and E-Sgoil.

Collaboration amongst staff was a particular strength during remote learning, with staff working together to ensure consistency across the school. This consistency included how Google Classroom looked and was organised, the quality of teaching materials, ease of access and feedback provided to pupils for their next steps. Weekly staff meetings allowed opportunities to share good practice, early identification of problems/issues as well as the much needed team support. Guidance for live interactions was created to ensure child protection as well as ease of access and consistency.

Parents were able to communicate with staff via email, telephone and via Google Classroom, with all staff ensuring parents had all been contacted at least twice during this period. Communication with parents was dealt with in a professional and prompt manner.

Following remote learning a range of assessments were conducted in each class to identify gaps and make plans to address these. Enhanced staffing was used to support individuals and groups across the school. SSA timetables were amended to reflect the needs across the school.

All staff effectively supported our Emergency Key Worker Support provision and worked together to ensure this was purposeful and successful.

This was all confirmed by our robust quality assurance processes.

### **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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<p>conversation, and further assessment with planned interventions for some.</p> <p>Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.</p>	<ul style="list-style-type: none"> <li>• Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained.</li> <li>• 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.</li> <li>• Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Staged Intervention procedures in place to support pupils requiring additional support (all teachers)</b> <ul style="list-style-type: none"> <li>★ Wellbeing Indicators</li> <li>★ Circle Time</li> <li>★ Emotion Works</li> <li>★ Social Stories</li> <li>★ Comic Strip Conversations</li> </ul> </li> <li>• <b>Use a range of in school interventions as appropriate (Give Us A Break/CUSTAAD/Lego Therapy) – Trained staff as appropriate, to provide early intervention.</b></li> <li>• <b>Interventions such as Drawing &amp; Talking from Extended Team, as appropriate All staff completed Attachment awareness course (w/b 15<sup>th</sup> June 2020)</b></li> <li>• <b>All support staff and SLT to complete Solihull Trauma Awareness Course –August 2020.</b></li> <li>• <b>Staff able to access training and support as required.</b></li> <li>• <b>Use of Educational Psychologist/SMPS/Extended Team as required.</b></li> <li>• <b>Transition Video for all children.</b></li> <li>• <b>Consult parents with regards to anything, which may have changed during lockdown period they would like us to know. – All staff by September 2020</b></li> <li>• <b>Curriculum and COVID-19 information for parents – clear communication. (New resources/strategies/routines etc.) –All staff &amp; SLT. By 1<sup>st</sup> October 2020</b></li> <li>• <b>Welcoming ethos and entry to the school. – All Staff – ongoing</b></li> <li>• <b>Regular updates to and from staff. – All Staff and SLT – ongoing.</b></li> <li>• <b>SLC Check ins to staff and support mechanisms. – All Staff – ongoing</b></li> </ul>	<p><b>Due to COVID restrictions Health &amp; Wellbeing interventions have not taken place with rigour, counselling is taking place for 2 pupils within the school and SSA time has been targeted to support individuals and groups.</b></p> <p><b>All staff have been trained following SLC attachment Training (introductory/Session 1 &amp; Session 2). This is providing a shared understanding of attachment theory, supporting children experiencing trauma as well as the difficulties some children may experience in class.</b></p> <p><b>Almost all support staff and all members of SLT have completed Solihull Trauma Awareness Course.</b></p> <p><b>All staff were able to access Health &amp; Wellbeing through inhouse CLPL as well as SLC/ West Partnership/ Education Scotland as appropriate.</b></p> <p><b>All class teachers created a short video welcoming children to their new class.</b></p> <p><b>All stakeholders receive up to date information regarding our plans and the curriculum we have in place, this is updated when new guidance is received.</b></p> <p><b>All staff have worked to create a welcoming ethos to the school, in line with current restrictions.</b></p> <p><b>Regular online and email updates to all staff. Weekly online meeting during Remote Learning.</b></p> <p><b>Regular staff check ins and support from each other and SLT.</b></p>
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<b>Quality Indicator</b>  <b>3.1</b> Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> <li>Wellbeing</li> <li>Fulfilment of Statutory Duties</li> </ul> Inclusion and Equality	<b>Recovery Priority</b>  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.	<b>Key Recovery Tasks</b>  This section is for school-specific planning. What did we plan to do (specific to our context)? Who was be involved and when? SMART targets.	<b>Outcomes and Impact</b>  This section gives a brief indication of what success would looks like and how it was be measured.
<p><b>Theme:</b> HWB CURRICULUM</p> <p><b>Rationale:</b> The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a "recovery curriculum" is underpinned by recognition that all Behaviour is Communication.</p> <p>Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.</p> <p>Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity.</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>Contextualise the 'Reconnection &amp; Recovery' guidance to develop a recovery curriculum within a unique context.</li> <li>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</li> <li>Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs.</li> </ul>	<ul style="list-style-type: none"> <li><b>Focus on Literacy, Numeracy, H&amp;WB as well as IDL. – All Staff – on going</b></li> <li><b>Plans based on the context of our school and our values/needs etc. – All Staff – on going</b></li> <li><b>Soft Start each morning. – All Staff – on going</b></li> <li><b>Whole School focus on Resilience and Emotional Regulation. – All Staff – on going</b></li> <li><b>Regular opportunities for reflection (age &amp; stage appropriate). – All staff – on going</b></li> <li><b>Increased collaboration and information sharing across the school. – All staff – on going</b></li> <li><b>Teachers to continue to provide a presence on Google Classroom – change in current arrangements for contacting teachers during working day, ongoing and reviewed regularly.</b></li> </ul>	<p><b>All children have access to a curriculum, which focuses on key learning in Literacy, Maths and Health &amp; Wellbeing, which is influenced by the needs of our school. All staff are continuing to support our pupils, early identification of gaps, targeted interventions as well as universal supports in all classes. Attainment and achievement continues to be positively impacted.</b></p> <p><b>Soft starts are not in consistently in place across the school, most early starter activities are literacy &amp; numeracy based not Health &amp; Wellbeing.</b></p> <p><b>All staff used Emotion Works recovery programme in collaboration with other approaches such as wellbeing Indicators etc. to provide high quality, consistent teaching and learning with a focus on emotional resilience &amp; emotional literacy. All teachers provided regular opportunities for reflection and feedback. This is more consistent with the introduction of 'Feedback Friday'. Learner Voice is beginning to increase and have a positive impact on confidence.</b></p> <p><b>Staff collaboration has increased this session, with more staff sharing learning and teaching, this was highly successful during lockdown helping to promote consistency across the school. Shared planners and agreed literacy and numeracy</b></p>

