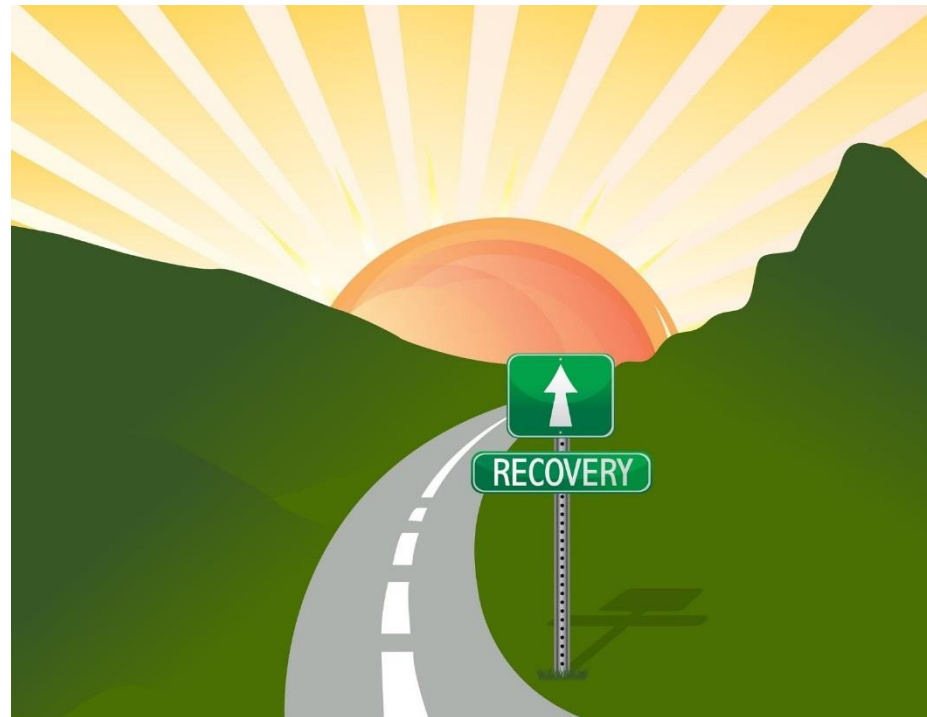




South Lanarkshire Council



Recovery Standards and Quality Report Session 2020/2021



Murray Primary School

Standards and Quality Report Session 2020/2021

About our school:

Murray Primary School is a non-denominational primary school situated within The Murray area of East Kilbride, in South Lanarkshire. Our school comprises 7 mainstream classes, we have 4 classes within our Additional Support Needs (ASN) Base and a large Nursery Class. Our vision statement is 'Learning Together, Achieving Forever.' Our core values are Inclusion, Respect, Kindness, Friendship, Honesty, Ambition and Achievement. Our mission is to "Make Murray Marvellous!"

The school roll for Session 2020/2021 was 248 pupils. Our Nursery Class was expanded in October 2020 and we can now provide 64 places for children aged 3 to 5 years of age. Murray Primary is a highly motivated school where the principles of Curriculum for Excellence and Getting it Right for Every Child are embedded in our practice. Our core values are promoted through all relationships and within our curriculum. We promote positive relationships within the school and foster an ethos which encourages all pupils to respect themselves and others. We place a very high value on nurturing our inclusive and positive ethos which encourages the participation of all and which values and embraces diversity.

We have a large staff team of 50 staff. Our Senior Leadership Team includes Head Teacher, Depute Head Teacher (ASN Base) and Principal Teacher. Our staff team includes 16 teachers and a large team of 15 school support assistants. Our Nursery Team includes a Nursery Teacher, an Early Years Team Leader, 9 Early Years Practitioners and an Early Years Support Assistant. Facilities staff including our janitor, catering and cleaning staff complete our staff team at Murray Primary.

We have active and engaged Parent Forum in Murray Primary School with several Parent Groups which play an integral role in school life. Our 'Parents Together' Parent Council group meets regularly across the school year to discuss the life and work of the school and offers parents the chance to be informed and consulted on all aspects of school life. We have a Parent Staff Association (PSA) group. This group supports our school in many ways, including organising fundraising events and activities, when it is appropriate to do so. Our Nursery Natter Parent Group meets regularly across the year to communicate, inform and consult with Nursery parents about the life and work of our Nursery.

Our school is part of the Calderglen Learning Community and we work effectively in partnership with the schools within our learning community.

Planning for and Evaluating Improvement

As children and young people returned to our buildings in August 2020 following the first National lockdown, we prioritised three key areas for development: Health and Wellbeing, Equity and ensuring Continuity of Learning for children/young people. These priorities formed the basis for our Murray Primary School Improvement Plan. What follows is a copy of this plan and a review of our successes in delivering on what we set out to achieve. As part of this review, we have identified new priorities, and these will form the basis of our new School Improvement Plan for Session 2021/2022.

