South Lanarkshire Council
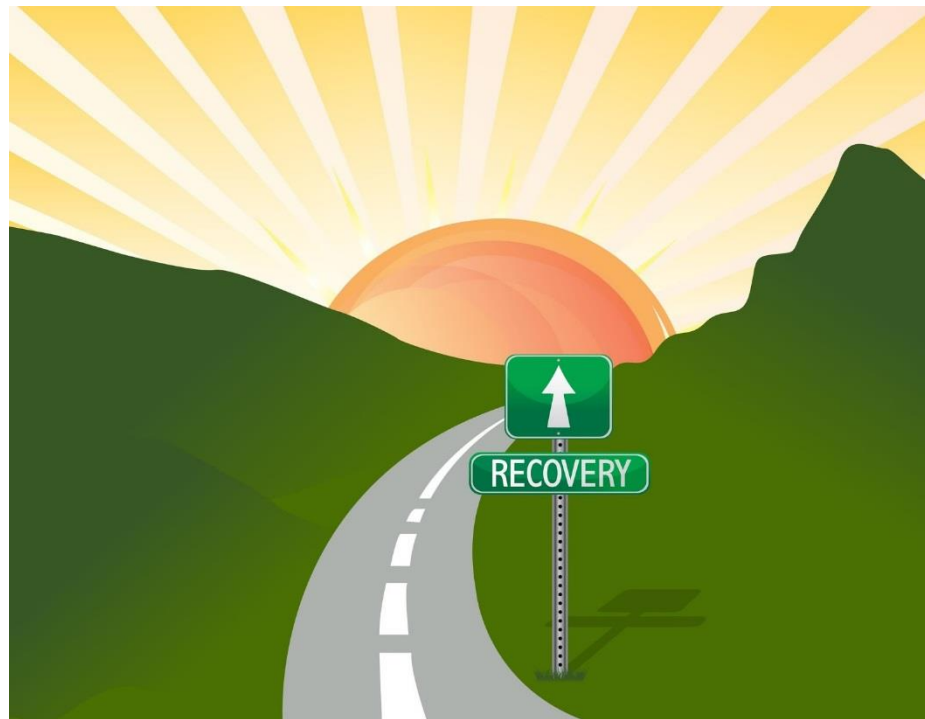
Recovery Standards and Quality Report June 2021

Leadhills Primary School

Standards and Quality Report Session 20/21

Our School

Leadhills Primary School is a remote, rural school, which sits on the South Lanarkshire/Dumfries and Galloway border. It lays claim to being the highest school in Scotland. Our school was refurbished in December 2013. Almost all pupils live within SIMD decile 4. It serves the village of Leadhills but also the community

of Wanlockhead (our neighbouring village, situated within Dumfries and Galloway Council). Our locale has a mixture of private and rented housing. The villages are served by some amenities such as village shop, public house, village hall. Both villages have a wealth of local history which we use to support teaching and learning.

We, currently, have 22 pupils, taught in two composite classes: p1-4 and p5-7. 43% of pupils are placing requests or requests to remain, with 33% of pupils FME. Our curriculum is structured to support children in attaining and achieving their highest potential. Over the past 5 years our pupil numbers have been transient as well as staff.

Our pupils are at the heart of what we do and who we are as a school. Our curriculum rationale takes account of learners' entitlements, Building the Curriculum and supporting the development of the 4 capacities through our work in school and within the wider community. This is reflected in our vision statement:

'To put Leadhills Primary at the heart of the local communities.'

The school is part of Biggar Learning Community and has good links with the wider cluster, and with adjacent small schools, to enhance learning and teaching and to build capacity for staff and enrich experiences for children.

Staff work collaboratively and frequently liaise with other schools within our Learning Community. They work closely with others and engage in Biggar Learning Community activities, ensuring they have opportunities to moderate within and beyond their own establishment. Our curriculum is based on local and national advice and guidance.

We work closely with the local communities using their strengths and expertise to enhance the learning opportunities for pupils. School is well supported by our local chaplain and have access to our local church, as well as participating activities within the parish.

Key Successes/Challenges and Achievements Session 2021/22

Throughout session 20/21 our parents and wider community have continued to be supportive of our school and pupils. Staff and pupils have engaged in outdoor opportunities which support the wider communities. These have included auditing the landscape and environment surrounding the proposed local nature reserve. Pupils have transferred their mathematical knowledge to calculate the area of the nature reserve and plot what resources they need to improve and take the area forward. Recently, P4-7 pupils have participated in Active Travel Way-tagging project where they investigated their local landscape and tagged an identified walking route for residents and visitors to enjoy.