			<p>teaching format has also helped promote consistency, collaboration and information sharing.</p> <p>All Home Learning is taking place using Google Classroom.</p> <p>During remote learning, almost all learning took place via Google Classroom. Clear guidance was created (across the learning community) and given to staff and parents. Staff were encouraged to adhere to the guidance within these including contact times. Staff created videos, interactive teaching materials as well as live interactions to support learning during this time.</p>
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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?
<p><b><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></b></p>	<p><b><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></b></p>	<p><b><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></b></p>
<p>All children come into school settled each day and are happy to be here. We are continuing to provide a safe and nurturing space for all pupils. Identified children were supported during this transition including visits to the school, short visits as well as enhanced staffing and alternative curricular supports.</p> <p>Relationships with pupils, staff, parents and other stakeholders continue to be very positive, we have adapted our approaches to meetings and consultations in line with current government information and guidance.</p> <p>All classes successfully implemented an effective Health &amp; Wellbeing programme at the beginning of the year which had a focus on recovery, reconnection and relationships. This provided a consistent approach to learning &amp; teaching and was progressive allowing teachers to develop the depth, breadth and application of skills to support the needs within their own class. It also built on and extended the effective Emotion Works and Wellbeing Indicators (Healthy Schools) programme already in place across the school.</p> <p>All staff have been training using the SLC attachment training, as a result we are more attachment aware and have been using this to support our relationships across the school. Staff have a greater understanding of attachment based challenges which may be faced by pupils, families and each other.</p> <p>All classes have focused on relationships across the year. This has effectively linked with the enhanced focus on Literacy, Numeracy &amp; Health &amp; Wellbeing.</p>	<p><i>Feedback from stakeholders</i></p> <p><i>Feedback from stakeholders. Observations, discussions, emails and on-going communication.</i></p> <p><i>Feedback from stakeholders, observations, evaluations/impacts. Pupil discussions</i></p> <p><i>Feedback from stakeholders</i></p> <p><i>Feedback from stakeholders, observations, evaluations/impacts. Pupil discussions</i></p>	<p><b>Health &amp; Wellbeing - Growth Mindset/Resilience</b></p> <ul style="list-style-type: none"> <li>• Develop Health &amp; wellbeing curriculum to include Growth Mindset and Resilience, link this with Healthy Programme, RSHP and Emotion Works</li> <li>• Monthly school focus using 'The Growth Mindset Coach' by Annie Brock &amp; Heather Hundley</li> <li>• Revisit Rainbow Recognition, in line with Paul Dix, RRSA and School Values</li> </ul> <p><b>Right Respecting Schools Award</b></p> <ul style="list-style-type: none"> <li>• Focus RRSA Month (September 2021), Establishment of new RRSA committee and ambassadors, embed RRSA across the school in all</li> </ul>

<p>We have a comprehensive RSHP programme in place which has been adapted to address gaps following lockdown as well as to ensure effective and progressive learning across the school. This has been enhanced by new planning in line with the new Scottish Government Programme.</p> <p>All classes have continued to receive 2 hours quality PE. This has been outdoors this year due to Covid restrictions and has complemented other aspects of our Health &amp; Wellbeing programme.</p> <p>During Remote Learning, all parents and families were contacted the school to ensure wellbeing and continue to maintain relationships. ICT and other supports were also provided and parents could access support via a range of methods including telephone class, online support form and email. Support for pupils engagement during remote learning.</p> <p>Face to face as well as online and telephone conversations have taken place across the year both in school and during Remote Learning</p> <p>Emergency Key Worker Support was provided within the school for all eligible Key Worker families as well as other identified children.</p> <p>All staff supported each other through the implementation of our Recovery Plan, all teachers were able to adapt their plans based on changing rules and risk assessments.</p> <p>Recovery planning was the focus for regular CAT sessions all staff were able to adapt their plans based on changing rules and risk assessments.</p> <p>Promoting kindness at Kirkton: 12 days of fun and 12 days of giving, creation on links with Foodbank and Glasgow's giving charity, Baby Bank and Kits for Kids.</p> <p>Robust rules and routines in school have increased staff and visitor's confidence within the school and are supported if they are anxious/worried etc.</p>	<p><i>Feedback from stakeholders, observations, evaluations/impacts. Pupil discussions</i></p> <p><i>Feedback from stakeholders, observations, evaluations/impacts. Pupil discussions</i></p> <p><i>Feedback from stakeholders. Observations, discussions, emails and on-going ommunication, evaluations/impacts. Pupil discussions</i></p> <p><i>Feedback from stakeholders.</i></p> <p><i>Feedback from stakeholders.</i></p> <p><i>Observations, discussions, emails and on-going ommunication, evaluations/impacts. Staff discussions</i></p> <p><i>Observations, discussions, emails and on-going ommunication, evaluations/impacts. Staff discussions.</i></p> <p><i>Feedback from stakeholders.</i></p> <p><i>Feedback from stakeholders. Observations, discussions, emails and on-going ommunication, evaluations/impacts. Pupil discussions</i></p>	<p>learning – progress from monthly focus.</p> <ul style="list-style-type: none"> <li>• RRSA Silver Assessment</li> </ul> <p><b>School Values, Curriculum Rationale</b></p> <ul style="list-style-type: none"> <li>• Publish and focus on school values, curriculum rationale, ensure this is visible and informing the ongoing work of the school.</li> </ul>
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<p>point; with others showing limited progress if any. Schools therefore, need to reconsider their “gap” and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.</p>	<ul style="list-style-type: none"> <li>- Learners' wellbeing (e.g. Boxall profile, observations, wellbeing indicators)</li> <li>- Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments)</li> <li>- Engagement (e.g. Leuven scale, observational data)</li> <li>- Participation (home-learning participation data)</li> </ul> <p>Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Attainment (MALT/NGRT/ NGST &amp; SWS)</b></li> <li>○ <b>Engagement at school</b></li> <li>○ <b>Participation at home</b></li> <li>• <b>Analysis of Assessment Data on a regular basis to identify trends, provide interventions, and support as appropriate. – All Staff – By October 2020</b></li> <li>• <b>Ensure effective transition arrangements are in place for all pupils – all staff. – By September 2020</b></li> <li>• <b>Staged intervention support as required. – throughout the year</b></li> </ul>	<p><b>Almost all teachers use analysed relevant assessment data, to identify information to support the development of a learning programme based on individual, and group needs.</b></p> <p><b>Assessment data is used to identify whole school trends and strategies are put in place to begin to address this. Trends are identified by SLT, this now needs to progress to class teachers with a focus on closing attainment gaps within their own class – equity focus.</b></p> <p><b>Effective Staged Intervention procedures are in place, professional dialogue with staff indicates some staff continue to require additional support with the creation of effective Additional Support Plans for individual pupils. All staff are aware of the Care and Welfare procedures within the school, however not all staff follow these consistently.</b></p> <p><b>Most staff are able to quickly identify any wellbeing concerns. Targeted interventions are swiftly put in place to support/challenge.</b></p>
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<b>Quality Indicator</b>  <b>2.4</b> Personalised Support <ul style="list-style-type: none"> <li>• Universal Support</li> <li>• Targeted Support</li> <li>• Removal of barriers to learning</li> </ul> <b>3.1</b> Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of Statutory Duties</li> <li>• Inclusion and Equality</li> </ul> <b>3.2</b> Raising Attainment and Achievement <ul style="list-style-type: none"> <li>• Attainment in Literacy and Numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievements</li> <li>• Equity for all learners</li> </ul>	<b>Recovery Priority</b>  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.	<b>Key Recovery Tasks</b>  This section is for school-specific planning. What did we plan to do (specific to our context)? Who was be involved and when? SMART targets.	<b>Outcomes and Impact</b>  This section gives a brief indication of what success would looks like and how it was be measured.
<p><b>Theme:</b> Planning to close the poverty-related attainment gap and reduce learners' barriers to learning.</p> <p><b>Rationale:</b> As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the <b>current</b> 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</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase.</li> <li>• Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking.</li> <li>• Engage in professional dialogue with staff to establish the best approaches to close the</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Consultation with Parent Council and wider parent body re PEF decisions. –HT &amp; SLT. By October 2020.</b></li> <li>• <b>Professional Reading Opportunities for Staff established with links and signposts to some possible CLPL materials. – on-going throughout the year</b></li> <li>• <b>Regular Whole Team and Small group discussions with a focus on recovery and attainment. – All Staff. – ongoing throughout the year.</b></li> <li>• <b>Teachers and support staff to provide targeted interventions based on analysis of data. On-going throughout the year</b></li> </ul>	<p><b>All stakeholders are involved in decision making processes across the school with regards to PEF through the school improvement planning process.</b></p> <p><b>All staff have access to Equity Post, new Equity lead has been identified. CLPL opportunities available in-school, from SLC, West Partnership and Education Scotland.</b></p> <p><b>Not fully completed</b></p> <p><b>All staff have a greater understanding of providing targeted interventions and using data analysis. This needs to be more consistent across the school and implemented in all classes.</b></p>