Key Successes, Challenges and Achievements Session 2020/2021

The year 2020/2021 has been an academic year like no other. Due to the impact of Covid 19, there have been many changes to the school day and how we operate as a school. I am very proud of the way that our whole school community has adapted and risen to the challenges we have faced this school year. The safety of our pupils and staff is of paramount importance to us and therefore our main priority was to have systems in place to ensure the safety and wellbeing of our pupils and staff. We achieved this and made many changes to the operational workings of the school day and to our infrastructure to prioritise health, wellbeing and safety. We created innovative ways to build our school community and carry out the work of the school in new and different ways. We embraced digital technologies and used ICT to bring us together as a school community, to celebrate success and mark significant occasions in the school calendar using an online platform. The virtual activities included; assemblies, a Pantomime, Nativity, Easter Assembly, P1 Induction, P7 Leavers Assembly, Nursery End of Year Celebration and our musical extravaganza The Sound of Murray.

Remote Learning January to March 2021

What was achieved

A further lockdown in January 2021 meant that Murray Primary became a virtual school community once again with the reintroduction of home schooling and remote learning. The home schooling delivered January 2021 was very different to the delivery in the first lockdown in 2020. We embraced digital technologies and were brought together as a school community via Google Classroom, featuring live lessons and recorded lessons as the school day was uploaded onto Google Classroom. Teachers used Google Classroom effectively across all stages and uploaded daily activities, delivered live lessons and Google Meet sessions. Pupils' experience was much more similar to a day in the class. Enhanced communication was key at this time and we used emails, our school app, twitter, website and phone calls to keep in touch with our families and carry out regular wellbeing check-ins.

Challenges and opportunities

There was a rapid pace of change in January 2021 due to the delivery of remote learning during the school closure. There was a quick turnaround from delivering face to face lessons in school to live streaming lessons remotely using technology staff had never used before. Many of our staff were already confident with the use of Google Classroom but had never live streamed lessons before. Some staff started using Google Classroom for the first time in January 2021 and feedback candidly that they were much less confident with this technology. Staff worked hard to upskill themselves with Google Classroom and deliver lessons using this platform, deepening their understanding of the technology. Staff planned & delivered lessons, engaged with children and families and gave feedback on pupil learning. Promoting staff wellbeing with regards to the challenges they faced re new technology, increased workload issues and doing so when working remotely was a challenge and was something we worked hard to address. Continuing to support our children and families, maintaining communication with families and keeping up to date with family circumstances in order to offer appropriate supports was a key aspect of our work as a school.

Learning arising from the remote learning period & next steps

As a school we recognise the importance of continuing to build on staff skills and expertise within the area of digital technologies. This will ensure that the skills staff acquired and used successfully during the period of remote learning will continue to be utilised and extended. We will ensure that CLPL within the area of digital technologies maintains a high priority within our school improvement agenda ensuring that we deliver in-house CPD training and promote training delivered by SLC and beyond such as Education Scotland and Digi learn Scot. It will also be important to develop a coherent programme to maximise pupil skills and confidence within the area of digital technologies and build and extend the skills pupils have acquired.



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?

<p>Quality Indicator</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	<p>Recovery Priority</p> <p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>Key Recovery Tasks (School specific)</p> <p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>Desired Outcomes and Impact</p> <p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Whole School Wellbeing</p> <p>Rationale: School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community.</p> <p>A sense of Belongingness and Connectedness is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through Quality Relationships, and a range of Attachment Informed Practices.</p> <p>Staff will have had a range of experiences during this period and will need a flexible and personalised</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs. Plan how best to promote an attachment -informed ethos and environment that nurtures 	<p>Key Recovery Tasks: School specific & set out in 2020/2021 School Improvement Plan</p> <p>Gather feedback and information from pupils, parents and staff regarding attitudes to wellbeing.</p> <p>Update & refresh staff on the staged intervention supports available and the procedures used to access supports. Staff aware of In-House supports available in school as well as additional supports such as Specialist Support Teacher, Educational Physiologist and Social Services.</p>	<p>Desired Outcomes and Impact: School specific & set out in 2020/2021 School Improvement Plan</p> <p>Feedback will provide data to establish a baseline starting position to inform where support is required.</p> <p>All stakeholders are consulted on health and wellbeing needs ensuring empowerment and collegiality. Pupils, parents and staff are consulted and valued.</p> <p>Establish a consistent whole school approach towards creating and maintaining a positive ethos and positive behaviour based on our school Vision, Values and</p>