The whole school has participated in VegPower, 'Eat them to Defeat Them' campaign promoting different vegetables each week. They have planted different vegetables which they hope to share within the local communities as well as Clydesdale Food Bank.

Staff, pupils, and parents have shown remarkable resilience and commitment to engage in their learning throughout the session. It has not been easy, but they have met challenges with determination. They have displayed resilience in adapting to COVID regulations and enabled high quality learning to take place.

As a school we have upskilled pupils and staff throughout the year on digital literacy skills however this has been difficult due to poor connectivity issues. During recent home learning this proved particularly difficult as it hampered our ability to deliver live lessons/daily meets effectively. We were successful in securing additional funding from Direct Line Community Fund to purchase 12 new chrome books, allowing pupils to work collaboratively in class. Recently school had fibre broadband installed which has improved connectivity immensely. Pupils and staff can now access devices to enhance learning without fear of poor connectivity.

Staffing has continued to be unstable this year within P1-3 however there has been continuity of staff since January 2021, with positive impact on learning being evident. It is expected that current staff will return and take learning forward in 2021/22.

Remote Learning Jan-March 2021

During home learning most families and pupils engaged in home learning activities daily. To accommodate needs/working families we set weekly tasks with daily check-ins and support for learners. Pupils who were not engaging on a regular basis were supported by all staff, through telephone/virtual support, with some children having access to school when required. All children had access to technology devices. Pupils who required devices had devices loaned them to enable online learning engagement, as well as weekly paper-based learning activities too. Paper based learning packs were distributed to families on a weekly basis by SMT, as well as pupils having daily access to their learning tasks on Google Classroom. Most pupils enjoyed the mix of paper and digital based learning activities however return to school evidence suggests that p4-7 pupils would prefer increased live lessons and digital tasks in future. Poor connectivity issues restricted our ability to engage in live teaching with pupils and our ability to have secure, regular live daily check ins. Connectivity issues have now improved greatly with the installation of fibre broadband, and learning opportunities are being enhanced using digital technology. Further teaching of digital literacy skills for pupils and staff will continue next session to develop digital literacy skills, to enhance learning opportunities.

Some pupils and parents engagement 'tailed off' after a few weeks of home learning. These children and parents were supported by SMT with measures of support being put in place where required. Parental confidence in supporting their child/ren with technology led to anxiety and additional pressures which were supported by all staff when required. Future parent and pupil support in using Google Classroom, and other technology skills, are required to alleviate angst. Basic digital literacy skills will be taught to all pupils from August 2021, with parent workshops/supports being offered too through possible family learning opportunities. Staff CLPL will also continue to be developed to enhance and support learning.

Most P4-7 pupils were enthused and engaged during outdoor learning tasks, with others being glad of the opportunity to use a variety of social media platforms to stay connected with friends and family. Almost all P4-7 pupils, although happy about returning to school, were anxious and they wish to have more mental

health and wellbeing lessons/learning opportunities, and supports going forward. Opportunities to build resilience and enhance all pupil mental health will be built into learning from August 2021, across all stages.

Data shows that most pupils have made progress in reading and maths with spelling/phonics showing a gap. Targeted interventions and supports were put in place on P1-3 pupil's return to support blending and phonics. Data has shown progress made but will continue to be a focus across all stages in 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**
3.1 Ensuring wellbeing, equality and inclusion • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality	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.	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.	This section should give a brief indication of what success would look like and how it will be measured.
Theme: Whole School Wellbeing **Rationale:** School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community. A sense of **Belongingness** and **Connectedness** is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through **Quality Relationships**, and a range of **Attachment Informed** Practices. Staff will have had a range of experiences during this period and will need a flexible and personalised	**Schools need to:** • Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. • Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs. • Plan how best to promote an attachment -informed ethos and environment that nurtures	**Key Recovery Tasks (school specific)** Audit of staff and pupils on feelings about returning to school via a variety of methods: Coming back to school feelings Jamboard check in board, Emotion Works Connect Profile, discussions – individual and whole class, after 'lockdown'. Proud of Me board displaying photographs/tasks/new skills learned etc completed during lockdown by pupils and staff across the school. A Boxall profile for each child in order to have a baseline for emotional wellbeing. Boxall profile to be completed September/January/June.	**Desired Outcomes and Impact** All pupils and parents feel supported and confident about being able to access learning tasks to enhance learning. As a staff we know our learners well, understand their needs and work towards supporting positive mental and emotional health. All children recognise their feelings and are able to discuss these with a trusted adult. Pupils, staff and parents to feel reconnected with school, peers, staff and wider community.