<p>following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.</p>	<p>poverty-related attainment gap. Ensure agreed approaches provide additionality.</p> <ul style="list-style-type: none"> <li>• Review staff training needs.</li> <li>• Review current partnership working.</li> <li>• Consider how you will measure and evidence impact; plan this into home and school approaches.</li> <li>• 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 <a href="#">EEF covid-19</a> resources helpful when considering this.</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Formal review of Partnership working – PT and All Staff. – ongoing throughout the year</del></li> <li>• <del>Create template (based on 4 capacities) to support the measuring and evidencing of impact both at home and at school. Termly.</del></li> <li>• Ensure open and honest communication with parents. Regular communication (method depending on current SLC advice) –ongoing throughout the year</li> <li>• <del>Review Blended Learning on a regular basis (formally – 8 weekly maximum to ensure effectiveness, weekly in each class – adaptations made quickly in response)</del></li> </ul>	<p><b>Not completed due to change in Scottish Government Plans for pupil return to school – Blended Learning model not in place in primary schools.</b></p> <p><b>Not completed by individual class teachers. Completed by PT during Remote learning – weekly.</b></p> <p><b>App identified as main method of communication. Weekly update provided to all parents alongside regular additional updates as required – mainly COVID related.</b></p> <p><b>Not completed due to change in Scottish Government Plans for pupil return to school – Blended Learning model not in place in primary schools.</b></p>
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Quality Indicator	Recovery Priority	Key Recovery Tasks	Outcomes and Impact
<p><b>2.4</b> Personalised Support</p> <ul style="list-style-type: none"> <li>• Universal Support</li> <li>• Targeted Support</li> <li>• Removal of barriers to learning</li> </ul> <p><b>3.1</b> Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of Statutory Duties</li> <li>• Inclusion and Equality</li> </ul> <p><b>3.2</b> Raising Attainment and Achievement</p> <ul style="list-style-type: none"> <li>• Attainment in Literacy and Numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievements</li> <li>• Equity for all learners</li> </ul>	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section is for school-specific planning. What did we plan to do (specific to our context)? Who was be involved and when? SMART targets.</p>	<p>This section gives a brief indication of what success would looks like and how it was be measured.</p>
<p><b>Theme:</b> Tracking and monitoring impact of equity approaches.</p> <p><b>Rationale:</b> To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy.</li> <li>• 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.</li> <li>• Consider points in planning section to find alternative approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Analysis of tracking data and information pre Covid 19 – all teachers by October 2020</b></li> <li>• <b>Provide Targeted interventions based on analysis of need across the whole school. – Led by PT in collaboration with Teachers and Support Staff on going throughout the year.</b></li> <li>• <b>Enhanced methods for sharing learning with parents – focus on key learning &amp; teaching as well as home learning expectations ongoing throughout the year.</b></li> <li>• <b>Weekly information to parents regarding the learning taking place in classes - weekly.</b></li> </ul>	<p><b>Most teachers are using attainment data to identify next steps, there is some evidence this is being analysed against pre-lockdown data, this needs to be more consistent across the school</b></p> <p><b>SLT have focused on targeted interventions to support target pupils. All teachers must ensure they are effectively supporting pupils within this target group.</b></p> <p><b>Almost all parents have identified they are happy with the level of communication and feel able to support their children at home during in-school learning. Remote learning feedback identified parents found this more challenging despite support from school staff.</b></p>