<p>approach that emphasises the ongoing importance of self-care.</p> <p>It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some.</p> <p>Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.</p>	<p>reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.</p> <ul style="list-style-type: none"> • Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. • Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. • Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and 	<p>Raise awareness of the significance and importance of the SLC Attachment strategy. All staff participate in SLC Attachment training.</p> <p>Prioritise time for staff meetings to discuss the wellbeing needs of their pupils especially the most vulnerable pupils. Opportunities for staff to meet and discuss pupil health & wellbeing and learning needs are scheduled to take place regularly and involve class teachers, colleagues, Senior Leadership Team, Specialist Support Teacher and additional personnel as appropriate eg Educational Psychologist. Staff members are aware of staged intervention supports available and how to access supports. Parents are consulted and informed.</p> <p>Continue to engage, involve, consult and communicate with parents using School App, website, twitter, letters and newsletters, Parent Facebook page and survey tools to gather feedback. Continue to work closely with parent groups including the Parent Council, Parent Staff Association and Parent Patter</p>	<p>Aims, PPR&UDB, Pivotal approach, GIRFEC, Nurture and Making Rights Real based on the United Nation Rights of the Child.</p> <p>Attachment training and awareness raising will enhance staff knowledge and understanding. Working in an attachment-informed way using the messages outlined within the SLC Attachment Strategy will enhance our provision.</p> <p>Effective consultation and communication between staff, partner agencies, pupils and parents will ensure that we are meeting the needs of our pupils and providing appropriate supports at the appropriate time.</p> <p>Communication and consultation systems in place between home and school ensure that parents are involved, informed, consulted and engaged.</p>
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	<p>which allow staff to be included and consulted.</p>	<p>groups. Continue to work in partnership within the Calderglenn Learning Community.</p> <p>Ensure that staff health and wellbeing is a key priority. Raise awareness of the SLC Employee Services and the supports available to all staff. Maintain effective communication systems and consult with staff regarding how to best support their needs. Consult with staff about facilitating mentor relationships/ buddy system allowing staff to check-in with someone to chat and debrief. SLT have an 'Open Door' policy available to all staff should they wish to discuss matters of a professional or personal nature.</p>	<p>Effective systems in place to communicate, consult, engage and support staff to meet their needs and ensure staff wellbeing.</p>
<p>Theme: HWB CURRICULUM</p> <p>Rationale: The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is underpinned by recognition that all Behaviour is Communication.</p> <p>Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.</p> <p>Involving children and young people in decisions is part of a rights-based approach and acknowledged as best</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Contextualise the 'Reconnection & Recovery' guidance to develop a recovery curriculum within a unique context. Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs. 	<p>Create a Recovery Curriculum to reflect the needs of our school and pupils. This will be based on and informed by feedback from all stakeholders.</p> <p>Ensure that our Curriculum and programmes delivered promote pupil Health & Wellbeing with particular emphasis on supporting resilience, mental, emotional, social, and physical wellbeing.</p> <p>Ensure that pupil voice plays a significant role in developing our curriculum rationale and is reflective of the needs of our pupils.</p> <p>Pilot the use of Emotion Works resource across the whole school to support the development of</p>	<p>Pupils benefit from the consistent implementation of the foundation building blocks of our school ethos; Vision, Values and Aims, PPR&UDB, Pivotal approach, GIRFEC, Nurture, Attachment informed practice and Making Rights Real based on the United Nation Rights of the Child.</p> <p>Health and Wellbeing is a central aspect of the recovery curriculum at Murray Primary. Consultation with all stakeholders ensures that our Health & Wellbeing programme is tailored to meet the needs of our pupils. Pupils are consulted, engaged, listened to and valued promoting self-esteem and wellbeing.</p>

<p>practice. It is strongly associated with good outcomes, including recovery from adversity.</p>		<p>children's emotional literacy and wellbeing.</p> <p>Staff observe, track and monitor pupil health and wellbeing needs. Pupils access supports and interventions as appropriate.</p> <p>Revisit initiatives to promote and support pupil health and wellbeing such as Growth Mindset and Mindfulness techniques at all stages.</p> <p>Effective systems in place at all stages to support and provide pupils with opportunities to share their feelings and emotions; eg 'Circle Time' or class 'Comment Box.'</p>	<p>Staff all involved in monitoring and evaluating learning and teaching and assessment within Health and Wellbeing to ensure curriculum is responsive to needs of all pupils</p>
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Improvement Priority 1 - Health and Wellbeing

Progress Report Session 2020/2021



What did we actually achieve?	How do we know?	What do we need to do next?
<p><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></p> <p>Further promoted the importance of our consistent whole school approach towards creating and maintaining a positive ethos and positive behaviour based on our school Vision, Values and Aims, PPR&UDB, Pivotal approach, GIRFEC, Nurture and Making Rights Real based on the United Nation Rights of the Child.</p> <p>Attachment training and awareness raising will enhance staff knowledge and understanding. Working in an attachment-informed way using the messages outlined within the SLC Attachment Strategy will enhance our provision.</p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p>In-Service Day 3 training session to refresh and further raise awareness of the importance of these key components of our whole school policy on promoting positive behaviour. This built on and reinforced the training sessions on Nurture and PPR&UDB delivered the previous session. There is a strong emphasis on the responsibility of all staff to ensure that these approaches are adhered to in order to ensure a whole school approach.</p> <p>Comment made by staff member in end of year SIP Feedback Survey. “Staff strive to be as nurturing as possible to all children in their care. We have really benefitted from the nurture and pivotal training. Staff take time to build up a positive relationship and respond to the child's needs.”</p> <p>All staff attended the 2 sessions of the SLC Attachment Strategy training.</p> <p>Comments made by a parent in end of year SIP Feedback Survey. “Inclusivity and positivity. Great communications from the school. Great staff.”</p>	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 2021/2022.</i></p> <p>Whole school approach towards creating and maintaining a positive ethos and positive behaviour. This must maintain a high priority in our SIP for 2021/2022 to ensure consistent application from all staff.</p> <p>The Attachment strategy will be revisited and must maintain a high priority in our SIP for 2021/2022 to ensure consistent application from all staff.</p>