approach that emphasises the ongoing importance of self-care. It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some. Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.	reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. • Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. • Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. • Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and	Children who are struggling emotionally receive support within school, or by outside partner agencies where appropriate. First priority in August for all staff will be to build trusting relationships with all staff and peers. Staff to have an understanding of SLC attachment strategy, including appropriate documentation. This will inform and underpin their practice over the session. All staff to complete Individual Readiness Attachment checklist Staff to complete whole school readiness establishment checklist Audit existing practices. What is required to develop these further? SMT and whole school development of attachment strategy. A-Z of Attachment Poster Pledge cards. All staff to complete learn on line module on attachment. Continue to embed the 6 principles of Nurture into the whole school ethos. Discuss nurture with pupils and parents. Staff will continue to engage regularly with parents via emails, school app, parent postcards etc to	All staff feel welcome and included within the school community, believe their contributions are valued, and play a vital role in school improvements. All staff have an understanding of attachment issues pupils/staff and parents may have following 'lockdown'. Staff have completed training 16.6.20 via webinar. Staff discussions re session 2020-21 17.6.20. Staff to have a greater understanding of SLC attachment strategy and to implement it within their classroom practice. Children and parents will understand the importance of attachment and will be able to discuss the 6 nurture principles.

	which allow staff to be included and consulted.	inform progress. This will continue in August. Staff will begin to introduce videoconferencing with learners August 2020, where and when appropriate. Parent and pupil information leaflet/protocol workshops necessary. Staff have a good working relationship and are supportive of each other. We will develop ways of supporting each other, and new staff, through other means: afternoon tea; caring friend etc. Staff are able to talk to the HT who is willing to support any staff member when necessary.	
Theme: HWB CURRICULUM **Rationale:** The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a "recovery curriculum" is underpinned by recognition that all Behaviour is Communication. Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.	**Schools need to:** • Contextualise the 'Reconnection & Recovery' guidance to develop a recovery curriculum within a unique context. • Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing	School vision and values revisited to ensure everything we do underpins what we do in school and supports our recovery plan focus of supporting a positive mental and emotional wellbeing. We will continue to use our Health and wellbeing curriculum programme but will inform and develop our practice with a focus around mental health and wellbeing.	All staff will have an increased knowledge and confidence regards building emotional literacy. Pupils will have an increased knowledge and understanding of emotions, triggers and appropriate actions to support positive mental and emotional wellbeing. All pupils re-engage with school and learning. Pupils become increasingly ready to learn.

| 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. | • Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs. | As a staff, we will continue to work towards creating a supportive and nurturing ethos, ensuring the 6 principles of nurture embed into our daily life. We will continue to talk about nurture with our children and families. All work will link into SLC's attachment strategy.

Continue to develop Emotion Works by engaging in their Recovery programme, starting August 2020.

Continue to engage children in the wellbeing indicators through discussion and follow-up work. Completion of the wellbeing wheel, and what I think tool where appropriate.

Love Autism – 10 Questions to support ASD pupils and staff. Use Leuven Scale to measure engagement across whole school

Outdoor Learning opportunities using various locations within the village, and parental support .Nature Reserve access – John Muir Award to develop resilience and reconnection with the wider community (social distancing measures allowing)

Introduce and use Fischy music songs around wellbeing. Incorporate into assemblies for all pupils.

Staff development using Lego ABC, Drawing and Talking, nurturing | All children are able to discuss their feelings and emotions.

All children are aware of a variety of ways to improve their wellbeing and are able to use one to support their wellbeing.

Pupils are able to make decisions about their own learning and begin to re-engage in school decision-making - pupil council, HGIOURS etc. |

		approaches, where and when appropriate.	

Improvement Priority 1 -   Health and Wellbeing

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.	*Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.*	*Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.*
1. **Whole school wellbeing**: ● Leadhills PS School Recovery document for staff sharing COVID protocols and expectations of all. HT regularly updated and shared this with staff, parents and pupils in accordance with SLC and Scottish Government guidance.	Discussions with pupils and staff showed that all stakeholders felt supported and confident about returning to school in August 2021. Daily check ins, and regular discussion about feelings using	● Increase all pupil's resilience skills towards their learning. Track and monitor using Leuvens Scale of Engagement