		<ul style="list-style-type: none"> <li>• Regular whole team/small group meetings to discuss interventions and progress to date. (WTA dependent)</li> <li>• Increased collaborative planning and discussions across levels (early &amp; first/ second) fortnightly</li> <li>• H&amp;WB focus based on <ul style="list-style-type: none"> <li>★ EW</li> <li>★ Wellbeing Indicators</li> <li>★ Nurture</li> <li>★ Blended Learning</li> <li>★ CLPL based on Individual needs.</li> </ul> </li> </ul>	<p>During remote learning almost all classes provided a comprehensive weekly overview for parents which included tasks, effective links etc. In some classes target pupils were provided with additional support, however this was not consistent.</p> <p>Time was not permitted within the WTA. PT has meet with pupils who have ASP. Establishment of Equity Lead should increase this focus moving forward.</p> <p>Clear and consistent approaches to Learning &amp; Teaching within some classes, this is not yet consistent across the school. School agreed planning format to be used. All planning to be completed a week in advance.</p> <p>All staff have some knowledge and skills to effectively support our children in Health &amp; Wellbeing. Almost all children are happy and engaged in learning at home. SLT to monitor engagement on a monthly basis. Targeted support through SSA time in each class, this is not yet consistently embedded across each class.</p>
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Quality Indicator	Recovery Priority	Key Recovery Tasks	Outcomes and Impact
<p><b>2.4</b> Personalised Support</p> <ul style="list-style-type: none"> <li>• Universal Support</li> <li>• Targeted Support</li> <li>• Removal of barriers to learning</li> </ul> <p><b>3.1</b> Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of Statutory Duties</li> <li>• Inclusion and Equality</li> </ul> <p><b>3.2</b> Raising Attainment and Achievement</p> <ul style="list-style-type: none"> <li>• Attainment in Literacy and Numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievements</li> <li>• Equity for all learners</li> </ul>	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section is for school-specific planning. What did we plan to do (specific to our context)? Who was be involved and when? SMART targets.</p>	<p>This section gives a brief indication of what success would looks like and how it was be measured.</p>
<p><b>Theme:</b> Cost of the School Day</p> <p><b>Rationale:</b> 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</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Revisit <a href="#">Child Poverty Action Group Website</a></li> <li>• Read <a href="#">CPAG article</a> on impacts of school closures.</li> <li>• Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families.</li> <li>• Consider how you will equip learners with the tools required to undertake home-learning.</li> <li>• Consider how our actions can inadvertently alienate families in poverty.</li> <li>• Use knowledge/intelligence</li> </ul>	<p><b>Continue to have a focus on COTSD – what is the impact on families now? Has this changed? What can we do to support this? PT &amp; All staff - ongoing throughout the year</b></p> <p><b>What does Home Learning Look like – what are the cost implications for parents – SLT &amp; all staff? – Ongoing throughout the year.</b></p> <p><b>Use data to support COTSD decisions. – SLT – ongoing throughout the year.</b></p> <p><b>Develop understanding of supports for parents and families within our community – communicate this to parents via app and website. – SLT – ongoing throughout the year.</b></p>	<p><b>Not completed, PT to work with Equity lead to embed this during session 2021/22</b></p> <p><b>Learning community position statement agreed. School agreement to remove need to print resources. All staff engaged with our families to ensure they have the appropriate resources for Remote Learning. Learning packs including pencils, whiteboards were available for all pupils.</b></p> <p><b>SLT use a range of data to identify and support families in need, this is not completed.</b></p> <p><b>All families have been given access to information to support those living in poverty. Confidential support form created. Used by some</b></p>

<p>poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.</p>	<p>and sensitively engage with families as appropriate to understand any financial impacts.</p> <ul style="list-style-type: none"> <li>• Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community.</li> <li>• Consider staff training needs – ensure <b>all</b> staff are consistent in their approach to poverty.</li> <li>• Consider what changes will need to be made to the school calendar in light of changes to family income.</li> </ul>	<p><b>Continue with CLPL in relation to COTSD to ensure a consistent approach. – All Staff – ongoing throughout the year.</b></p> <p><b>Increased awareness of all staff of how poverty affects children in school (obvious and non-obvious ways) – All Staff – ongoing throughout the year.</b></p> <p><b>Ensure there is a range of home learning activities, which suit the needs to the children, and their families – fluidity of Tech solution as well as paper based options.</b></p> <p><b>How effective is Google Classroom? – All staff. Monthly review.</b></p> <p><b>Consider the use of a lending library as necessary for parents. (inclusive) – All Staff – ongoing throughout the year.</b></p>	<p><b>families during lockdown. Consideration needed on supporting families within our community?</b></p> <p><b>No formal training delivered this year. This was the focus of discussions across the year. To be continued during session 2021/22.</b></p> <p><b>Poverty focus delivered during CCC. Limited evidence of this being implemented at any other time. Some staff use a range of information and data to help identify children living in poverty and adapt their learning environment to best support them.</b></p> <p><b>Not all completed due to change in Scottish Government Plans for pupil return to school – Blended Learning model not in place in primary schools.</b></p> <p><b>Not all completed due to change in Scottish Government Plans for pupil return to school – Blended Learning model not in place in primary schools.</b></p>
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## Improvement Priority 2 - Equity

### Progress Report June 2021



What did we actually achieve?	How do we know?	What do we need to do next?
<p><b><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></b></p> <p>Whole school systems to be put into place to measure Wellbeing and Attainment including daily check ins, soft start as well as MALT/NGRT and NGST</p> <p>Almost all teachers effectively analysis assessment data for pupils in their class on a regular basis to identify trends, provide interventions, and support as appropriate.</p> <p>During remote learning a range of supports were provided to help us ensure no child was missing out, phone calls were made to support, and pupils without devices were given one as were pupils with limited Wi-Fi connections.</p> <p>Google Classrooms were organised to allow families to plan the learning. Weekly tasks and resources were uploaded for the following week on a Monday. Staff were involved in daily 'live' lessons throughout the week.</p> <p>Staff supported individual children and families following discussions.</p> <p>Weekly/ fortnightly check-ins with pupils and/ or parents during remote learning to provide assistance with Google Classroom/enhanced transition and support/advice with learning.</p> <p>Engagement tracking allowed staff to identify children at risk of missing out and provide proactive support. Weekly quality assurance provided weekly targeted and specific information to help inform next steps.</p> <p>Differentiated support when needed. Staff developed an increased knowledge of home learning experiences</p> <ul style="list-style-type: none"> <li>• planning specific to individual children</li> <li>• Differentiated expectation of outcome and additional support if necessary</li> <li>• Contacting parents</li> </ul>	<p><b><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></b></p> <ul style="list-style-type: none"> <li>• Feedback from stakeholders</li> <li>• Observations, discussions, emails and on-going communication, evaluations/impacts</li> <li>• Attainment information.</li> <li>• Pupil discussions</li> </ul>	<p><b><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></b></p> <p><b>Understanding of equity</b></p> <ul style="list-style-type: none"> <li>• What are the barriers identified through analysis of data and self-evaluation information?</li> <li>• Where are the gaps?</li> <li>• What is our self-evaluation information telling us?</li> <li>• Is now the right time?</li> <li>• What is the change we want to see?</li> <li>• What does "better" look like?</li> </ul> <p>How will we recognise poverty/equity better when we see it?</p>