<p>Communication and consultation systems in place between home and school ensure that parents are involved, informed, consulted and engaged.</p> <p>Opportunities given to ensure our pupils are consulted and their voices heard – Feedback requests, google forms.</p> <p>Effective systems in place to communicate, consult, engage and support staff to meet their needs and ensure staff wellbeing.</p> <p>During the period of Remote Learning we held regular staff meetings the whole staff team, teaching staff, SSA meetings & Early Years staff. Staff feedback on what was working well with Remote Learning and Google Classroom and identified what supports were required.</p> <p>Effective consultation and communication between staff, partner agencies, pupils and parents ensured that we are meeting the needs of our pupils and providing appropriate supports at the appropriate time.</p>	<p>Enhanced communication tools below used very effectively to communicate, promote and celebrate the good work of the school, consult with and inform parents. Feedback from parents has evidenced that they like the enhanced communication tools we use described below. Parent feedback is very complimentary about our communication as a school; particularly through the use of twitter to promote the work of the school and share learning with parents.</p> <ul style="list-style-type: none"> • Class email accounts • Help Desk email • School App • School Twitter • Nursery Twitter • Nursery Sway • School Website: Refreshed and further developed to become a one stop Information shop • Regular telephone call communication especially during school closures. More vulnerable families called more frequently for wellbeing check-ins. • Parent Survey Google Form feedback requests • Staff Survey Google Form feedback requests • Online Parent Council, PSA & Nursery Natter meetings held regularly • Nursery Pupil Electronic Profiles - 2 way communication tool • Pupil Survey Google Form feedback requests • Staff Health & Wellbeing Survey completed • Managing teacher workload session delivered by teaching staff • Increased time allocation dedicated to raising awareness & understanding of the 35 Hour working week & to setting the WTA. 	<p>Continue to build on our already effective communication tools to enhance this further.</p> <p>Ensure that staff workload and wellbeing remains a high priority.</p>
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<p>We piloted the use of Emotion Works resource across the whole school to support the development of children's emotional literacy and wellbeing.</p>	<p>Comments made a by staff member in end of year SIP Feedback Survey. "I think the whatsapp group, the flower fund, events for retirements etc are all excellent ways for communicating and promoting staff wellbeing. Management are excellent at checking in and providing support if required. Staff work well together and overall there is a really positive ethos within the school"</p> <p>Comments made a by staff member in end of year SIP Feedback Survey. "I think that we are a very forward thinking school which adapts well to change and embraces new technologies and ways of teaching without leaving any staff behind. We prioritise the wellbeing of both pupils and staff and we all have a clear understanding of what is expected from us. We have a very positive ethos among both pupils and staff."</p> <ul style="list-style-type: none">• Regular Review meetings involving school staff, parents and partner agencies took place online• Emotion Works programme has been piloted and rolled out across the stages. <p>Comments made by a P1 parent in end of year SIP Feedback Survey. "I can only commend the staff. This year in particular could not have been easy yet I don't feel my child missed out. For just starting school during such challenging times he settled right in and felt at ease with the staff and has absolutely thrived and enjoyed every day at school. Keep doing what you're doing."</p>	<p>Review the pilot of the Emotion Works programme and gather feedback from all stakeholders to evaluate the effectiveness of this programme.</p>
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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
<p>2.4 Personalised Support</p> <ul style="list-style-type: none"> • Universal Support • Targeted Support • Removal of barriers to learning <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Re-identifying the poverty-related attainment gap.</p> <p>Rationale: To plan effectively to address the “gap” there needs to be a clear understanding of what the current “gap” is. Learners will have had a varied experience during their home learning period, and won't necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point;</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider the experiences learners have had during the school closure period, drawing on for example: <ul style="list-style-type: none"> - Engagement data - Home-school communication - Home-learning submissions - Engagement at hubs • Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of: 	<p>Key Recovery Tasks: School specific & set out in 2020/2021 School Improvement Plan</p> <p>Class teachers to use all available data to establish a holistic baseline assessment for each pupil at the start of term. This will include using data from;</p> <p>Transition information from class teachers from last session.</p>	<p>Desired Outcomes and Impact: School specific & set out in 2020/2021 School Improvement Plan</p> <p>Staff have a clear understanding of the learners engagement in their class and any new ‘gaps’ identified</p> <p>Staff to analyse data and use information to inform planning</p>