• Staff monitored pupil wellbeing on a regular basis as per school recovery plan. • HT monitored HWB of staff and pupils on a regular basis. • All education staff accessed Attachment Theory 1 & 2 training. • Staff ensured that pupil wellbeing was at the forefront of all planning throughout the session. • Staff undertook Boxall profiling to acquire a deeper understanding of individual health and wellbeing needs. • Staff addressed HWB using a various strategies and resources. • Outdoor learning experiences were enhanced for some stages to support HWB. • HT oversaw H&S measures were in place to support the safety of pupils, parents and staff. • Pupils and parents health and welbeing was supported through regular contact (virtually / in person) with staff, whilst also supporting engagement with learning and teaching. • Staff have a greater understanding of support/interventions appropriate for for targetted learners, and are implementing these effectively.	Emotion Work strategies have continued to support all learners with their feelings throughout the session. Staff feedback shows that most pupils can identify their feelings and what has triggered their reactions. Pupils need further support in regulating their responses. Recent home-learning return to school data showed that almost all p4-7 pupils were happy and grateful to be returning to school. Outdoor Learning opportunities for P4-7 pupils have improved. Pupil feedback shows that they value these opportunities and would like more experiences in the future to support their health and wellbeing. Some children in p1-3 are showing increased ability to be resilient in their learnng through increased and targeted nurture approaches. All Education staff have attended phase 1 and 2 Attachment training.	September 2021, January 2022 and May 2022. • Continue to target intervention to inividiual pupils who need nurture based support. • Staff to begin to implement Attachment Theory training to support learners within the classroom, and improve engagement with learning. • Most P4-7 pupils value further mental HWB lessons and resliience strategies to improve their health and happiness going forward. • Continue to use Emotion Works to teach pupils regulation strategies to support their heightened emotional being. • Increase outdoor learning opportunities for all pupils, especially those in P1-3, using Loose Parts Play as well as other opportunities. • Increase P1-3 staff confidence in developing outdoor learning opportunities through appropriate CLPL. • Promote the importance of nurture with parents and pupils. • School vision and values to be revised to reflect positive mental and emotional wellbeing.

			- Complete Nurture UK audit September 2021 and identify areas where nurture can be supported in the HWB curriculum. - Seek outside agency support where/when required. - All pupils to celebrate wider achievements in/out with school using achievement passport etc. Achievements linked to DYW/learner journey.

	Improvement Priority 2 - Planning for Equity		**How will we know we've been successful?**
Quality Indicator	**Recovery Priority**	**Key Recovery Tasks (School specific)**	**Desired Outcomes and Impact**
2.4 Personalised Support - Universal Support - Targeted Support - Removal of barriers to learning **3.1** Ensuring wellbeing, equality and inclusion - Wellbeing - Fulfilment of Statutory Duties - Inclusion and Equality **3.2** Raising Attainment and Achievement - Attainment in Literacy and Numeracy	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.	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.	This section should give a brief indication of what success would look like and how it will be measured.

• Attainment over time • Overall quality of learners' achievements • Equity for all learners			
Theme: Re-identifying the poverty-related attainment gap. **Rationale:** To plan effectively to address the "gap" there needs to be a clear understanding of what the current "gap" is. Learners will have had a varied experience during their home learning period, and won't necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point; with others showing limited progress if any. Schools therefore, need to reconsider their "gap" and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.	**Schools need to:** • Consider the experiences learners have had during the school closure period, drawing on for example: - Engagement data - Home-school communication - Home-learning submissions - Engagement at hubs • Use a range of quantitative and qualitative measures to undertake a new "gap" analysis for all pupils, which takes account of: - Learners' wellbeing (e.g. Boxall profile, observations, wellbeing indicators) - Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments) - Engagement (e.g. Leuven scale, observational data) - Participation (home-learning participation data) Purple text gives examples of how schools may tackle this; this isn't exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them. • Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to	**Key Recovery Tasks (school specific)** All children and parents have the opportunity to inform school as to how the past few months have been for them. This will allow staff to prepare for their return. Most pupils accessed online home learning during lockdown period, there were a number of pupils who did not engage due to technology, internet connection or parental reluctance, which addressed through various measures. Going forward we have agreed that will be a mixture of written and online learning, taking cognisance of family needs/views. All staff trained in use of Google Classrooms/Google Meets Parent and pupil training required. Chrome Books purchased to support digital learning. Learner's wellbeing tracked and monitored using Boxall Profile. Engagement and participation measured using Leuven's Scale and through monitoring home-learning returns and quality.	**Desired Outcomes and Impact** Children and parents will share what the past few months have looked for them. All teachers will build up a picture of children's strengths and development needs in terms of health and wellbeing, literacy and numeracy. Investments in digital technology and training support families and increase skills of all pupils, parents and staff. All teachers will build up a picture of engagement in home learning and the quality of work completed. All children will re-engage in education and we will see improvements in wellbeing and achievement.

