South Lanarkshire Council

Recovery Planning August 2020

Lesmahagow High School

Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff			How will we know we've been successful?
Quality Indicator **3.1** Ensuring wellbeing, equality and inclusion • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality	**Recovery Priority** These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	**Key Recovery Tasks (School specific)** This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.	**Desired Outcomes and Impact** This section should give a brief indication of what success would look like and how it will be measured.
Theme: Whole School Wellbeing **Rationale:** School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community. A sense of **Belongingness** and **Connectedness** is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through **Quality Relationships**, and a range of **Attachment Informed** Practices. Staff will have had a range of experiences during this period and will need a flexible and personalised	**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.	**Key Recovery Tasks (school specific)** • Staff/ pupil survey – initial wellbeing assessment to identify current position and future supports. (DR/PD/Pupil Support. August 2020) • Analysis of responses to SLC pupil survey regarding lockdown experiences of pupils, with action points identified. (DR/PD/Pupil Support. August 2020.) • School Recovery Group created April 2020 with representation from all departments / faculties as well as Support colleagues, Facility Managers and	**Desired Outcomes and Impact** • Awareness of whole school wellbeing. Ability to intervene and provide supports. • This group has already been involved in decisions regarding our model and mode of return including discussions around wellbeing, Risk Assessment, movement of pupils and timetable design, ensuring

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.		Janitorial staff. Parent Council included in decision making and planning. Pupil Council involved in decision making. (All staff – on going.) • PS continue to use knowledge of pupils through ongoing interaction with pupils to recommend supports and interventions as required. These include in-school counselling, CAMHS, LIAM, Ed Psych etc. (DR/PD/Pupil Support – on going) • School devised Wellbeing Monitoring will be launched by N Ross in partnership with PS. This will supplement already identified vulnerable pupils. (DR/NR/H&WB Group – Aug 2020)	connectedness and community ethos. Further pupil and parent involvement will strengthen our community approach. • Vulnerable pupils and families of concern have received weekly/routine phone calls and suitable supports have been put in place. These pupils will be a focus of our PS team on return. Pupils and families feel supported and connected. • This will allow for early identification and intervention of pupils and will provide an opportunity for whole school support to be offered.
	• Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. • Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. • Provide opportunities for Staff Development which allow staff to focus on individual and collective	• Ongoing promotion of Nurturing approaches across the whole school. (DR/PD/HL/All staff – ongoing.) • Whole staff approach to implementing Attachment Strategy launched in June with clear actions for all staff. (DR/SMT/All staff – from June 2020).	• Positive relationships continue to contribute to our nurturing school ethos and are observed across the school. • This will ensure attachment theory is present in all decisions regarding return to school including promotion of ethos, T&L etc. • Staff will use AS to support pupils to reconnect on return.

		• Whole school approach to AS training and supplementary materials shared for all staff to engage with and reflect on their own practice. (DR/Extended Support Team – from June 2020)	• This will help to inform our PSE courses and HWB inputs to support our recovery and reconnection plans.

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.	• Extended Support Team and wider staff engage in additional and more specific training, including Nurture training, First Aid Mental Health Training, etc. (All staff from June 2020) • Ongoing support from Psychological Services to support staff CPD and interventions for pupils as required. (SMT – on-going) • Additional Counselling arranged and ongoing CAMHS engagement supported. Pupils to continue to work with LIAM, YFCL staff on return.	• Additional counselling will allow us to target those vulnerable pupils who have been adversely affected by our current situation.
• 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.	• Parental engagement – utilise emails, letters, Twitter, School App, etc. to share information and updates with parents.	• Parents report that they feel involved in decision making and aware of updated information.
• Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and	• Compassionate leadership and promotion of self-care. (SMT/FHs/PTs - ongoing).	• Staff report that they feel valued and supported across the whole school community.

	concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and which allow staff to be included and consulted.	• Staff supports highlighted as part of August updates. (BL/DR – August in-service day) • Clear communication with all members of the school community in conversations, emails and meetings. (All staff, on-going) • Staff HWB group have been involved in strategies to support staff. Additionally, networks of support have been encouraged and support to all staff has been offered. This will include a FAQ document for staff concerns and questions. (All staff, on-going).	• Staff are aware of the supports available and how to access these. • Staff report that communication across the school is clear. • This will help staff to feel safe and supported on return. Additionally, this will support staff to reconnect.
Theme: HWB CURRICULUM **Rationale:** The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a "recovery curriculum" is underpinned by recognition that all Behaviour is Communication. Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches. Involving children and young people in decisions is part of a rights-based	**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	• Pupil Support to utilise Attachment resources and mental health and wellbeing materials to create PSE / HWB input specific to 'Reconnection and Recovery'. (Pupil Support Team, August to September 2020) • Staff have utilised time during school closure to review and improve PSE courses and material. These resources will be used to promote resilience and support mental and physical wellbeing, which will continue to	• Pupils will feel their wellbeing is being supported and will feel more confident in discussing their experiences and concerns they have had during the time schools were closed. • Pupils will benefit from targeted courses aimed at supporting their full wellbeing including reflecting on difficulties over past few months. Pupils will report that they feel supported during

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.	be monitored. (DR/PS Team – ongoing) • Create a Pupil Recovery Group which will work with Pupil Council to ensure young people are included in decisions and have the opportunity to voice their opinions on HWB recovery and HWB support. (DR/LW – from August 2020)	focus group conversations and surveys. • Pupils will feel comfortable to discuss any concerns and issues they have and will feel better supported by being involved in the decisions regarding school return.

	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 • Attainment over time • Overall quality of learners' achievements • Equity for all learners	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: 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;	**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:	**Key Recovery Tasks (school specific)** • Review engagement data from Show My Homework and Google Classroom, surveys and consult with pupils, parents and staff to then agree best practice for blended learning / to support learning at home. (AG/BL/Learning and	**Desired Outcomes and Impact** • All students have the resources required to engage with learning, parents/carers work in partnership with teachers to support their children's learning.

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.	- Learners' wellbeing (e.g. Boxall profile, observations, wellbeing indicators) - Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments) - Engagement (e.g. Leuven scale, observational data) - Participation (home-learning participation data) Purple text gives examples of how schools may tackle this; this isn't exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them. • Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school's new "gap" position. This will enable identification of groups/learners/stages requiring targeted additional support.	Teaching working group – August 2020) • Period 1 teachers on Thursday and Wednesday (beginning and end of in school attendance of Contingency timetable) will ask pupils regarding resource issues and pass this to SMT/Pupil Support/ PT Equity and Inclusion to allow support to be provided. • Update and check parental contact data to ensure information is being received by all families. (BL/DR/Office, from June 2020). • Continue regular and frequent communication using School App, Twitter and emails. (ELT, on-going). • Utilise all data sources available (e.g. FSME, SIMD, requests for support) to ensure all students gain access to necessary supports. (Extended Support Team, ongoing). • SNSAs completed in October to allow strengths and areas for improvement to be identified and interventions addressed. (AG/FHs/PT Equity and Inclusion, from August 2020).	• Identify and address gaps and agree on consistent approach to support learning and teaching, e.g. use of scheduling tool to ensure that pupils' work is set on particular days to facilitate the planning of learning at home. • All email and phone numbers are accurate and allow information to be shared quickly and easily. • Connectedness; aware of current events in school. • Ensure appropriate supports and interventions are in place for all students who need these. • Interventions for literacy and numeracy are in place. Students make anticipated progress and attainment is in line with or better than virtual comparator.

		• Identify and address learning gaps. (Class teachers, Faculty Heads, from August 2020)	• Ensure that all gaps in learning are addressed and barriers to learning are removed.
Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning. **Rationale:** As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the **current** needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.	**Schools need to:** • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. • Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. • Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. • Review staff training needs. • Review current partnership working. • Consider how you will measure and evidence impact; plan this into home and school approaches. • Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this.	• Pupils, parents, staff and partners consulted regarding PEF spending during the recovery phase. (RM/GS – August 2020) • Additional ICT resources purchased to support home/ blended learning. (RM/GS – August 2020) • Stationery packs prepared and issued to those who need them. (GS/BL – from May 2020) • Continue professional reading and CPD linked to closing the poverty related attainment gap. (CLPL group/all staff, ongoing). • Provide specialised resource packs for art and technical. (GS – from August 2020) • Provide support and advice relating to digital learning for pupils, parents and staff. (ELT and staff volunteers – ongoing).	• Appropriate resources to support the development of literacy, numeracy and health and wellbeing, and to support home learning in place. • Chromebooks available and issued to those who need these. • Resources available to support home learning and to reduce the sharing of resources. Pupils equipped to learn. • Awareness and understanding of all staff. • Share existing good practice regarding Glow, video conferencing, interactive on-line

