



South Lanarkshire Council

Recovery Standards and Quality Report June 2021



Lanark Grammar School

Standards and Quality Report Session 20/21

Our School (*Roll/context etc*)

Lanark Grammar School is one of 17 secondary schools throughout South Lanarkshire Council serving a very broad catchment area within Clydesdale. In addition to the pupils who live close to or in the town of Lanark, large numbers of our pupils live in the wider Clydesdale area and use school transport to travel to school. The school has a current roll of 1,062 pupils of whom 14.4% receive free school meals. A significant number of our pupils, almost 10%, have Additional Support Needs including those with Autistic Spectrum Condition and those with very complex needs. In order to respond to their individual needs pupils are supported through a broad range of specialist provision.

The school has a Head Teacher, 5 Depute Head Teachers, 18 Principal Teachers, 95 teaching staff and 43 School Support Assistants. We are also supported by Janitorial staff, Facilities personnel, Librarians, Technicians and Catering staff.

Vision

Our school values are: achievement; community; endeavor; enthusiasm; equality; and respect. We continually provide all members of our school community with opportunities to make these values explicit in their practice.

Aims

The school strives to give all of our pupils the best educational experience possible through the quality of teaching and learning; support for pupils; the range of courses and learning opportunities available to suit individual needs; and through an extensive array of extra-curricular activities. The staff of the school are highly committed and do all that they can to support each and every pupil - responding to their individual and collective needs.

The school seeks to create an ethos of achievement and inclusion and promote positive values in all that we do. Through focussing on enabling pupils to become successful learners, confident individuals, effective contributors and responsible citizens, we can instil in them a commitment to their own learning and achievement. In addition, we can help them to gain an understanding of the importance of their contribution to the wider community and the need for them to play an active and positive role within it both now and in the future. Through engagement in all aspects of school life: in classes, in clubs and activities, and through contributing actively to the development of our ethos and culture, pupils can acquire and develop important skills and competences for learning, life and work. We also strive to promote a culture of inclusion and respect for others where talents no matter how diverse are recognised and celebrated.

Key Successes/Challenges and Achievements Session 2021/22

List these briefly

Successes and Achievements:

Our preparation for, and delivery of, remote learning was greatly enhanced through the strong commitment of staff and a planned programme of professional learning for all staff.

The commitment of staff to high quality pastoral and wellbeing support of young people was of great importance throughout the whole session with core promoted teams being augmented by staff volunteers.

The commitment of staff to participation in career long professional learning with regards to increasing their knowledge and skills in relation to digital technology was of great importance in the led up to, and delivery, of remote learning. This had a significant impact on the quality and diversity of learning and teaching which was delivered.

We were extremely appreciative of the extent to which all within our school community adhered to protocols associated with COVID-19 helping to provide a safe and healthy environment for our school community.

We placed great emphasis on ongoing communication with our school community through a range of digital technologies and social media and ensuring young people who required it had access to digital devices and to the internet.

Promoted staff received considerable support from Senior Phase students, and in particular those with leadership responsibilities, in shaping practice in relation to SQA assessment for 2021 and maintaining school ethos despite the various challenges of COVID-19. Partnerships between young people and staff continued to have a positive impact on school and included events such as Charities Week where over £6000 was raised.

We continued our strong focus on the wellbeing support of young people and staff through a range of different programmes and initiatives. We also continued to innovate and develop our curriculum provision through the introduction of Youth Philanthropy Initiative in S3; the continuing development of Leadership Awards in the Senior Phase; and the development of wider achievement.

We continued to place great emphasis on the importance of quality support for transition in both the wider school and Additional Support Needs. The use of technology to communicate with parents and young people was at the forefront of the support along with playground visits and, latterly, visits to Lanark Grammar School.

We continued to enhance our use of digital technology to communicate with our school and wider community through a variety of different media. We feel this helped enormously during the period of school closure in delivering key messages and keeping our school community well-informed and up-to-date. This was of particular importance for students within the Senior Phase with regards to SQA certification in 2021.

During the full session, we were able to maintain our strong commitment to partnership working to support young people and families through such links as those with Barnardo's Scotland and The Spark counselling service.

Senior staff benefitted greatly from the ongoing support of, and dialogue with, our Parent Council.

Challenges:

Balancing the priorities of the health and wellbeing of our school community with those related to learning, teaching and assessment; responding to the needs of those who required to self-isolate to promote continuity in learning; moving beyond operational priorities to those of a more strategic nature; and responding in a strategic and operational fashion to the constantly-evolving context of the SQA Alternative Certification Model to ensure we maintained a constant focus on the best interests and needs of our young people. The delivery of the SQA ACM also placed a significant responsibility on staff in addition to their core functions.

Remote Learning Jan-March 2021

As stated previously, significant preparation was undertaken to ensure all staff and students were prepared for a period of remote learning should this be required. This included extensive staff professional learning; building students’ capacity to engage with digital learning; and ensuring all students had access to appropriate resources to engage with digital learning. Extensive collegiate dialogue was a key factor underpinning these strategies. The enhanced digital skills of staff will have long-term benefits for the delivery of learning beyond the school closure period.