		establish the school's new "gap" position. This will enable identification of groups/learners/stages requiring targeted additional support.	Class teacher on a daily basis using benchmarks, in-class assessment and pupil's work will measure attainment. Standardised assessments carried out for literacy and numeracy by October 2020 and again in May/June 2021.	Children who require targeted support will be given appropriate time and resources: 5 Minute Box – literacy and Numeracy, Catch Up Literacy and Numeracy, Nurture, additional small group/individual teaching
Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning. **Rationale:** As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the **current** needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.		**Schools need to:** • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. • Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. • Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. • Review staff training needs. • Review current partnership working. • Consider how you will measure and evidence impact; plan this into home and school approaches.	Staff agreed to purchase additional chrome books to enhance and support learning. Shared with Parent Council 22/6/20. Staff agreed to purchase Emotion Works Recovery programme to support all learners. Staff will engage in training related to SLC Attachment strategy, Emotion Works and Nurturing schools. Training identified and started by all staff when appropriate.	All staff have relevant training to allow them to support children in class and to ensure the needs of pupils fulfilled in terms of home learning, in a manner appropriate to each family. Pupils and staff confidence and ability to engage with digital learning platforms and utilise to full capacity. All children are engaged in home learning and able to make use of blended learning model to progress their

	• 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.	Nuture area/zone - purchase of equipment/resources to support ASD pupils, as well as whole school. Support staff training in Boxall Profile interventions. Outdoor learning resources purchased and training (where appropriate) for all staff. John Muir Award for P4-7 pupils. Staff will engage in training related to Google Classroom and Google Meet, amongst other online experiences. This will help the development of home learning experiences for the children. Blended learning will offer families the chance to engage using Google Classroom or with paper packs, determined by the needs of each family. Home learning resource packs provided when required.	learning towards meeting appropriate, individual targets. The needs of our most vulnerable learners identified and met, in order to close the poverty related attainment gap, and reduce barriers to learning.
Theme: Tracking and monitoring impact of equity approaches. **Rationale:** To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.	**Schools need to:** • Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy. • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. • Consider points in planning section to find alternative approaches.	To monitor and track the impact of our interventions we will use: ❖ Standardised assessments ❖ Teacher judgements ❖ Learner engagement ❖ Staff planning and discussions ❖ Intervention specific assessments This is normally be done termly but also as required. Results of approaches will inform planning, which will be flexible.	Tracking and monitoring approaches will ensure intervention is timely and appropriate. Children's progress tracked and there will be evidence of attainment over time.

		Parents, children and staff will discuss plans to support children and noted in Staged Intervention paperwork.	
Theme: Cost of the School Day **Rationale:** The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren't before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.	**Schools need to:** • Revisit Child Poverty Action Group Website • 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.	Due to COVID-19, our work on Cost of the School Day is incomplete. Therefore we need to: ❖ Finalise changes to our practice and how we will support families ❖ Rewrite our CoSD Position Statement ❖ Ensure all staff and parents are aware of our approach ❖ Ensure a consistent approach from all staff ❖ Signpost parents to any financial and other relevant, supports that may be available to them. School uniform recycle rail will continue to be available with social distancing measures being in place. Outdoor waterproofs and wellingtons purchased to allow all learners access to outdoors without added financial pressures. Purchase Fischy music online to support mental and emotional wellbeing, assemblies.	Introduce an up-to-date Position Statement, which is clear and known to all. Staff consistently support children and families who need financial support. All staff are clear on where to access help/support required by a family. All stakeholders consulted and the Position Statement takes cognisance of all views. Staff regularly engage with families to ensure knowledge and understanding underpins support.

Improvement Priority 2 - Equity

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.	*Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.*	*Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.*
1. Digital Literacy and Technology: • HT ensured that all learners had access to appropriate devices to facilitate home learning. Devices were allocated accordingly during home learning (Jan-March 2021) • School has invested in additional chromebooks to support learners in school and at home. • School secured a grant from Direct Line to fund additional technology. • Connectivity issues have been addressed with the installation of fibre broadband (April 2021). This has had an immediate impact on the accessibility of ICT across all stages. • Additional reconditioned laptops were purchased by school for learners use at home via wider community support. • Staff competency in digital literacy supports have improved throughout the session with all staff accessing appropriate CLPL. • Baseline data has been gathered and interrogated by staff to support learners progress. Staff have used data to identify targetted support. • Staff effectively used digital technology effectively to support periods of home learning. • Staff have identified and implemented targeted support effectively, with staff reporting progress.	All staff have accessed Digital Literacy CLPL to enhance their own digital skills as well as pupils. All staff have engaged with Google Classroom and various Apps to support learning. Almost all P4-7 pupils engaged with Google Classroom/Google Meets during home learning and identified that they valued this being an effective learning platform in the future. All pupils had access to appropriate technology devices during home learning – laptop/chrome book.	• All staff to continue to develop their Digital Literacy skills to support and enhance Learning and Teaching opportunities. • Parent workshops/information sessions as to how to access Google Classroom. • Ensure P1-3 have basic Digital Literacy skills, including accessing Google Classroom/Google Meets. • Increase all pupils basic ICT skills and how to access and use Google Classrooms effectively. • Revise curriculum rationale to take account of digital literacy.