			activities. Virtual teach-meet approach.
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.	• Adapt existing T&M systems to allow access to ICT and any other barriers to home learning to be recorded, interventions put in place and evaluated. (GS – ongoing) • Continue to utilise digital packages to evaluate literacy and numeracy skills. (SMT/GS/LP/DB – ongoing) • Extended Support Team to evaluate the impact of interventions and review supports for pupils at monthly meetings. (SMT/ELT – ongoing)	• Appropriate interventions to remove barriers to learning and ensure that pupils can access the curriculum. • Early intervention and regular evaluation to ensure learners' needs are met.
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.	• Review and update CoSD position statement. Relaunch on Twitter, school web page, school app and letter sent to parents in receipt of FSM. (SMT/ELT – August 2020) • Cost of Home Economics and Technical removed for pupils in receipt of free school meals. (Supported by PEF funding for S1-S3 pupils and School Fund for S4-S6 pupils. (SMT/EST – ongoing) • Learners' packs prepared for S3 pupils to support them in the Senior Phase, based on subject choices. (GS –August 2020) • Blazer exchange available to allow uniform to be provided	• Ensure that parents are aware of the supports available and that learning is poverty proofed. • Ensure equal access to participation in subjects. • Pupils fully prepared and motivated for Senior Phase study. • Uniform worn to instil sense of pride and

	• 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.	to those who need this. (SMT/ELT/ Kirkmuirhill Church – ongoing) • Share information on SIMD, FSM, and other barriers to learning with all teaching staff to ensure that these are known and can be addressed. (SMT/ELT/all staff - ongoing) • Alternative reward events identified to remove the need for expensive school trips. (DR/PPRUDB Group – from August 2020)	belonging and prepare students for dressing for work. • Ensure staff are aware of the barriers to learning. • Pupils rewarded for effort, commitment and achievement without additional costs burdening families.

![South Lanarkshire Council logo] 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:**	**Schools need to:**	**Key Recovery Tasks (school specific)**	**Desired Outcomes and Impact**

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**	• Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision. • Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. • Consider if communal and social areas could be repurposed to provide additional learning space. https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/ • Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. • Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. • Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks) • Review your school's learning, teaching and assessment processes. Your assessment	• Contingency timetable in place observing social distancing, access to subjects and class teachers. learning approach in place allows students to spend two days in school one week and three days in school the following week. These days will run consecutively to allow coverage of the full timetable across the five days in school. • Pupils divided into two groups for contingency timetable. • Larger rooms/spaces used to accommodate larger sections. Practical sections in groups of 10 and non-practical sections in groups of 14, based on tutor and practical sections. • Library used to provide additional learning space. • Almost all curricular areas offered within contingency timetable. (BL, June 2020) • Longer blocks of learning, either by grouping periods of learning together, or arranging for the teacher to move whilst the class remains (for non-practical classes.) • Continue use of Microsoft Teams meetings to allow collaboration and moderation without the	• Students return to school in August, and can access resources and support for learning. • Increased use of digital learning to allow students to access resources and support when learning at home. • Time spent at school and at home to allow physical distancing to continue. • Effective communication and consultation to support pupils.

Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum. Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils. This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing. It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it. Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers .	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.	need for face to face meetings where appropriate. (SMT/ELT – August 2020) • Review learners' statement and update to recognise blended learning approach. (BL/Learning and Teaching Group – August 2020) • Health and wellbeing promoted and supported. (DR/ all staff – ongoing) • Monitoring and tracking includes access to ICT and online engagement as measures to ensure interventions can be put in place and barriers to learning removed. (AG/ELT/all staff – from August 2020) • Support of Clydesdale Moderation Group, SLC Subject Specialist Groups, West Partnership involvement, Education Scotland Support with a focus on blended learning approaches. (BL/CLPL group/All staff, August 2020) • Course plans updated and restructured to allow effective delivery of the curriculum. Opporunities for 'flipped learning' and to practice skills learned in class when at home maximised. Careful consideration given to	• Clear guidance for staff, pupils and parents on approaches to learning and teaching. • Improved consistency in approaches to learning and teaching, ensuring high expectations and high quality learning and teaching. • Learners' needs are identified and met, with barriers to learning removed and appropriate interventions in place to ensure equity. • Opportunities for sharing resources maximised. • Sharing of good practice and support with digital learning available. • All teachers/subjects adopt a consistent approach to learning and teaching, with appropriate quality assurance.

		resources required to access curriculum and learning planned to take this into account. (Learning and Teaching Group, Faculty Heads, Class Teachers, from June 2020)	
	• 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.	• Information on learning and teaching shared on school website, and as appropriate through emails, School App, etc. (BL, all staff – on going) • Continued partnership working with Pupil Council and Parent Council. (SMT – August 2020)	• This will enable parents to support their child's learning in partnership with the school. • Our recovery/ contingency plan will take into account the views of all stakeholders to ensure that the needs of all members of our school community are met.
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	**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.	• Identify colleagues who are shielding, pregnant or require a risk assessment to be undertaken to allow appropriate supports to be put in place. (BL/SMT/Line managers, June 2020) • Existing ICT and other resources have been given to pupils and staff to support learning at home.	• Colleagues who are working from home are aware of their role and responsibilities regarding blended learning/development tasks. • Appropriate ICT resources available within the school to support the use of

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.	• 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.	• Purchase additional ICT resources to facilitate increased use of digital learning. • Identify areas for partnership working in delivering AH support for pupils. (BL, June 2020) • Provide additional advice and for pupils, parents and CPD for staff on the use of Google classroom or other digital platforms. (SMT, August 2020) • Purchase web cams and visualisers to allow video conferencing and the use of Google Meet as required. (SMT, June 2020) • Purchase digital subscriptions for FirstNews, Numeracy package, LinguaSope and IDL to support digital learning in literacy and numeracy. (SMT, LP, DB, June 2020) • Continue to use Google Classroom to support learning and teaching. Ensure all teachers set work as 'assignments' to facilitate the tracking of engagement, individualised feedback and to support pupils and parents with planning work at home. (SMT, FHs, Learning and Teaching group, August 2020)	Google Meet, including the recording of live teaching. • Consider consortia approach to support AH courses through Google classroom. • Barriers to digital learning removed for staff and pupils. Increased pupil engagement. • Staff confident in use of ICT and this is used effectively to support learning and teaching. • Digital resources are used effectively to support the development of literacy and numeracy. • Greater consistency in learning and teaching. • Improved engagement with online learning.

• Establish a baseline on the number of pupils and staff who have home access to ICT.	• Information regarding access to digital resources to be updated – staff and pupils. (SMT, August 2020) • ICT resources have been loaned to pupils to support learning at home – re-assess access requirements for August 2020. (SMT, June/August 2020)	• Access to ICT is fair and equitable. • Barriers to learning removed. • Clear procedures are in place for lending devices, including procedures for funding repairs/replacements.
• Consider how to take account of pupil voice in their learning at home.	• Pupil Council meetings will take place using Google Meet to reduce the number of pupils physically meeting and allow all pupils to participate whether they are working at home or in school. (DR/BL/LW/ IN, August 2020) • Surveys will also be used to gather feedback from all pupils about approaches to learning at home. Our first survey (May 2020) highlighted mainly technical issues and these were addressed through the production of a FAQ document.	• Pupil feedback sought and acted upon.
• 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 piloting the use of Guardian Emails within Google Classroom (All staff - August 2020) • Amend monitoring and tracking spreadsheets to	• Updates provided to pupils/parents. • Appropriate interventions in place

	• Consider how you will measure and track engagement with home learning	allow the recording of access to ICT and engagement with home learning.	and barriers to learning removed.