Extensive use was made of baseline assessment information with regards to pupils’ access to devices and to the internet. Such information was essential in both responding to, and planning for, both periods of school closures over the last two sessions. Our staff digital skills questionnaires were also helpful in developing our professional learning strategy which played a pivotal role in staff preparedness for school closures.

Our Pupil Wellbeing survey administered in September 2020 enabled us to gain insight into pupils’ wellbeing and their use of Google classroom. Responses from pupils were very positive particularly about feeling safe and supported. Access to and use of Google classroom responses were also very positive: the majority who answered survey were completing work on Google classroom each week.

Support for pupils’ wellbeing was at the forefront of our work during the period of school closure. Our Principal Teachers Pupil Support and Additional Support Needs engaged in extensive communication with young people and their parents/carers through telephone calls, digital media and, where appropriate, home visits. In addition, a large group of volunteer staff ensured that contact was made with all young people during the period of school closure. Such communication enabled staff to review and to respond to the individual needs of young people. This work benefitted greatly from the quality of relationships built up previously between young people and staff. Detailed information was collated and analysed in relation to young people’s engagement with remote learning and wellbeing with appropriate interventions being put in place to respond to the needs of individual young people and families.


As school re-opened our initial focus was to promote wellbeing and attachment and support all pupils’ reintegration to the physical environment of school and to reassure them of the safety measures and mitigations in place with regards to COVID-19. At this time, within our Additional Support Needs faculty, curriculum content focussed predominantly on health and wellbeing to promote a safe return to school and re-establish relationships among young people and with staff.

In moving forward we shall focus on developing and embedding the increased skills of practitioners in relation to digital learning to promote a coherent and consistent approach to the day-to-day learning experiences of young people. All staff will be involved in further training related to the council’s Attachment Strategy and in supporting the health and wellbeing of our school community.

Planning for and Evaluating improvement

As children and young people returned to our buildings in August 2020 following the first National lockdown, we prioritised three key areas for development: Health and Wellbeing, Equity and ensuring Continuity of Learning for children/young people. These priorities formed the basis for our School Improvement Plan.

What follows is a copy of this plan and a review of our successes in delivering on what we set out to achieve. As part of this review, we have identified new priorities, and these will form the basis of our new School Improvement Plan for Session 2021/22.

	Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff		How will we know we've been successful?
Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	<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 needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Whole School Wellbeing</p> <p>Rationale: School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community.</p> <p>A sense of Belongingness and Connectedness is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through Quality Relationships, and a range of Attachment Informed Practices.</p> <p>Staff will have had a range of experiences during this period and will need a flexible and personalised</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs. Plan how best to promote an attachment -informed ethos and environment that nurtures 	<p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> To support pupils, staff and parents in re-establishing a sense of belonging and connection to the school, through providing attachment informed practices. Particular emphasis on induction for new S1 pupils who need support in becoming part of the school community Dialogue and training around mental health literacy. 	<p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> This will create an ethos of tolerance, acceptance and compassion in order to form a new identity against the new normal. Particular emphasis on induction for new S1 who need support in becoming part of the school community. This will help to create a climate of support and acceptance between staff and pupils. This should be embedded in lessons and staff conversation.