2. Learner Wellbeing • Staff have a clear understanding of their roles in supporting learner's mental and emotional wellbeing. • Staff recognise and understand the resources available to support mental and emotional health and wellbeing. • Staff are aware of cost of the school day implications and take congnisance of this when planning/accessing learning opportunities. • School have measures in place to support families in accordance with Cost of the School day. • Toast and Go has been resinstated for all pupils. This is accessed by almost all pupils and encouraged by staff. Staff are confident that all learners are accessing an appropriate breakfast.	Boxall Profile was used with all P1-7 pupils in October 2020. Staff focussed on supporting all learners with their emotional wellbeing but this was inconsistent. Most children are ale to recognise an discuss basic feelings and emotions, however they require further support in identifying regulation strategies to use.Staff feedback shows that almost all pupils in P1-7 require resilience strategies to support them with emotional wellbeing and learning.	• All staff to use Glasgow HWB toolkit to benchmark pupil wellbeing. Individual pupils who are identified through this process to be further benchmarked using Boxall Profile, and progress tracked regularly. • Nurture resources already purchased to be better utilised to support pupils, and an area to be identified and set up to support learners/targeted intervention. • Health and Wellbeing guidance to reflect school's nurturing ethos and mental health approach.
3. Improvement in Literacy • Staff have accessed T4W opportunities and begun to model principles alligned with it. • HT has accessed T4W Leadership CLPL as part of Biggar Learning Community. • Staff have an understanding of resources available to support T4W methodology. • Grammar/Punctuation progression was agreed by staff August 2021. • Staff track and monitor progress in all areas of literacy with increasing confidence, identifying and supporting learners using a range of appropriate interventions. Staged intervention paperwork and targeted interventions are monitored regularly by staff, and progress tracked.	All staff have received Talk for Writing training. Staff have begun to implement the basic principles of Talk for Writing across P1-7. P1-3 staff feedback shows progress in writing stamina across P1-3, with more consistency in basic punctuation.	• Revise Writing guidance to incorporate Talk for Writing methodology, giving clear guidance for learning and teaching, and a consistent whole school approach. • All staff to implement the 6 basic principles of Talk for Writing across all stages to ensure a universal approach. • All staff to use an agreed planner to identify areas

• Staff worked collaboratively with other cluster schools to moderate inference and aproaches to blending. • Staff identified gaps in learning and have put appropriate measures in place to support learners.	Recent baseline data has shown that most P1-7 are below their chronological age in spelling. However, data indicates that most have made some progress since August 2020 and closed their spelling attainment deficit.	for learning following Cold Task. • All staff to use agreed data proforma to compare cold/task data and ensure clear, robust tracking and monitoring data. • Whole school overview to be created by staff to allow for progression of Talk for Writing across all stages, using resources already within school. • All pupils to demonstrate an upward trajectory in writing by March 2022. • Targeted spelling interventions for individual pupils to be closely monitored by staff. • Sumdog Spelling for all P1-7 pupils to be used and progress tracked, at least 2 x per term. • Dyslexia strategies to be taught by staff to individual learners. • Daily focus on spelling across P1-7. • Staff CLPL to enhance teaching of spelling strategies, where appropriate. • P1-3 Moderation Trio will moderate the implementation of Stonelaw Reading Strategies four times during session 2021-22.

		• P4-7 Moderation Trio will continue to moderate pupil improvement in inference using a range of media, including digital literacy.
4. Improvement in Numeracy • Staff have tracked and monitored progress in numeracy/maths using formative and summative assessments. • HT and staff have discussed gaps in learner's progress and accessed appropriate CLPL to address issues.	All staff have received SLC Numeracy & Mathematics Learning and Teaching Assessment strategies June 2021. Staff have identified that word problems and mental agility are areas where pupils require further support. Recent MALT assessment data has also shown that although almost all P1-7 pupils are on track in numeracy/mathematics word problems and mental calculations require intervention.	• Staff to begin to implement SLC Numeracy & Mathematics Learning and Teaching Assessment methodology August 2021. • All pupils will demonstrate an increase in confidence in number -sense skills. This will be tracked and monitored by staff using SEAL assessment approach, as well as formative assessment strategies. • All pupils will gain confidence in becoming and active learner in Numeracy/Maths by being at the heart of planning, having learning intentions shared and co-constructing success criteria. Feedback and next steps will ensure learners are clear about their strengths and what they need to do to improve. This will be tracked and monitored by class teacher discussions/observations

| | | | and regular dialogue with colleagues/SMT.
• Targeted intervention of 5 Minute Box and Catch up Numeracy will continue to be used where required.
• MALT assessment appropriate for age/stage by June 2022 to be used for baseline data, and track improvement. |

SOUTH LANARKSHIRE COUNCIL	**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	**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,**	**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.