<ul style="list-style-type: none"> <li>• Differentiated work tasks</li> <li>• Offer of support materials if required</li> <li>• Remote Learning Tracker of Engagement</li> <li>• Google Meet Check-in register</li> <li>• Altered planning</li> <li>• Materials/Completed work on Google Classroom</li> <li>• Emails/Google Classroom messages (if applicable)</li> <li>• Support staff allocation.</li> <li>• Google Classroom- private comments/ emails.</li> <li>• Google Meets- opportunity to re-connect.</li> <li>• Planning- pupil's work.</li> <li>• Tracking of engagement.</li> <li>• No printing required for tasks.</li> <li>• All children had resources to complete all tasks</li> </ul> <p>To reduce barriers to learning there was consistent check ins with the children and their families during remote learning</p> <p>To address 'The Cost Of The School Day' a number of changes were made including</p> <ul style="list-style-type: none"> <li>• Preloved rail</li> <li>• No paid dress down days</li> <li>• No Christmas gift</li> <li>• Gifts for children provided by the school – to support teacher costs.</li> <li>• No trips</li> <li>• SLT provided opportunities for parents to express monetary concerns in a secure/ private way</li> <li>• We provided free websites for additional resources that parents could use.</li> </ul>		
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## Improvement Priority 3 Continuity of Learning

How do we know we've been successful?

Quality Indicator	Recovery Priority	Key Recovery Tasks	Outcomes and Impact
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> <li>• Rationale and design</li> <li>• Development of the curriculum</li> <li>• Learning pathways</li> <li>• Skills for learning, life and work</li> </ul> <p>2.3 Learning, teaching and assessment assessment</p> <ul style="list-style-type: none"> <li>• Learning and engagement</li> <li>• Quality of teaching</li> <li>• Effective use of assessment</li> <li>• Planning, tracking and monitoring</li> </ul> <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> <li>• Attainment in Literacy and Numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievements</li> <li>• Equity for all learners</li> </ul>	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.</p>	<p>This section is for school-specific planning. What did we plan to do (specific to our context)? Who was be involved and when? SMART targets.</p>	<p>This section gives a brief indication of what success would look like and how it was be measured.</p>
<p><b>Theme:</b> Learning In School</p> <p><b>Rationale:</b> <i>The implementation of physical distancing will impact upon the capacity for in-school learning within</i></p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Consider your current position in terms of staffing and pupil numbers. Use Local Authority and</li> </ul>	<p><b>Key Recovery Tasks (school specific)</b></p> <ul style="list-style-type: none"> <li>• <b>Risk assessment completed and all staff made aware of this, provided with a personal copy – ongoing throughout the year.</b></li> </ul>	<p><b>Outcomes and Impact</b></p> <p><b>School is fully risk assessed with staff and pupils adhering to protocols in place.</b></p> <p><b>Enhanced cleaning protocols in place via facilities staff.</b></p>