<p>approach that emphasises the ongoing importance of self-care.</p> <p>It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some.</p> <p>Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.</p>	<p>reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.</p> <ul style="list-style-type: none"> • Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. • Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. • Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and 	<ul style="list-style-type: none"> • Pupil Voice Engagement, with a significant contribution from the Student Voice Committee. • Signposting Support to SLC and Partnership Resources for pupils and staff. • Collegiate time given to focus on social and emotional wellbeing for everyone in the school community, along with other supportive strategies. • Staff are trained in SLC Attachment strategy • Continued Wellbeing training for staff with care and welfare responsibility. 	<ul style="list-style-type: none"> • Consultancy and ownership given to promote identity for pupils. • Continued work with Educational Psychologist, Barnardo's Scotland, Chaplains and other partnership agencies to support pupils and parents. Continued "open door" policy around mental health outcomes, and the value we place on this. • Consideration given to identified areas of focus to promote wellbeing and support staff reconnecting and recovering from the challenges both professionally and personally at this time. This will ensure their ability to role model for pupils, providing consistency and continuity in the current Covid-19 context. Training in Attachment strategy will also enable staff to further support pupils. • Online "Time to Talk" and "Zero Suicide Alliance" Training and raise staff awareness of updated "Lifelines" guidance.
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	<p>which allow staff to be included and consulted.</p>	<ul style="list-style-type: none"> Continued work of the Staff Wellbeing Team. PRD Focus on Wellbeing. Pupil Support Staff / Pupil Support Shadow Staff to conduct face to face individual check-in with all LGS pupils. Keeping the House Systems significant and visible by House events and badges. Google Form Check-in Wellbeing. Analyse and take forward results of Psychological Services Children and Young People's Covid-19 Survey. 	<ul style="list-style-type: none"> Key staff from the Wellbeing Team will offer events appropriate to the current climate to staff, in order to provide support and collegiality, such as walking or outdoor activities. Led by Line Mangers, this should help to open up more positive discussion on wellbeing. Helping to re-establish relationships for pupils, giving them individual opportunities to reflect on and unpack any issues brought about by the current context. This will help with a sense of belonging and identity for all pupils within LGS. Pupils can submit a form to seek support whether at home or in school. This will support virtual learning, and also traffic issues in corridors where pupils might not be able to wait for Pupil Support staff. Reflecting on school behaviour policy will help to promote optimal positive relationships between,
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		<ul style="list-style-type: none"> • Revisiting the Behaviour Policy in light of the current context. • Consistent information giving and transparency with parents and carers. • Signposted support for parents/carers. • Parents/Carers have a link to key staff – Pupil Support and SLT 	<p>pupils, staff and parents / carers.</p> <ul style="list-style-type: none"> • Continuation of this to promote partnership between school and parents/carers. • Continued to help parents/carers feel supported in helping their child with wellbeing outcomes. This may also be applicable to any other family member who is struggling with wellbeing issues. • This should be continued in order for parents/carers to feel able to approach the school.
<p>Theme: HWB CURRICULUM</p> <p>Rationale: The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is underpinned by recognition that all Behaviour is Communication.</p> <p>Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Contextualise the 'Reconnection & Recovery' guidance to develop a recovery curriculum within a unique context. • Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing 	<ul style="list-style-type: none"> • Dialogue around mental health literacy and as an important aspect of the curriculum. Learning and teaching is a key part of ensuring recovery. • Particular emphasis on induction for new S1 pupils who need support in becoming part of the school community • PSE Curriculum, further development of resources for current context. 	<ul style="list-style-type: none"> • This will help to create a climate of support and acceptance between staff and pupils. As well as dialogue around mental health literacy, there will also be a focus on key themes, which enable reconnection with learning embedded in lessons. • Enables emotional literacy development with Pupil

<p>Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity.</p>	<ul style="list-style-type: none">• Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs.	<ul style="list-style-type: none">• Support staff allocation to BGE classes.• Pupil Voice Engagement, significant role played by Student Voice Committee.	<p>Support Staff which supports our pupils.</p> <ul style="list-style-type: none">• Helping with consistency, belonging and an extra layer of support placed with key classes / pupils.• Consultancy and ownership by pupils supports good outcomes, including recovery from adversity.
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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><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></p> <p>Mental Health: capacity built during 2019-2020 through work with See Me has had a very positive impact on 2020-2021. A team of staff Mental Health First Aiders/See Me Support Team provided significant support for pupils and staff.</p> <p>Specific pupils were supported through involvement in our Nurture Group and Literacy and Numeracy Intervention classes. Within ASN, increased 1:1 time with staff had a very positive impact on young people.</p> <p>Wellbeing Buddies in S6 for classes and for individual young people highly successful in providing both universal and targeted support.</p> <p>Focus groups of young people were utilised to gather information on wellbeing to augment data gathered through Google Form information. Such responses were very positive about their return to school and measures in place to support wellbeing.</p> <p>Information was shared with our Parent Council on pupils' return to school; engagement; and wellbeing. Within ASN our Fully Supported and ASC curriculum was adapted to focus on Literacy and Numeracy and Health & Wellbeing for the initial period of return (4 weeks).</p> <p>An S2 Wellbeing course was implemented to link into S2 Social Education.</p> <p>The Wellbeing online site which was developed contained information for parents and young people on resources and signpost to further information and sources of support.</p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p>Training programme</p> <p>Nurture group</p> <p>Wellbeing Buddy programme</p> <p>Parent Council minutes</p> <p>Wellbeing site</p>	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <p>Ongoing focus on Attachment Training for staff</p> <p>Development of Relationship-based approaches.</p> <p>Responding to feedback from wellbeing questionnaires.</p> <p>Continuing specific focus on Mental Health.</p> <p>Involvement of senior pupils in leadership opportunities.</p> <p>Continued focus on nurture.</p>

Charity Week had an enormous impact on the wellbeing of the school community and 12 Days of Wellbeing promoted a range of collegiate social activity.

The Clydesdale Foodbank focus just prior to Christmas had twin benefits in supporting our wider community and the positive impact generated from a collective school effort.

All staff have undergone the first phase of Attachment Strategy training in line with the council's policy. A second tranche of training will take place in August 2021 building on training undertaken by ASN staff. Practice has already been adapted to support related strategies.

Training took place for relevant staff through online forums such as Bloom, Children Scotland and South Lanarkshire Council. A number of relevant resources were used to good effect in Social Education.