<p>with others showing limited progress if any. Schools therefore, need to reconsider their “gap” and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.</p>	<ul style="list-style-type: none"> - Learners’ wellbeing (e.g. Boxall profile, observations, wellbeing indicators) - Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments) - Engagement (e.g. Leuven scale, observational data) - Participation (home-learning participation data) <p>Purple text gives examples of how schools may tackle this; this isn’t exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.</p> <ul style="list-style-type: none"> • Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school’s new “gap” position. This will enable identification of groups/learners/stages requiring targeted additional support. 	<p>Home learning participation and engagement data for the period of school closure.</p> <p>Assessment, tracking and monitoring data from previous school session.</p> <p>Assessments carried out at the start of the new school term to assess pupil wellbeing, engagement and participation.</p> <p>Class teachers will analyse all relevant data and compare with the most recent assessment and observation data gathered at the start of the new school term. This holistic baseline assessment will identify where supports and interventions will be required.</p> <p>All staff involved in the process of analysing data to establish where gaps are in pupil learning. This will enable identification of individuals and groups of pupils requiring targeted additional support.</p> <p>Follow an annual programme for assessments.</p> <p>Class teachers will carry out assessments in a managed approach with pupil health and wellbeing needs being paramount. Revisit previous work on engagement, using Leuven scale and observation to identify pupils</p>	<p>and appropriate next steps in teaching and learning</p> <p>Assessments identify where supports and interventions are required to meet the needs of pupils.</p> <p>Ongoing assessments will enable teachers to gauge pace, challenge, support and progress This will ensure effective targeting and monitoring of supports and interventions.</p> <p>Tracking and monitoring meetings will focus on where learners are and identify the ‘gap.’</p>
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		who may require targeted intervention or support.	
<p>Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning.</p> <p>Rationale: As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the current needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. • Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. • Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. • Review staff training needs. • Review current partnership working. • Consider how you will measure and evidence impact; plan this into home and school approaches. • Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this. 	<p>The majority of our Pupil Equity Fund budget is used to provide an additional member of staff in the role of Raising Attainment Teacher.</p> <p>Raise staff awareness of evidence-based approaches and allow them to explore approaches relevant for their own classroom and/or our whole school from EEF, and SLC recovery document. Identify examples of good practice to close gap.</p> <p>Liaise with staff regarding feedback on approaches used in class and identify any training requirements.</p>	<p>Effective and appropriate supports in place to ensure positive learning experiences and outcomes for all learners.</p> <p>Support from partner agencies sought as appropriate.</p>
<p>Theme: Tracking and monitoring impact of equity approaches.</p> <p>Rationale: To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy. • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans 	<p>Staff complete an intervention evaluation on a termly basis and discuss.</p> <p>Regular feedback meetings for staff with SLT</p> <p>Learner conversation groups to be carried out by SLT.</p>	<p>Strategies, interventions and planning reviewed and adapted if required, to meet the needs of the pupils, including pupil and parent voice.</p>

	<p>promptly and accordingly if little/no impact evidenced.</p> <ul style="list-style-type: none"> • Consider points in planning section to find alternative approaches. 		
<p>Theme: Cost of the School Day</p> <p>Rationale: The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren't before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Revisit Child Poverty Action Group Website • Read CPAG article on impacts of school closures. • Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families. • Consider how you will equip learners with the tools required to undertake home-learning. • Consider how our actions can inadvertently alienate families in poverty. • Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts. • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider staff training needs – ensure all staff are consistent in their approach to poverty. • Consider what changes will need to be made to the school calendar in light of changes to family income. 	<p>All stakeholders involved in a review of our Cost of the School Day Position Statement. Consider any further measures to minimise cost for our families.</p> <p>Wherever possible school will provide materials for daily learning.</p>	<p>All stakeholders are aware of the Cost of the School Day position statement and the significance of this to our children and families. There is a consistent approach towards maintaining this agenda across all staff.</p>