<p>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</p> <p><i>It would be naive of any Head Teacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time."</i> <b>The Recovery Curriculum, Think Piece</b></p> <p>Schools should consider the needs of children and young people after a prolonged period of</p>	<p>National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Consider if communal and social areas could be repurposed to provide additional learning space.</li> </ul> <p><a href="https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/">https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/</a></p> <ul style="list-style-type: none"> <li>Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity.</li> <li>Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure.</li> <li>Consider planning for longer blocks of learning over a longer-term timetable where possible</li> </ul>	<ul style="list-style-type: none"> <li><b>Local &amp; National guidance adhered to at all times. All staff – on-going throughout the year.</b></li> <li><b>Consistent planning approaches across stages and the whole school for Literacy, Numeracy and Health &amp; Wellbeing. All staff – ongoing throughout the year.</b></li> <li><b>Space will be organised to maintain pupil bubbles. All staff– ongoing throughout the year.</b></li> <li><b>Classrooms to be organised to minimise contact and maintain social distancing – All staff – ongoing throughout the year.</b></li> <li><b>Signs will be made and displayed as appropriate. Specific information about entering and exiting the building will be set .e.g. P5 enter the back door. All staff – ongoing throughout the year.</b></li> <li><b>ICT suite reconfigured with computers distributed across the school to ensure physical distancing at all times All staff – ongoing throughout the year.</b></li> <li><b>Playground to be utilised in all weathers</b></li> <li><b>Classrooms and corridors cleared of all clutter and unnecessary resources</b></li> <li><b>All staff to focus on Literacy, Numeracy, Health &amp; Wellbeing and Learning Across The Curriculum. All staff – ongoing throughout the year.</b></li> <li><b>Plans based on the context of our school and our values/needs etc. – All Staff</b></li> <li><b>Soft Start each morning. – All Staff</b></li> </ul>	<p><b>All staff to monitor and report any concerns.</b></p> <p><b>Class bubbles have been established and strict COVID 19 protocols have been adhered to in each class including, Agreed handwashing and sanitising/ Seating plans for classroom and cafeteria/ resources to be quarantined for 72 hours/ limit sharing resources unless unavoidable/ enhanced ventilation/</b></p> <p><b>Distancing and masks implemented by all staff. Almost all staff are using twice weekly lateral flow tests at home.</b></p> <p><b>Classes and corridors are tidy and free of unnecessary resources to avoid cross contamination.</b></p> <p><b>All guidance from Scottish Government is being followed dependent on local area Covid 19 Level.</b></p> <p><b>All children have access to a curriculum, which focuses on key learning in Literacy, Maths and Health &amp; Wellbeing. Continue to support learners, early identification of gaps, targeted interventions as well as universal supports in all classes. Attainment and achievement will be positively impacted.</b></p> <p><b>Almost all teachers plan effectively for the core areas ensuring differentiation is in place and strengths and needs are supported. Almost all children and parents experience consistency in learning approaches and are familiar with the home learning organisation. New planning formats were agreed for literacy and numeracy in June 2020 and these have been implemented in all classes. Focus is required to ensure consistency. As part of our recovery from remote Learning (Jan- March 2021) additional short term planning and teaching materials were provided for all teachers for Maths and Language.</b></p> <p><b>All classes only be focusing on Literacy, Numeracy &amp; Health and Wellbeing until June 2021 to close the gap. This includes enhanced time for literacy &amp; numeracy.</b></p>
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<p>remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.</p> <p>Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.</p> <p>This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.</p> <p>It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.</p> <p>Whilst the adults begin preparation and decision</p>	<p>(i.e. for secondary – 3hrs of a face to face learning of a subject once every 2 weeks)</p> <ul style="list-style-type: none"> <li>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.</li> <li>Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide.</li> <li>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.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li><b>Pupil Check in system –All Staff and pupils (age &amp; stage appropriate)</b></li> <li><b>Whole School focus on Resilience and Emotional Regulation. – All Staff</b></li> <li><b>SLT to organise monthly Bitmoji classrooms to support Learning Across the Curriculum. SLT – ongoing throughout the year.</b></li> <li><b>Regular whole team/small group meetings to discuss interventions and progress to date. (WTA dependent) All staff – ongoing throughout the year.</b></li> <li><b>Increased collaborative planning and discussions across levels (early &amp; first/ second) fortnightly</b></li> <li><b>Analysis of Assessment Data on a regular basis to identify trends, provide interventions, and support as appropriate. – All Staff – By October 2020</b></li> </ul> <p><b>Professional Reading Opportunities for Staff established with links and signposts to some possible CLPL materials. All staff – ongoing throughout the year.</b></p> <p><b>School will have a focus on Literacy, Numeracy and HWB. Contextualising if and where possible.</b></p> <p><b>All teachers and classes will be using core resources for Health &amp; Wellbeing – Emotion Works and Wellbeing</b></p>	<p><b>As part of our recovery from remote Learning (Jan- March 2021) additional short term planning and teaching materials were provided for all teachers for Maths and Language.</b></p> <p><b>As yet planning has not be adapted to reflect the values of the school. There is evidence of the majority of staff adapting the learning within their class to meet the needs of the school and the children in their class.</b></p> <p><b>Soft starts are not in place across the school, most early starter activities are literacy &amp; numeracy based not Health &amp; Wellbeing.</b></p> <p><b>Almost all classes started the year with an emotional check-in, however this is no longer consistent within the school. Almost all classes had a system in place for children to comment of their wellbeing during Remote Learning.</b></p> <p><b>All classes used Emotion Works recovery alongside SLC Health &amp; Wellbeing recovery documents within their class. Almost all classes have continued to implement this within their class.</b></p> <p><b>During lockdown, French Virtual classrooms were available for all classes</b></p> <p><b>Time was not permitted within the WTA. PT has meet with pupils who have ASP.</b></p> <p><b>Time was not permitted within the WTA. PT has meet with pupils who have ASP. Establishment of Equity Lead should increase this focus moving forward.</b></p> <p><b>All teachers to ensure all attainment and tracking data is updated regularly. Results pre lockdown to be analysed against current data. (SWS/MALT/NGRT/NGST plus class based assessments)</b></p> <p><b>Baseline assessments will be completed to inform appropriate starting points for learners. Teachers will collegiately meet and plan accordingly to ensure moderation and quality teaching, learning and assessment.</b></p>
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<p>making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers.</p>	<p>curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Consider how to take account of parental views and pupil voice when developing the learning in your school.</li> </ul>	<p><b>indicators. All staff – ongoing throughout the year.</b></p> <p><b>RRSA focuses will continue this session. Outdoors will be used weather permitting.</b></p> <p><b>Enhanced methods for sharing learning with parents – focus on key learning &amp; teaching as well as home learning expectations ongoing throughout the year.</b></p> <p><b>Weekly information to parents regarding the learning taking place in classes - weekly.</b></p>	<p><b>Assessments were completed and analysed to identify next steps, as yet there is no consistency of approach for this. All staff are able to identify their own learning needs. Consistency across the schools.</b></p> <p><b>The majority of staff are able to identify their own learning needs and have actively sought out professional learning</b></p> <p><b>All children have access to a curriculum, which focuses on key learning in Literacy, Maths and Health &amp; Wellbeing. Continue to support learners, early identification of gaps, targeted interventions as well as universal supports in all classes. Attainment and achievement will be positively impacted.</b></p> <p><b>All children will be more confident coming into school. Staff will be able to quickly identify any wellbeing concerns. Targeted interventions in place to support. Attainment and achievement will be positively impacted.</b></p> <p><b>Teachers to provide information to parents regarding learning in class to allow them to feel confident about learning at home. All stakeholders have up to date information regarding our plans and the curriculum we have in place.</b></p>
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Quality Indicator	Recovery Priority	Key Recovery Tasks	Outcomes and Impact
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> <li>• Rationale and design</li> <li>• Development of the curriculum</li> <li>• Learning pathways</li> <li>• Skills for learning, life and work</li> </ul> <p>2.3 Learning, teaching and assessment assessment</p> <ul style="list-style-type: none"> <li>• Learning and engagement</li> <li>• Quality of teaching</li> <li>• Effective use of assessment</li> <li>• Planning, tracking and monitoring</li> </ul> <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> <li>• Attainment in Literacy and Numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievements</li> <li>• Equity for all learners</li> </ul>	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.</p>	<p>This section is for school-specific planning. What did we plan to do (specific to our context)? Who was be involved and when? SMART targets.</p>	<p>This section gives a brief indication of what success would look like and how it was be measured.</p>
<p><b>Theme:</b> Learning At Home</p> <p><b>Rationale:</b></p> <p>A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• 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?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>In School Learning will focus on core teaching. Follow up activities for challenge and support to be completed at home. Range of technology appropriately as well as paper based activities. – All staff (may be age &amp; stage appropriate)</b></li> <li>• <b>Ensure Learning At Home (Remote Learning) is responsive and differentiated, consistency across the school/level – shared planning &amp;</b></li> </ul>	<p><b>All children are confident coming into school. Staff will be able to quickly identify any wellbeing concerns. Targeted interventions in place to support. All pupils have built relationships with key school staff. Promotion of relationships, reconnection and resilience.</b></p> <p><b>Clear and consistent approaches to Remote Learning across the school and learning community implemented, agreed planning format and Google Classroom layout and expectations agreed. All planning to be completed a week in advance. All pupils will have access to a collaborative</b></p>