Wellbeing check-ins were a prominent feature of the practice of staff to support young people and families during the period of school closure. Innovative practice was utilised to create other digital environments for physical dialogue with young people to support their wellbeing. Innovative practice was also used to maintain House activity through Quizzes in PSE etc.

Our School Captains; House Captains and others made a significant contribution to ongoing communication throughout the period of school closure and particularly in relation to shaping assessment practice in relation to the SQA Alternative Certification Model.

Wellbeing Wednesdays became a focal point of lockdown learning experiences providing time away from digital technology and promoting physical activity.

Parental dialogue was a strong feature of our communication strategy: Group Texts; updates to the school's website; Twitter; School App; direct parent/carers emails etc.

Parental links: Guardian Summary emails augmented our capacity to involve parents/carers in their child's/children's learning. – parents/carers have made greater use of direct email communication with teachers and promoted staff.

As outlined above, our Mental Health curriculum and PSE curriculum was adapted to meet the needs of our school community.



Improvement Priority 2 - Planning for Equity

How will we know we've been successful?

Quality Indicator 2.4 Personalised Support <ul style="list-style-type: none"> • Universal Support • Targeted Support • Removal of barriers to learning 3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality 3.2 Raising Attainment and Achievement <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	Recovery Priority These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	Key Recovery Tasks (School specific) This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.	Desired Outcomes and Impact This section should give a brief indication of what success would look like and how it will be measured.
<p>Theme: Re-identifying the poverty-related attainment gap.</p> <p>Rationale: To plan effectively to address the “gap” there needs to be a clear understanding of what the current “gap” is. Learners will have had a varied experience during their home learning period, and won't necessarily be at the same point in their learning when they left school in March. Some learners will be</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider the experiences learners have had during the school closure period, drawing on for example: <ul style="list-style-type: none"> - Engagement data - Home-school communication - Home-learning submissions - Engagement at hubs 	<p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> • Identify points next session when baseline assessment will be gathered. 	<p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> • This will enable us to track and monitor progress and attainment and put in place appropriate interventions. Ensure relevant evidence is gathered in a planning

<p>further ahead; some at the same point; with others showing limited progress if any. Schools therefore, need to reconsider their “gap” and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.</p>	<ul style="list-style-type: none"> • Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of: <ul style="list-style-type: none"> - Learners’ wellbeing (e.g. Boxall profile, observations, wellbeing indicators) - Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments) - Engagement (e.g. Leuven scale, observational data) - Participation (home-learning participation data) <p>Purple text gives examples of how schools may tackle this; this isn’t exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.</p> <ul style="list-style-type: none"> • Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school’s new “gap” position. This will enable identification of groups/learners/stages requiring targeted additional support. 	<ul style="list-style-type: none"> • By the end of September 2020, PTs Maths and English will gather for pupils in S1-S3 literacy and numeracy data of progression and attainment since school closure in March 2020. • Digital Learning Improvement Team will re-engage with pupils, updating information regarding the use of broadband and digital technology, and build on school, local and national provision through lockdown. Information gathered will be used to direct funding. • Pupil Well-being survey – carried out during lockdown. Information used immediately to address issues that were raised. During August and September we will complete another Well-being survey using the original as a baseline. New measures will be implemented when we return, to tackle the wellbeing of pupils from S1-S6. This will involve increased 1-1 time with PS, 	<p>manner for certificate courses.</p> <ul style="list-style-type: none"> • Ensure a continued focus on achievement of a level data within CfE in relation to target and non-target groups. • Re-establish base-line information on equity of access to technology at home which will influence how PEF resources are directed towards pupils and families. • Pupils’ wellbeing will remain at a high level. Pupils will have access to a wide range of supports that cater for all circumstances. Great understanding of pupil needs and enhanced relationship between staff and pupils.
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		<p>more 1-1 access to school counsellors and ongoing work through the Mental Health team</p> <ul style="list-style-type: none"> Information during school closure was gathered on student learning during this period. Dialogue will take place with individual students underpinning reasons for support required during period of blended learning, this will happen before end of August through Pupil Support, ASN and extended Pupil Support team. 	<ul style="list-style-type: none"> Increased student engagement with learning takes place with appropriate interventions implemented for those who need support to engage. Further strategies will be considered to support those young people in ASN with a deeper complexity of home learning.
<p>Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning.</p> <p>Rationale: As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the current needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the 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</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. Explore evidence-based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. Review staff training needs. Review current partnership working. 	<ul style="list-style-type: none"> Dialogue will take place among SLT, PTs (Learning and Teaching), Pupil Support and Education Recovery Group to review plans for pupils PEF and SAC. Closing the gap remains a key focus, as the gap is likely to have increased during school closure and the continuation of blended learning due to Covid-19, which continues to have damaging affect. End of August 2020 the above 	<ul style="list-style-type: none"> Revised allocation of PEF resources will ensure equitable access to learning in the curriculum for our pupils and appropriate support for families.