Improvement Priority 2 - Equity

Progress Report Session 2020/2021

What did we actually achieve?	How do we know?	What do we need to do next?
<p><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></p> <p>At the start of term in August 2020 class teachers used all available data to establish a baseline assessment for each pupil as this was the pupils first time back in school following the initial lockdown from March to June 2020. This included using data from; transition information, home learning participation/engagement data & tracking and monitoring data. The use of this data as well as teacher assessments and observations carried out at the start of the new school term assessed pupil wellbeing, engagement and participation.</p> <p>All staff involved in the process of analysing data to establish any gaps in pupil learning. This enabled identification of individuals and groups of pupils requiring targeted additional support. Staff have a clear understanding of the learners engagement in their class and any new 'gaps' identified.</p> <p>Below is a description of the work we did during the period of remote learning from January to March 2021. Our commitment to equity and to removing any barriers to learning is always a key commitment, ensuring that our pupils and their families were well supported especially during this challenging time.</p> <p>ICT Audit: During Remote Learning Block 1 from March to June 2020 we carried out an audit to establish families who required ICT support. Through support given by Scottish Government and SLC we were able to provide digital support for families. Families who requested support benefitted from receiving a chrome book or internet access. We carried out a further audit at the start of session 2020/2021; this identified more families who needed support. Additional chrome books and internet access support was given to families. Bespoke support was given to the families who required it. This included</p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p>Our data, knowledge of our pupils and evidence using the activities and tools shown below, gives us the information we need to prioritise support for our pupils. We have delivered targeted support through staged intervention; pupils have been supported and challenged in their learning through support from class teacher, school support staff, PEF funded raising attainment teacher and specialist support teacher. Pupil attainment is tracked and monitored to evidence progress and impact.</p> <p>Evidence came from;</p> <ul style="list-style-type: none"> • Assessments and observations • Staged intervention records • Intervention programmes • Termly tracking and monitoring meetings • School tracking system 	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <p>Continue to track and monitor pupil attainment and progress, identify gaps and ensure the appropriate supports and interventions are put in place to meet the needs of our pupils. Continue to review support for learning systems and interventions for effectiveness and impact.</p>

enhanced ICT support; school chrome book loans were given to families & school staff who needed digital support. Training and support was given to equip pupils with the technical skills required for example instructions on using Google Meet, in the form of an Etiquette helpsheet.

Resource Support Packs for families: We wanted to ensure that our families were not disadvantaged by not having access to the resources required to engage in home learning. We launched “Pick up a Pack” for our families in school and in nursery. For Nursery parents, paper packs were provided, to enable children to engage in the recommended activities in the Home Learning Activities Grid. Nursery electronic Learning Journals were used to set targets for individual children. This became a two way communication tool and was used very effectively to support pupil learning during remote learning. Parents with children in P1 to P7 were encouraged to come up to school to collect a pack of jotters, stationery & additional resources to support remote learning activities.

PEF funded Raising Attainment Teacher: Our Teacher continued liaison & engagement with families from week 1 of Remote Learning. This included families not receiving FME but where additional support was required. There was also very effective liaison with class teachers & the Raising Attainment Teacher regarding pupils requiring support for learning; to prioritise the specific area of support required within Literacy or Numeracy. We updated the support for learning section on the school website, produced physical packs for those requiring these and emailed additional support materials to other families. We coordinated a programme of enhanced support for pupils who had been receiving support for learning in school; this included pupils within our Pupil Equity Funding & beyond. We regularly emailed and telephoned parents to check in and offer support.

Support for Learning: We created a timetable of support for all classes; to provide live support for learning sessions for individuals and groups. We allocated any non-class committed teachers & School Support Assistants to classes. Staff liaised with Class Teachers about support required and then teamed up in twos to deliver live Support For Learning sessions on Google Meet. Using resources such as the 5 Minute Box.

Additional Support Needs: We created ASN packs, bespoke sensory packs, individual videos, Google meets with individuals and phone calls formed the bespoke package of support we delivered.

Pupil Wellbeing Support: Pupils who required wellbeing support were identified and targeted with additional live sessions and support from staff.

Strong Partnership work to meet the needs of pupils: We worked remotely but in close partnership with our Educational Psychologist, Inclusion, Specialist Support Teacher, Senior Manager of Pupil Support, English as an Additional language Teacher

- Progress and achievement tracking Feedback from pupils, parents & teachers
- SNSA data
- ACE achievement data
- Standardised assessment data
- Supports were put in place to meet pupils needs & timetabled

Comment made by the parent of a P7 pupil at the end of term; “Without being part of the school and its community we wouldn’t be where we are today. I just wanted to say thank you. You mean more to us than you will ever know.”

Comment made by parent in end of year SIP Feedback Survey. “I’ve been really happy with how everything has been handled from online learning to classroom participation. I feel my son is given work for his level. He absolutely loves going to school.”

Comment made by parent in end of year SIP Feedback Survey. “The staff and parent communication is fantastic, through both lockdowns, emails were answered within the day if not few hours every time. Out with

and Social Work to support our children and families. Our English as an Additional Language Teacher provided physical packs of activities for our pupils on a weekly basis. **Google Classroom:** All teachers used Google Classroom effectively across all stages and uploaded daily activities. All teachers carried out live Google Meet sessions and live lessons. Pupils' experience during the second period of remote learning was much more similar to a day in the class.

Pupil Engagement: Every Monday each class teacher emailed the parents to check-in. Learners were provided with an opportunity to 'check in' daily on Google Classroom. Teachers keep a daily record of engagement spanning over each week. This was stored in google drive and was easily accessible for SLT to monitor this on an ongoing basis. SLT met weekly to monitor engagement and identify any families who need further support with issues such as, logging onto Google Classroom, connectivity, devices etc. The Nursery Team monitored pupil engagement and liaised with Head Teacher. Engagement levels for Remote Learning Block 2 were much greater than block 1. The percentage levels of engagement show this. Class teachers and SLT communicated with families via emails and with calls to offer support for those not engaging.