<p>consideration of the specific needs of learners with additional support needs and other families most in need of support.</p> <p>While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.</p> <p>Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.</p>	<ul style="list-style-type: none"> <li>• Can staff who are shielding work on developing and leading on online learning opportunities?</li> <li>• Take account of the existing resources you have access to and how these can be used to support learning at home.</li> <li>• 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.</li> <li>• Review and plan how you will deliver and set work at home and how feedback will be given to learners.</li> <li>• Establish a baseline on the number of pupils and staff who have home access to ICT.</li> <li>• Consider how to take account of pupil voice in their learning at home.</li> <li>• 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.</li> <li>• Consider how you will measure and track engagement with home learning</li> </ul>	<p><b>implementation where appropriate – All staff – on-going throughout the year.</b></p> <ul style="list-style-type: none"> <li>• <b>Effective use of groups in Google Classroom to ensure the work is matched to the pupil's age, stage and individual needs (effective differentiation)</b></li> <li>• <b>Ensure all learning is worthwhile and purposeful, not too reliant on technology/online activities – effective balance – All teachers – ongoing throughout the year.</b></li> <li>• <b>Professional Reading Opportunities for Staff established with links and signposts to some possible CLPL materials. – on-going throughout the year</b></li> <li>• <b>Review and plan to deliver and set work at home and how feedback will be given to learners – whole school/level agreed procedures.</b></li> <li>• <b>Establish a baseline on the number of pupils and staff who have home access to ICT – SLT to create a Google Form by September.</b></li> <li>• <b>Establish effective methods of communication of information to learners and to parents/carers and strategies to engage with them further on supporting learning at home. - SLT</b></li> <li>• <b>Identify effective methods to measure and track engagement with home learning. - SLT</b></li> </ul>	<p><b>curriculum, which is consistent in its approach to recovery and resilience.</b></p> <p><b>Google Classroom format agreed, differentiated tasks in almost all Google Classrooms which is closely linked to pupil's ages and stage of development. Consistent approach adopted across the school/stage. All children have access to a curriculum, which focuses on key learning in Literacy, Maths and Health &amp; Wellbeing. Continue to support learners, early identification of gaps, targeted interventions as well as universal supports in all classes. Attainment and achievement will be positively impacted.</b></p> <p><b>All children and families can access support as required, including referrals and poverty related support and physical resource packs .</b></p> <p><b>Not completed due to change in Scottish Government Plans for pupil return to school – Blended Learning model not in place in primary schools. CLPL available through school, SLC, West Partnership and Education Scotland focusing on Remote Learning.</b></p> <p><b>Feedback arrangements and procedures agreed and implemented. Greater consistency required.</b></p> <p><b>Effective questionnaire created and distributed. Families of targeted pupils contacted directly. Data analysed to support attainment and achievement.</b></p> <p><b>All stakeholders have up to date information regarding our plans and the curriculum we have in place.</b></p> <p><b>Almost all teachers will have increased knowledge of home experiences for our pupils. Teachers will be able to plan effective learning opportunities for children to address strengths and concerns.</b></p> <p><b>PT to engage with families formally and informally to get a clear picture of impact of home learning and identify possible strategies to address this.</b></p>
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## Improvement Priority 3 - Continuity of Learning

### Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
<p><b><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></b></p> <p>Our curriculum focused on Literacy, Numeracy and Health and Wellbeing.</p> <p>Each teacher completed a range of baseline assessments at the beginning of the year to help identify gaps in learning as well as next steps.</p> <p>Following remote learning this was increased and the time allocation for Literacy and Numeracy reflected the need for us to ensure gaps were identified and measures were put in place to address these. A consistent approach was identified and implemented in each class for literacy and numeracy.</p> <p>New Literacy and Maths planners were introduced and implemented across the school to ensure consistency, breadth, depth and clear progression.</p> <p>Number Talks CLPL and resources provided for each class to deliver this throughout the school to promote consistency across the school.</p> <p>We introduced a more consistent approach across the school in the following ways.</p> <ul style="list-style-type: none"> <li>• Same task boards</li> <li>• Collegiate planning across stage</li> <li>• Enhanced use of outdoor learning</li> <li>• Soft start approach each morning</li> <li>• All resources are provided by school – reducing the need to share</li> </ul> <p>In order to ensure we minimised the risk of children being absent due to self-isolations, the following measures were put in place</p> <ul style="list-style-type: none"> <li>• Class in own bubble</li> </ul>	<p><b><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></b></p> <ul style="list-style-type: none"> <li>• Feedback from stakeholders</li> <li>• Observations, discussions, emails and on-going communication, evaluations/impacts</li> <li>• Attainment information.</li> <li>• Pupil discussions</li> </ul>	<p><b><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></b></p> <p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Continue to develop consistency of approach to teach reading across the school using Active Literacy approaches to support and improve pupil understanding and attainment levels.</li> </ul> <p><b>Skills Based Progressive Planners</b></p> <ul style="list-style-type: none"> <li>• Continue to develop progressive skills based planners of area other than the core areas. Focus on and links with skills based Learning &amp; Teaching, effective assessment to inform next steps and links to RRSA.</li> <li>• Develop Digital Literacy programme for use in all classes across the school</li> </ul> <p><b>Assessment Approach</b></p> <ul style="list-style-type: none"> <li>• Develop an effective and systematic approach to assessment which is consistently used across the school and supports teacher judgements on next steps. Robust systems for gathering evidence are identified and used by all staff in all classes.</li> </ul> <p><b>Feedback &amp; Links to Improving Our Classroom</b></p> <ul style="list-style-type: none"> <li>• Continue to develop effective approaches to providing pupils with quality feedback which</li> </ul>