<p>guiding principles in which this funding was intended.</p>	<ul style="list-style-type: none"> • Consider how you will measure and evidence impact; plan this into home and school approaches. • Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this. 	<p>personnel will reframe the priority taking into account Operational Guidance 2020 which extends the permitted previous areas of focus of PEF, with a focus on families and digital exclusion.</p> <ul style="list-style-type: none"> • Significant strategies have already taken place to extend family focused work by Barnardo's Scotland. • Major work has already been undertaken on the focus of blended learning in each faculty and relation to BGE and Senior Phase. • Data gathered around pupils' previous engagement in home learning and knowledge of practice will assist us in 	<ul style="list-style-type: none"> • Intensive family work enables access to support from relevant services and agencies. For the child it promotes deeper engagement with school and learning. This will entail working more broadly with a wider group of families to support their individual needs. • Faculty rationales bring clarity to the practice associated with home and in-school learning. Sharing this with parents and pupils will increase understanding of course delivery and associated learning experiences. • Increased engagement with learning and directing appropriate support for individuals.
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		identifying strategies to support both individuals and groups will be completed by August 2020.	
<p>Theme: Tracking and monitoring impact of equity approaches.</p> <p>Rationale: To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy. • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. • Consider points in planning section to find alternative approaches. 	<ul style="list-style-type: none"> • The Education Scotland document: Assessment within the BGE 2020/2021 already forms part of our key principles and the practice to be followed during the session. All departments require to identify the formal assessment opportunities which will be put in place for each course and the nature and context of that assessment. PTs Learning and Teaching will lead dialogue among teachers with responsibility for each course to develop a blended learning timeline. These will be developed before the end of August 2020. While the Education Scotland document focuses on BGE, it also applies to Senior Phase assessment. • School monitoring and tracking was reviewed this session in relation to responsibilities of those with particular course roles in the school. 	<ul style="list-style-type: none"> • Appropriate data gathered on progress and attainment and certificate courses and intervene where pupils' attainment is below predicted levels. • Deeper understanding at faculty and whole school level of individuals and cohorts across the school which leads to appropriate

			interventions at the earliest point.
<p>Theme: Cost of the School Day</p> <p>Rationale: The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren't before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Revisit Child Poverty Action Group Website • Read CPAG article on impacts of school closures. • Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families. • Consider how you will equip learners with the tools required to undertake home-learning. • Consider how our actions can inadvertently alienate families in poverty. • Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts. • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider staff training needs – ensure all staff are consistent in their approach to poverty. • Consider what changes will need to be made to the school calendar in light of changes to family income. 	<ul style="list-style-type: none"> • Cost of the School Day position statement will be reviewed and updated by Mrs Wilson and Mrs Brown before end of August 2020. • PTs Learning and Teaching have been asked to consider impact of blended learning and pupils' access to resources. They will advise Head Teacher of resources to enhance blended learning and a review will take place to inform how PEF and other sources, will support this request. • Mrs Brown and Mr Wilson will extend their review in the forthcoming session regarding reducing or eliminating all costs of the school day. This will happen through an evaluation in consultation with the Pupil Voice Committee and the Parent Council by December 2020. School will continue to utilise support from Barnardo's Scotland to signpost support for individual families and the 	<ul style="list-style-type: none"> • Identify strategies to continue to remove any financial burden and promote equity of access. • Information gathered will ensure best use is made of additional PEF resources to support young people's engagement in blended learning. • Review and update school priorities removing additional financial burdens on families.

		<p>broader parent body and continue promote and access assistance from other third sector organisations in Clydesdale, including food banks and Healthy Valleys.</p> <ul style="list-style-type: none">• A segment of time will be devoted in the In-service Day to enhance the understanding of all staff in matters pertaining to poverty in Scotland and locally.	<ul style="list-style-type: none">• Increased understanding and awareness of poverty in Scotland and any adverse circumstances from the current context.
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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><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></p> <p>A Baseline survey was carried out in September 2020 to determine learners' access to digital devices, broadband connectivity at home and engagement with learning during the initial period of school closure. Based on the outcomes of the survey, a bid was made to South Lanarkshire Council for ICT devices and wi-fi connectivity devices for approximately 15% of our school population. Devices were offered directly to those young people with greatest requirement. We received a strong initial uptake and subsequent response to emerging needs linked to a change in personal circumstances. A permanent loan of devices was made to around 210 learners. In addition, we utilised school-based devices on a loan basis for learners most in need of in-home digital support.</p> <p>Our Pupil Wellbeing survey administered in September 2020 enabled us to gain insight into pupils' wellbeing and their use of Google classroom. Responses from pupils were very positive particularly about feeling safe and supported. Access to and use of Google classroom responses were also very positive: the majority who answered survey were completing work on Google classroom each week. Weekly tracking sheets were completed by all staff to identify young people not engaging in remote learning leading to early intervention with feedback to staff being provided about the actions taken by promoted staff.</p> <p>On a weekly basis, individual calls were made to all ASN pupils under the framework of 'wellbeing check-ins'. Feedback from parents and pupils was very positive.</p> <p>The Pupil Support Shadowing Team enabled the school to make individual contact with all young people in the school at least once during the period of school closure. Doorstep visits were also utilised to very good effect.</p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p>Survey data</p> <p>Survey responses. Tracking and monitoring data. Phone calls home.</p> <p>'Check-in' database. Pastoral Notes</p> <p>Wellbeing packs</p> <p>Google Meet policy</p> <p>Video conferencing</p> <p>Referrals to Mental Health Team and The Spark.</p>	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <p>Carry out further digital survey to deepen our knowledge on impact of use and future needs.</p> <p>Impact of the role of Acting Depute Head Teacher in leadership of equity.</p> <p>Continued focus on supporting positive post-school destinations.</p> <p>Focus on equity as part of our curriculum review dialogue.</p> <p>Teaching for education recovery in relation to equity.</p>