• Equity for all learners	**catering etc) they will be emailed to all Head Teachers.**		
Theme: Learning In School **Rationale:** *The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment,* *Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible* *It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time."* **The Recovery Curriculum, Think Piece**	**Schools need to:** • Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision. • Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. • Consider if communal and social areas could be repurposed to provide additional learning space. https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/ • Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. • Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. • Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to	**Key Recovery Tasks (school specific)** Establishment capacity audit completed, with the support of Support Services Coordinator, which confirms we are able to accommodate children to allow for 50% in any class on any one day. Classroom furniture re-arranged to allow or social distancing and appropriate levels of cleaning. Procedures considered as part of our risk assessment, to ensure the safety of all in school. Communal areas of the school allow staff to provide additional learning spaces for small groups or individuals. Support staff are planning playground games to teach groups of children so they can socially re-engage with each other and have fun during breaks. Staff will work collegiately during part of Wednesday to ensure moderation of approach and outcome. The initial focus of all staff will be the health and wellbeing of	**Desired Outcomes and Impact** Children's health and wellbeing will be understood by all staff who will work to meet their needs and develop resilience and wellbeing. Children will be relaxed, and their social skills developed; they will be able to have fun together. Children will be engaged, both in school and at home; achievement will be celebrated; children who need additional support will be identified and a plan put in place to meet their needs. All staff will be supported to ensure their own positive wellbeing. All staff will receive the relevant training to meet the needs of the children; in-house; online or through courses where possible. Parents will feel supported by staff and will feel equipped to support their child in their home learning.

Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.

Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.

This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.

It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.

Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory

face learning of a subject once every 2 weeks)

- Review your school's learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment.

- Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide.

- Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated.

- Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work.

- Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school.

children; listening to what they are saying, building relationships, judging who requires support and what is the most appropriate way.

Staff gradually build in numeracy and literacy ensuring they meet the needs of all children, considering where they are in their learning.

As we move forward other areas of the curriculum will be brought in, taking account of the needs of children.

Outdoor learning will be important to allow children time and space to reconnect with each other, and nature, to develop wellbeing.

Staff will listen to children and consider their views, empowering them to shape the focus of their education.

Parents will be consulted, both individually and using the Parent Council view.

Staff communicate with parents to ensure they build positive relationships and work with them to support children and families. Good communication supports a shared understanding of the work of the school. How we are moving forward and supporting our community.

Staff feel supported, both personally and professionally.

We develop a curriculum which meets the needs of our children, particularly in terms of wellbeing, but also inn other curricular areas.

period. Ensure as leaders you gather views learners in their recovery, along with parents/carers .	• Consider how to take account of parental views and pupil voice when developing the learning in your school.		
Theme: Learning At Home **Rationale:** A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support. While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present. Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.	**Schools need to:** • Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school. • Can staff who are shielding work on developing and leading on online learning opportunities? • Take account of the existing resources you have access to and how these can be used to support learning at home. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated. • Review and plan how you will deliver and set work at home and how feedback will be given to learners. • Establish a baseline on the number of pupils and staff who have home access to ICT. • Consider how to take account of pupil voice in their learning at home.	All staff will work together to construct a curriculum, meeting the needs of our children, considering what areas of development are most needed and ensuring that appropriate teaching takes place in school to allow children to consolidate their learning at home. Consideration given to resources available to children at home and ensuring they have all relevant materials to ensure no inequality. SLC asked for data surrounding those children/families who may require IT/Pupil packs from them. All parents asked if they have internet access at home and what type of device their child uses. This informed our practice around home learning. Additional chrome books ordered to upskill children in the use of Google Classroom and general IT skills. To address inequality and equity some loaned where necessary. Education Scotland producing fortnightly home learning resources to support Health and Wellbeing,	All staff are clear how we are taking our curriculum forward to meet the needs of all learners. All staff feel confident in delivering home learning. They use appropriate technology for this, bearing in mind those children who may have access to technology at home. All staff take part in I.T training, particularly Google Classroom, to ensure they have the necessary skills for blended learning. All children trained in school to access and use all technologies required for a blended learning approach. Education Scotland resources used as appropriate. Families consulted and supported in helping their children. Children are given a voice and able to influence their

		Literacy and Numeracy and IDL, which staff will be able to access and use. Staff require time and support to work through webinars and online learning.	learning, including home learning.
	• Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home. • Consider how you will measure and track engagement with home learning	Home learning tracked and monitored by class teachers on a weekly basis to build up a picture of which children/families need additional support, and to support planning for future learning.	Teachers have a clear picture of children's engagement and progress in home learning.