<ul style="list-style-type: none"> <li>• no sharing of resources</li> <li>• Quarantine box</li> <li>• Line order/ seating order and cafeteria order.</li> <li>• Minimised movement in class- careful plans for activities especially play</li> <li>• Split playtimes and lunchtime</li> <li>• Risk assessments fully adhered too</li> <li>• Covid- 19 Track and Trace procedures and monitoring</li> </ul> <p>A focus on play and relationships was established to support relationship building, socialisation as well academic achievement.</p> <p>Our staged intervention procedures were enhanced, with all staff becoming more confident when completing an ASP for a pupil within their class. Comprehensive guidance was created and implemented.</p> <p>To support attainment and next steps in learning, 'Feedback Friday' was established and rolled out in each class, providing effective opportunities for children to share their learning and to work directly with their teachers and peers in order to confirm understanding. This supports our teacher professional judgement and decisions made about next steps in learning.</p> <p>During remote learning, the following was provided in order to ensure continuity of learning for all our children.</p> <ul style="list-style-type: none"> <li>• Consistent whole school approach- layout and expectation discussed for stages.</li> <li>• Range of ICT and paper based activities</li> <li>• Focus on family games and time</li> <li>• Continued reorganising of Google Classroom to help teachers and parents to make home learning easier Providing access to free websites</li> <li>• Teachers planned core lessons and carried out live lessons to provide interaction, videos from teacher in class</li> <li>• Instructions for routine and consistency through daily instructions</li> <li>• Marking and Feedback of work on Google Classroom.</li> <li>• Finding ways to give a range of feedback to meet needs. Note used to record messages for infant children.</li> <li>• Oxford Owl resources used in class, core teaching,</li> <li>• Peer live lessons to support each other</li> <li>• Parental questionnaire and feedback</li> <li>• Pupil questionnaire and feedback</li> <li>• Weekly quality assurance – with a different focus each week.</li> <li>• As close to 'school experience' as possible</li> <li>• Tracking of engagement and work submission</li> <li>• Recorded assemblies/ rainbow recognition</li> </ul>		<p>supports their learning and identifies their next steps. Ensure consistency of approach across the school.</p> <p><b>Feedback Friday</b></p> <ul style="list-style-type: none"> <li>• Ensure consistency of approach across the school, develop and implement recording preform and arrangements for sharing with parents and carers (4 Capacities &amp; 4 context sheets)</li> </ul> <p><b>Teaching &amp; Learning Strategy</b></p> <ul style="list-style-type: none"> <li>• Our school curriculum pathways and Learning &amp; Teaching policy will have a clear focus on effective Learning &amp; Teaching strategies, with a link to Enquiry based pedagogy (Active Learning, Play and PEBL Pedagogies)</li> </ul> <p><b>Teaching &amp; Learning Strategy</b></p> <p>Create and implement and effective school based CLPL programme to ensure effective understanding and consistency of approach within</p> <ul style="list-style-type: none"> <li>• Class ethos &amp; Relationships</li> <li>• Feedback</li> <li>• Active/Creative Approaches to learning &amp; Teaching</li> <li>• Clear explanations &amp; instructions</li> <li>• Effective/Skilled Questioning</li> <li>• Differentiation</li> <li>• Pace</li> <li>• Support &amp; Challenge</li> </ul> <p>This will include presentations, professional reading and discussion questions. It may form a professional enquiry in some classes.</p> <p><b>Number Talks</b></p> <ul style="list-style-type: none"> <li>• Continue to implement Number Talks across the school to support understanding and attainment in Numeracy. SLC focus school</li> </ul>
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- Working with pupils in the HUB setting
- High level of participation/ engagement
- Attendance of Google Live meets
- Pupil work- archived Google Classroom
- Staff meetings at regular times

	P1 Early Level or better						P4 First Level or better						P7 Second Level or better						Combined Achievement					
	School						School						School						School					
	15/1 6	16/1 7	17/1 8	18/1 9	19/2 0**	20/2 1	15/1 6	16/1 7	17/1 8	18/1 9	19/2 0**	20/2 1	15/1 6	16/1 7	17/1 8	18/1 9	19/2 0**	20/2 1	15/1 6	16/1 7	17/1 8	18/1 9	19/2 0**	20/2 1
No of children =% each child represents	48 = 2.1%	35 = 2.9%	31 = 3.2%	23 = 4.3%	23 = 4.3%	16 = 6.2%	29 = 3.5%	31 = 3.2%	27 = 3.7%	48 = 2.1%	33 = 3.0%	24 = 4.2%	26 = 3.8%	30 = 3.3%	28 = 3.6%	28 = 3.6%	31 = 3.2%	18 = 5.5%	103= 0.9%	66 = 1.5%	86 = 1.6%	99 = 1%	88 = 1.3%	58 = 1.7%
Reading	79%	100%	93%	87%	78%	100%	79%	79%	77%	69%	74%	92%	88%	83%	86%	70%	88%	78%	81%	81%	82%	79%	76%	90%
Writing	77%	62%	79%	91%	74%	100%	68%	79%	59%	58%	74%	79%	76%	67%	68%	68%	91%	72%	75%	69%	70%	64%	70%	85%
L&T	77%	80%	86%	100%	78%	100%	75%	89%	95%	84%	79%	96%	88%	87%	86%	83%	91%	100 %	79%	85%	89%	89%	86%	95%
Numeracy	75%	71%	86%	100%	78%	100%	68%	82%	82%	71%	87%	83%	84%	77%	79%	65%	85%	89%	75%	77%	82%	76%	81%	88%

Covid Lockdown 2020	Covid Lockdown 2021		
	14/15 (P1)	17/18 (P4)	20/21 (P7)
No of children =% each child represents	Data not available	27=3.7%	31=3.2%
Reading		77%	78%
Writing		59%	72%
L&T		95%	100%
Numeracy		82%	89%

15/16 (P1)	18/19 (P4)	21/22 (P7)
48=2.1%	48=2.1%	
79%	69%	
77%	58%	
77%	84%	
75%	71%	

16/17 (P1)	19/20**(P4)	22/23 (P7)
35=2.9%	33=3.0%	
100%	74%	
62%	74%	
80%	79%	
71%	87%	

	17/18 (P1)	20/21 (P4)	23/24 (P7)
No of children =% each child represents	31=3.2%	24=4.2%	
Reading	93%	92%	
Writing	79%	79%	
L&T	86%	96%	
Numeracy	86%	83%	