Cost of the School Day position statement created and shared with stakeholders.
Support from partner agencies sought as appropriate.

covid and lockdowns, our family love the fact the senior management team are always about at drop off and pick up times."

Comment made by staff member in end of year SIP Feedback Survey. "I think covid has really helped us to develop our ICT skills. Google classroom is now used well for homework and in classroom work and chromebooks in classrooms are being used in lots of different ways."

Comment made by staff member in end of year SIP Feedback Survey. "We are very mindful of the cost of the school day."

Build on staff skills and expertise within ICT. CLPL within the area of digital technologies maintains a high priority within our school improvement agenda to capitalise on the improvements made within this area.



Improvement Priority 3 - Continuity of Learning

How will we know we've been successful?

Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> Rationale and design Development of the curriculum Learning pathways Skills for learning, life and work <p>2.3 Learning, teaching and assessment assessment</p> <ul style="list-style-type: none"> Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> Attainment in Literacy and Numeracy Attainment over time Overall quality of learners' achievements Equity for all learners 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.</p> <p>Links are included where appropriate.</p> <p>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.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would like and how it will be measured.</p>

<p>Theme: Learning In School</p> <p>Rationale: <i>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</i></p>	<p>Schools need to:</p> <ul style="list-style-type: none"> 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. 	<p>Key Recovery Tasks: School specific & set out in 2020/2021 School Improvement Plan</p> <p>Risk Assessment completed with SLT and Union Representative. This has been shared with staff in</p>	<p>Desired Outcomes and Impact: School specific & set out in 2020/2021 School Improvement Plan</p> <p>All staff issued with risk assessment and Safe Systems of Work guidance</p>
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<p><i>number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible</i></p> <p><i>It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.” The Recovery Curriculum, Think Piece</i></p> <p>Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.</p>	<ul style="list-style-type: none"> • Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. • Consider if communal and social areas could be repurposed to provide additional learning space. <p>https://www.gov.scot/publications/coronaviruses-covid-19-re-opening-schools-guide/</p> <ul style="list-style-type: none"> • Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. • Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. • Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks) • Review your school’s learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment. 	<p>the process of consultation and staff encouraged to feedback any questions or concerns. All staff issued with Risk Assessment and Safe Systems of Work documentation. Updates will be issued as appropriate.</p> <p>Shared areas and outdoor areas will be utilised and timetabled to maximise learning experiences. Outdoor learning will be promoted and encouraged. We will carry out an audit of our school environment and provide clear guidance on which areas will be used and the purpose of the learning taking place in the different learning venues.</p> <p>Staff will continue with normal collegiate working and moderation activities in accordance with the agreed Working Time Agreement.</p> <p>We will carry out a review of our approaches to learning, teaching and assessment procedures to ensure consistency.</p> <p>Ongoing assessment in a staged approach to Literacy, Numeracy and Health & Wellbeing provide feedback on pupil progress to inform next steps.</p>	<p>and are aware of the importance of adhering to this to maintain their own safety and the safety of our pupils and staff</p> <p>Outdoor learning is purposeful and has a positive impact on learners’ experiences and their health and wellbeing.</p> <p>Learning, teaching and assessment school policy created. A consistency of approach from staff to learning, teaching and assessment leading to consistently high quality learning experiences for pupils.</p> <p>Staff involved in assessing learners and analysing data to inform next steps in teaching and learning including pace of learning, support and challenge</p> <p>Pupil voice is sought and acted upon. Their views are valued and make an impact on their learning and experiences in school.</p>
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<p>Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.</p> <p>This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.</p> <p>It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.</p> <p>Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers .</p>	<ul style="list-style-type: none"> • Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated. • Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school. • Consider how to take account of parental views and pupil voice when developing the learning in your school. 	<p>Staff will be encouraged to reflect and suggest appropriate CLPL.</p> <p>Provide information for parents on the recovery curriculum using our usual communication channels including newsletters, school app and emails.</p>	<p>Parents are well informed about their child's learning throughout the year.</p>
<p>Theme: Learning At Home</p> <p>Rationale:</p> <p>A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school. 	<p>Carry out an audit to gather the views of pupils, parents and staff regarding the Home Learning delivered during the lockdown period from March to June 2020. Feedback will identify strengths and development needs to further enhance practice should there be a</p>	<p>Seeking feedback and reflecting on the home learning experiences of all stakeholders during the period of lockdown will provide the information required to improve and enhance this practice should there be a</p>