Improvement Priority 3 -   Continuity of Learning

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.	*Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.*	*Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.*

• HT and staff ensured that classroom organisation was effective and taking account of COVID 19 guidance. • HT and staff gathered feedback on a regular basis from learners regarding digital technology and home learning. • Engagement with digital technology improved out of necessity.	• Almost all P4-7 pupils felt positive about using Google Classroom during home learning, and wished to continue to use it on their return to school.	• Ensure whole school confidence in using Google Classroom so that all learners are confident in accessing learning as part of Leadhills Primary Home Learning experience. • All learners, and staff to maintain and build upon basic digital literacy skills Aug 21 to ensure all learners are able to access and use Google Classroom effectively. • Curriculum Rationale to be audited and redrafted to ensure the four contexts of learning are being implemented across all stages to ensure digital literacy opportunities are enhancing learning and teaching.
1. Improvement in Literacy • Staff have accessed T4W opportunities and begun to model principles alligned with it. • HT has accessed T4W Leadership CLPL as part of Biggar Learning Community. • Staff have an understanding of resources available to support T4W methodology. • Grammar/Punctuation progression was agreed by staff August 2021. • Staff track and monitor progress in all areas of literacy with increasing confidence, identifying and supporting learners using a range of appropriate interventions. Staged intervention paperwork and targeted interventions are monitored regularly by staff, and progress tracked.	• All staff have received Talk for Writing training. Staff have begun to implement the basic principles of Talk for Writing across P1-7. • Recent baseline data has shown that most P1-7 are below their chronological age in spelling. However, most have made some progress since August 2020 and closed their attainment deficit.	• Revise Writing guidance to incorporate Talk for Writing methodology, giving clear guidance for learning and teaching, and a consistent whole school approach. • All staff to implement the 6 basic principles of Talk for Writing across all stages. • All staff to use an agreed planner to identify areas

- Staff worked collaboratively with other cluster schools to moderate inference and aproaches to blending.
- Staff identified gaps in learning and have put appropriate measures in place to support learners.

for learning following Cold Task.
- All staff to use agreed data proforma to compare cold/task data and ensure clear, robust tracking and monitoring data to show improvement.
- Whole school overview to be created by staff to allow for progression of Talk for Writing across all stages, using resources already within school.
- All pupils to demonstrate an upward trajectory in writing by March 2022.
- Increase known word vocabulary strategies to have a positive impact on spelling and writing attainment. Staff CLPL and professional reading to be undertaken –Closing the Vocabulary Gap by Alex Quigley etc.

2. Improvement in Numeracy

- All staff have accessed CLPL in SLC Numeracy & Mathematics Learning,Teaching & Assessment Manual as at June 21
- Appropriate Maths Mastery resources/materials have been identified and purchased for all learners.
- MALT assessments have been undertaken and data interrogated to identify gaps in learning.

Although most pupils in P1-7 are on track in numeracy recent data has shown that there needs to be a secure understanding of number sense throughout the school.

All pupils to improve number-sense skills; word problem skills and maths in context.

- All staff to undertake SLC Numeracy & Mathematics Learning and Teaching Assessment Manual methodology in June 2021.
- Staff to begin to implement SLC Numeracy & Mathematics Learning and Teaching Assessment

		Manual methodology August 2021.
		• Most pupils in P1-3 require a solid grounding in basic number-sense skills.
		• Staff will undertake Maths Mastery training June 2021.
		• All pupils will demonstrate an increase in confidence in number -sense skills. These will be tracked and monitored using SEAL assessment approach, as well as formative assessment strategies.
		• All pupils will gain confidence in becoming and active learner in Numeracy/Maths by being at the heart of planning, having learning intentions shared and co-constructing success criteria. Feedback and next steps will ensure learners are clear about their strengths and what they need to do to improve. This will be tracked and monitored by class teacher discussions/observations and regular dialogue with colleagues/SMT.
		• Targeted intervention of 5 Minute Box and Catch up Numeracy will be implemented where required.

		• MALT assessment appropriate for age/stage by June 2022 to be used for baseline data, and track improvement. • Staff to increase confidence in interrogating data and identifying intervention/s required.