<p>Wellbeing packs were issued in a targeted fashion, providing a range of resources to sustain remote learning, motivate young people and promote emotional and physical personal wellbeing.</p> <p>Video calls were also utilised to make more personal contact with young people and enable them to interact with class peers.</p> <p>We identified pupils requiring additional support upon their return to school and provided immediate access, where required, to counselling services and the school's Mental Health team.</p> <p>Augmentative and Alternative communication strategies were also used to support young people particularly in Fully Supported ASN provision. Activities such as Makaton Monday; Wellbeing Wednesday; Therapy Art Thursday; and Free-screen Friday were utilised to very good effect.</p> <p>Where required, we made use of Pupil Equity Funding to support the acquisition of additional digital devices to support delivery of learning for those young people for whom this was required.</p> <p>Barnardo's Scotland provided an invaluable support to a group of young people and families providing direct personal support and access to pathways for other support if required.</p> <p>The extensive planning for blended learning which took place during the initial period of school closure, (while not implemented fully) supported provision across August-December 2020 period, where a number of young people had to self-isolate, and through period of lockdown. This work was led by our Education Recovery Group.</p> <p>The school's Cost of the School Day position statement was reviewed and updated in September 2020. Additional funding was allocated through PEF funding to Technical and Home Economics to remove the requirement for young people to fund learning activities. Equity packs were also sourced to support young people.</p> <p>Through utilising PEF significant additional funds were allocated on a bid basis to each faculty to support learning and teaching; increase pupils' motivation and engagement; and develop the curriculum.</p>	<p>PEF finance</p> <p>Impact statements and The Spark</p> <p>Learning and teaching provision</p> <p>Funding data</p> <p>Funding data</p> <p>Education Recovery Group minutes</p> <p>Funding data</p> <p>Funding data</p>	
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Improvement Priority 3 - Continuity of Learning

How will we know we've been successful?

Quality Indicator

2.2 Curriculum

- Rationale and design
- Development of the curriculum
- Learning pathways
- Skills for learning, life and work

2.3 Learning, teaching and assessment assessment

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

3.2 Raising Attainment and Achievement

- Attainment in Literacy and Numeracy
- Attainment over time
- Overall quality of learners' achievements
- Equity for all learners

Recovery Priority

These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.

Links are included where appropriate.

Please note - there are 2 Head Teacher consultative groups currently working with senior officers to produce Local Authority suggested recovery phase 'curriculum models' for both the Primary and Secondary sectors. As soon as the recommended models have been assessed for operational practicalities (including services such as cleaning, transport, catering etc) they will be emailed to all Head Teachers.

Key Recovery Tasks (School specific)

This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.

Desired Outcomes and Impact

This section should give a brief indication of what success would like and how it will be measured.

Theme: Learning In School

Rationale:

The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum

Schools need to:

- Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision.

Key Recovery Tasks (school specific)

- The work of the Education Recovery Group (including Professional Association Representatives) and Time-Tabling Team has

Desired Outcomes and Impact

- All pupils engage in positive education experiences which supports their progress, wellbeing