<p>learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support.</p> <p>While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.</p> <p>Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.</p>	<ul style="list-style-type: none"> • Can staff who are shielding work on developing and leading on online learning opportunities? • Take account of the existing resources you have access to and how these can be used to support learning at home. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated. • Review and plan how you will deliver and set work at home and how feedback will be given to learners. • Establish a baseline on the number of pupils and staff who have home access to ICT. • Consider how to take account of pupil voice in their learning at home. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home. • Consider how you will measure and track engagement with home learning 	<p>future need to deliver home learning in this way.</p> <p>Carry out an audit to establish how many pupils have ICT access at home.</p> <p>All staff to create a new Google Classroom for session 2020/2021. Staff training will be delivered to maximise the use of this digital resource.</p> <p>Consult with staff regarding any further training or development needs regarding providing digital, remote learning should there be a future need to deliver home learning in this way.</p> <p>Teachers have systems in place to record, track and monitor engagement with home learning.</p>	<p>future need to deliver home learning in this way.</p> <p>The views of all stakeholders on Home Learning are sought and valued.</p> <p>Staff confidence and skills in the delivery of remote Home Learning are improved. Should there be a future need to deliver home learning in this way.</p> <p>Home learning experiences for pupils are enhanced and extended.</p> <p>Feedback from parents will ensure that their views are taken into consideration and impact on any future delivery of Home Learning. Enhancing home school partnership.</p> <p>Google Classroom can be used more effectively. Pupil participation can be monitored by staff.</p>
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Improvement Priority 3 - Continuity of Learning

Progress Report Session 2020/2021

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<p><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></p> <p>Safety & infrastructure is of paramount importance. The school day is built around adherence to Risk Assessments and Safe Systems of Work and this maintains the safety of our pupils and staff.</p> <p>Prior to returning to school in August 2020; a great deal of time and effort was put into planning for the safe return of our pupils and staff. Adaptations were made to the school building such as the introduction of a one way system and new school rules introduced such as keep to the left.</p> <p>We made changes to the school day with the introduction of two playtimes and two lunchtimes. This ensures that pupils in each class have their own designated Play Zone in the Playground and their own designated dining table in the Dining Hall. Class seating plans and Dining Hall seating plans enabled us to keep our pupils within a “bubble” for safety reasons.</p> <p>Our school building and extensive grounds were timetabled effectively to enhance learning opportunities and to ensure that we maximised outdoor experiences. Our Early Years Team Leader is a trained Forest School leader and delivers Forest School sessions with our Nursery pupils.</p> <p>The views of all stakeholders on Home Learning are sought and valued. Staff confidence and skills in the delivery of remote Home Learning are enhanced through increased experience.</p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p>Comment made by parent in end of year SIP Feedback Survey. “Murray Primary is a safe space for many children.”</p> <p>Teachers planned and delivered high-quality experiences using a variety of approaches including in school learning, livestream learning, recorded lessons, independent tasks differentiated to meet the needs of the groups and individuals, Live lessons, Google meet, check ins to maintain class connection and for pastoral care, morning meetings, share learning sessions, storytelling sessions and games.</p> <p>Comments made by a parent in end of year SIP Feedback Survey. “The best school in south Lanarkshire by far. The school is always coming up with new and exciting activities to do, there is never a dull day.”</p>	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <p>Continue with strict adherence to Risk Assessments and Safe Systems of Work to maintain the safety of our pupils and staff.</p> <p>Build on staff skills and expertise within ICT. CLPL within the area of digital technologies maintains a high priority within our school improvement agenda to capitalise on the improvements made within this area.</p> <p>Continue to build and extend our pupils skills within ICT.</p>

Quality Assurance: We are confident that our programme of CPD, training and support equipped staff with the skills necessary to deliver remote learning. Google Classroom was used more effectively throughout Remote Learning Block 2. The SLT monitored all Google Classrooms to ensure consistency across stages. We sought feedback from pupils, parents and staff and acted on feedback given. Staff completed a Google feedback form regarding Google Classroom, identifying strengths & supports required. We used this information to deliver staff training on the identified areas of development. Training was delivered at online CAT nights during the period of remote learning.

Termly Tracking/Monitoring meetings take place with class teachers & SLT. These provide the opportunity to discuss planning & delivery of remote learning or in school learning.

Virtual Events: This session we have increased the use virtual events to bring our school together in the virtual platform. We purchased Web Cams so that all of our classes could participate in weekly whole school virtual assemblies. We also used the virtual platform for story telling sessions for Book Week Scotland, activities for Book Week such as the Masked Reader, transition events for Nursery to P1 and P7 to S1 also took place online. Partner agencies including the Youth Music Initiative and the Instrumental Music Service used the online delivery method. Our In-House virtual performances brought us together as a school this included our Virtual Pantomime, Virtual Nativity, Easter Assembly, P7 Leavers Assembly, Nursery End of Year Celebration and our musical extravaganza The Sound of Murray.

Comments made by a parent in end of year SIP Feedback Survey.

“I have had children attending the school for almost the last 13yrs non-stop and I can hands down say you will not find a better school in south Lanarkshire. The staff are second to none and cannot do enough for the pupils and their families. Any problems are dealt with swiftly and effectively. Keep up the amazing work everyone”

Comments made by a parent in end of year SIP Feedback Survey.

“Murray primary is a very good school and my child enjoys being at this school. I have nothing but praise for the running of the school and the way the teachers carry out the teaching.”