<p><i>number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible</i></p> <p><i>It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.”</i> The Recovery Curriculum, Think Piece</p> <p>Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.</p>	<ul style="list-style-type: none"> • Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. • Consider if communal and social areas could be repurposed to provide additional learning space. <p>https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/</p> <ul style="list-style-type: none"> • Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. • Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. • Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks) • Review your school’s learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment. 	<p>established a model of blended learning from August 2020. This has already taken into account physical distancing and has insightfully looked at how 50/50 split can be configured to maximise the in-school component of learning. These actions will underpin curriculum delivery and learning and teaching experiences during the period in which blended learning remains. The structures put in place will ensure all students in Senior Phase will access SQA courses and in the BGE will access curricular areas, with emphasis placed in Numeracy, Literacy and HWB. They will also have Physical Education and Social Education experiences. PTs have already provided information on the context of course delivery in terms of in-school and home learning this feedback will enable whole school principles of blended learning to be established and clarity for staff, parents and pupils on the context delivery for each course and / or curriculum area. The Education Recovery Group has already</p>	<p>and attainment. Attainment data supports understanding of the extent to which the structures in place are leading to positive outcomes for young people in terms of attainment. Tracking and monitoring data will confirm this.</p>
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<p>Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.</p> <p>This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.</p> <p>It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However, where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.</p> <p>Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers.</p>	<ul style="list-style-type: none"> • Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated. • Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school. • Consider how to take account of parental views and pupil voice when developing the learning in your school. 	<p>summarised this information for in-school purposes and by end of August a parental version will be published to ensure transparency regarding our blended learning model.</p> <ul style="list-style-type: none"> • Each course has a designated lead practitioner with responsibility for supporting delivery through their colleagues, this planning for learning teaching and assessment will continue on an ongoing basis through the period of blended learning. A timeline for assessment will be established for all courses by August 2020. • The nature and context of assessment will be clarified as the session moves forward. Within BGE taken into account will be the achievement of a level within Literacy and Numeracy and in Senior Phase the nature of assessment associated with SQA and other certification. • The member of SLT responsible for CLPL (Mr Falconer) leads our planning for Learning, Teaching and Assessment Group and also has 	<ul style="list-style-type: none"> • Pupils within individual courses benefit from a consistency of experience within a structured learning, teaching and assessment structure. • Evidence gathered at identified points in session enables course analysis of individuals' attainment and across the course they are taking. Such information supports individuals, courses and cohort progress and attainment. • Updating whole school audit on teachers' confidence and competence in technology to support learning and teaching
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		<p>responsibility for digital learning. In conjunction with the Education Recovery Group, he will establish a programme CLPL for staff with a particular emphasis on continuing to enhance ICT skills and the confidence of staff to support digital learning. This plan will be established by mid-September 2020. Further Actions, as result of Covid-19, are already underway and will assist in this plan.</p> <ul style="list-style-type: none"> • Parental engagement continuation of activity and support. During the first half of the year the Parental Engagement group will produce a Mission Statement based on current work and aspirations. Outreach sessions will continue, and new communication procedures will be put in place using email system. School website and social media platforms will be reviewed, views from all stakeholders will be sought. 	<p>further informs a structured from of training. The Three stage model of Confidence and Competence should enable an understanding of the support needed for teachers to move up to the next level of competency in technology skills.</p> <ul style="list-style-type: none"> • Communication between school and parents will be more conclusive. New methods will reduce chances that some parents are not included to almost zero. Mission Statement will give parents a clear understanding of where we are and where we want to be. Improved social media platforms and website will make interaction easier for parents.
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<p>Theme: Learning At Home</p> <p>Rationale:</p> <p>A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support.</p> <p>While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.</p> <p>Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school? • Can staff who are shielding work on developing and leading on online learning opportunities? • Take account of the existing resources you have access to and how these can be used to support learning at home. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated. • Review and plan how you will deliver and set work at home and how feedback will be given to learners. • Establish a baseline on the number of pupils and staff who have home access to ICT. • Consider how to take account of pupil voice in their learning at home. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home. 	<ul style="list-style-type: none"> • Significant work has already been undertaken on the focus of blended learning in each faculty and relation to BGE and Senior Phase. • Data gathered around pupils' previous engagement in home learning and knowledge of practice will assist us in identifying strategies to support both individuals and groups will be completed by August 2020. • PTs Learning and Teaching have been asked to consider impact of blended learning and pupils' access to resources. They will advise Head Teacher of resources required to enhance blended learning and a review will take place to inform how PEF and other sources, will support this request. • Plans are underway to involve staff shielding to produce on-line learning in 	<ul style="list-style-type: none"> • The framework already established for blended learning promotes learning both in school and at home. The framework will support pupil engagement, identify staff training needs and ensure parents informed and clear regarding the nature of blended learning. • Where required targeted support increases engagement. • Effective targeting of resources ensures that pupils have access to the appropriate tools for learning. • Maximum use is made of the staffing resources available to
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	<ul style="list-style-type: none"> Consider how you will measure and track engagement with home learning 	<p>school and across Clydesdale. PTs have been asked to identify resources that will require additional funding from PEF</p> <ul style="list-style-type: none"> Digital Learning Improvement Team revisit audit on use of technology and how PEF can enhance home learning. Parents will receive information through a school booklet on the nature and context of blended learning in each faculty area. At an early point in the session pupils will receive an induction on how best to engage with learning at home in each subject and context. Our Digital Improvement Team are already taking forward "Guardian Emails" within Google Classroom which shall be utilised as a tool from very early in the new session, once SLC are granted approval. This tool enables online assessment support for students and builds on work completed at home and returned at the in-school phase of learning. 	<p>us to support blended learning.</p> <ul style="list-style-type: none"> Access to technology for pupils at home for learning regardless of their background. Increased understanding is gaining on how blended learning is being contextualised in each faculty area. Engagement in learning is increased. Parents gain greater understanding of their child's engagement with work. This will further increase partnership working between home and school to support pupils.
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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><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></p> <p>Theme: Learning in school</p> <p>Planning for education recovery and the return phase in August 2020 was extensively supported through planning and preparation carried out by the Education Recovery Group during session 2019-2020. This collegiate working ensured that clear policies and processes were identified, in place and ready for implementation if/when required. A booklet was prepared for parents/carers on the context of Blended Learning within each faculty to help them gain an understanding of the different contexts for learning across the school.</p> <p>The readiness of staff to support the return phase in August 2020 was supported by a detailed CLPL programme which was refined to ensure readiness for the possible introduction of Blended Learning or, as was the case, the period of school closure between January to March 2021. The team-based approach which was adopted ensured a breadth of learning opportunities across a wide range of areas which were taken up by staff both during the school day and at times more suitable to them. Sessions were recorded to facilitate access at other times.</p> <p>CLPL digital leadership opportunities were taken up by staff in significant numbers.</p> <p>Communication with parents/carers was an essential aspect of our work with parent-friendly documentation supporting the dissemination of information on key themes and school practice. Such documents were updated as the session</p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p>Education Recovery Group documentation.</p> <p>Parent/Carer booklet</p> <p>Staff baseline digital learning survey undertaken in August/September 2021 updated the 2020 version. This led to the development of a staff CLPL programme, designed to meet the various needs of staff.</p> <p>CLPL Programme Continuity of learning documentation. Feedback from parents/carers through phone calls, emails, Twitter, Parent Council.</p>	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <p>Link to curriculum review in previous Equity section.</p> <p>Continue to embed use of digital skills in pedagogical practice.</p> <p>Use practitioner enquiry to support individual and collective approaches to meet the diverse range of learners' needs.</p>

<p>moved forward and were responsive to the changing nature and context of education delivery. Feedback from parents/carers was particularly positive.</p> <p>Staff took innovative steps to include digital learning as part of their classroom pedagogy with the extensive use of Google Meet being one example of this. Staff leadership of, and engagement with, digital CLPL activity has enhanced school provision and also been recognised at authority level.</p> <p>There was a strong strategic and operational focus on the SQA Alternative Certification Model assessment requirements which has ensured that all staff were fully informed about the changing context of assessment at National 5, Higher and Advanced Higher. School policies and associated practice were refined in the response to national context with learners and parents kept fully up-to-date via a variety of means of communication including letters, emails and the school's website. Our School Captains played a significant role in shaping this practice through providing a learner's perspective on assessment.</p> <p>Principal Teachers Learning & Teaching met remotely with senior colleagues every week during the school closure period and bi-weekly during periods when the school was open. This facilitated effective sharing of information specifically about policy and practice. Clear plans of action were created and adapted as required.</p> <p>Senior staff met with all faculties individually to ensure communication was effective and that staff had the opportunity to engage directly with them.</p> <p>The use of digital technology such as School App, Twitter and website enhanced access to information. The extensive use of our email database has enhanced direct communication with parents/carers. The extensive use of video messages during the period of lockdown further enhanced dialogue with our school community. In addition to senior staff, our School Captains and other student leaders also published videos extensively during this period.</p> <p>Theme: Learning at home The August/September pupil survey identified the digital requirements of students to support learning at home. Highly effective use was made of the SLC digital access programme with 248 Digital Inclusion devices being secured for young people.</p>	<p>Data from faculties on the remote learning offer.</p> <p>Staff leadership of digital CLPL. Staff involvement in CLP and impact on learning, teaching and assessment.</p> <p>Video clips, letters and school website (Senior Phase Assessment page).</p> <p>Meeting schedule. Minutes of meetings.</p> <p>Meeting schedule.</p> <p>Video clips.</p> <p>Data on Digital Inclusion devices.</p>	
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<p>Principal Teachers Learning & Teaching and Additional Support Needs were invited to put forward bids to identify resources through Pupil Equity Funding which would support the delivery of learning and enhance learners' access to a broad curriculum, increase choice, and support individual learner journeys.</p> <p>In line with national health advice and local authority procedures, staff who were shielding were able to contribute to continuity of learning through digital means.</p> <p>An information booklet for parents/carers and learners on the context of Blended Learning was developed illustrating the context of blended learning within each faculty.</p> <p>Learners were assisted in preparing for on-line learning through help guides focussing on learning at home. Class teachers developed the use of Google Classroom between August-December to ensure pupils were conversant in engaging with the application and to prepare them for any period of blended learning or school closures. Information was collated on pupils who failed to engage with online learning or for whom digital access was a barrier to learning and interventions put in place to support them whether through personal or digital support.</p> <p>Use of Google Guardian emails was used support parents'/carers' engagement in their child's learning. This ensured that parents/carers had a deep understanding of the learning being set by teachers and the expectations being placed on young people.</p>	<p>Pupil Equity Funding documentation. Bid forms.</p> <p>Blended learning booklet.</p> <p>Digital Learning guides Pupil survey August / September 2020.</p> <p>Percentage of parent/carer emails is above 90-95%.</p>	
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