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**South Lanarkshire Council**

**Recovery Standards and Quality Report June 2021**



**Neilsland Primary School**

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| **Standards and Quality Report Session 20/21** |
| **Our School**  Neilsland Primary is a non-denominational school located in Laighstonehall, Hamilton. Our current school building opened in October 2013 and provides an excellent modern environment in which our children can learn and achieve. Our catchment area is Laighstonehall. However, a number of our pupils are placing requests into the school from Fairhill. The catchment area is predominantly social (Local Authority) housing.  Currently 41.8% of our children are eligible for a free school meal. Our Scottish Index of Multiple Deprivation profile is shown below.   |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | SIMD | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | % of children | 31.5 | 24.7 | 6.8% | 4.8% | 22.6% | 6.8% | 0% | 0.7% | 1.4% | 0.7% |   The current roll of the school is 146 pupils.  We have 6 classes, 6 support staff, 2 office staff, a janitor, 3 dinner ladies, 3 cleaners and a 0.6 CCC teacher.  The Senior Leadership Team has changed considerably over the last couple of years with a new Head Teacher being appointed in November 2018 and a new Principal Teacher being appointed in January 2019. The teaching staff turnover is low, with a stable and committed team in place.    Neilsland Primary School shares a campus with Woodlands Nursery Centre. Some areas and facilities are shared including the dining hall, gym hall, kitchen, staffroom, meeting room, staff tutorial room and visiting services room.    Our school vision has recently been updated. Our vision is:  **At Neilsland Primary School we ensure that everyone in our school community is welcomed, included, safe and respected. We are all happy to achieve, play and grow together.**  50301ce5-4170-4ee0-9f36-9be1c80556a9 (3)    Our values are **N**urtured, **E**ncouraged, **I**nspired, **L**ovely relationships, **S**upported, **L**aughter, **A**ttaining, **N**ew learning and **D**etermined. We aim to promote these through all our relationships and within our curriculum.  We have an active Parent Council who support the school in many ways, especially via fundraising.  We have good links with the local community and make good use of our Active Schools Co-ordinator to provide learning opportunities for children of all stages.    We are part of Calderside Learning Community and we have good links with local schools to take forward joint Learning Community initiatives. |
| **Key Successes/Challenges and Achievements Session 2020/21**  **Successes and Achievements**   * Our P5/6 teacher was a mentor on the Improving our Classrooms programme with South Lanarkshire Council and Glasgow Caledonian University. * The school took part in the Hamilton and Blantyre ‘Beat the Street’ contest. * 2 members of teaching staff passed the Level 1 Google Certified Trainer and Educator Award. * Our P5/6 class achieved the Discovery Level of the John Muir Award. * Staff at all levels have increased skills in using digital technologies to support learning. This was reflected in the high quality remote learning offer. * We successfully applied for a grant from Asda and used this to purchase additional learning resources for all children. * We successfully applied for a Microgrant to support community engagement as part of the Fairhill Community Plan. * The Winter Clothing grant received from South Lanarkshire Council allowed us to supply winter clothing to identified families. * We successfully applied for 26 Government funded Chromebooks and South Lanarkshire Council Mifi. These were issued to families to access remote learning. * We have made very effective use of digital technology to organise a number of transition activities and events. * Our JRSO Committee have organised a number of whole school activities and competitions. * Our school captains have led whole school virtual assemblies and organised a range of whole school activities. * Our whole school took part in the Road Safety calendar competition, with a P6 pupil receiving a ‘highly commended’ certificate . * Our P4/5 class took part in the Hearts for Homes Christmas campaign. * Weekly contact was made with every family during the period of remote learning from January.   **‘I feel that the school are going out of their way to ensure the children and families are feeling supported. I have had weekly check in calls to see how we are all doing and if we need any further support and assistance. I am very impressed by the contact I have from class teachers, support staff and Mrs Kelly. Any queries or concerns I have raised have been dealt with quickly and the teachers are more than happy to offer extra support and advice.’ (Parent)**   * We provided a high quality remote learning offer which comprised of 3 live Google Meets, a live weekly assembly and live sessions in Literacy and Numeracy. * All school support assistants led live, targeted interventions across Literacy, Numeracy and Health and Wellbeing for identified pupils. * Our PEF teacher created a series of Maths Recovery videos which were shared authority wide. * All parents have had the opportunity to discuss their child’s learning with class teachers via informative phone call consultations. * Our P7 class took part in South Lanarkshire Council’s Children’s Rights Consultation. * 2 P7 pupils have been involved in creating an animation to support the new Children’s Services Plan. * All staff undertook South Lanarkshire Council Attachment training. * All staff accessed digital technologies training offered by South Lanarkshire Council, as appropriate to their need. * Our school features as an example of good practice in Ensuring Equity in the CQIS Remote Learning Standards and Quality report. * All staff have been trained in Emotionworks – with whole school implementation to support recovery following closure. * All classes made Christmas cards for Hairmyres hospital to be displayed for the patients in the COVID wards. * All pupils were provided with all resources required to support in school learning, thus reducing the Cost of the School Day for families. * Nurture provision has continued at individual class level to maintain bubbles. * Our whole school performed an outdoor socially distanced ‘back together again’ celebration dance on return to school in March 2021. This featured in the local newspaper. * The Eco committee has continued over the course of the session and has engaged in litter pickups within the school community.   **Challenges**  The COVID 19 pandemic has presented schools with a number of challenges since March 2020.   * Staffing issues * Continuity of learning * Changing family circumstances * Staff and pupil wellbeing * Attainment * Transitions at all levels * Partnership working |
| **Remote Learning Jan-March 2021**  **What was achieved**   * From August, staff at all levels showed a high level of professionalism and engaged in a wide range of CLPL opportunities offered in house and through South Lanarkshire Council to upskill themselves in the use of digital technologies to support learning. Google Classrooms were established and staff used them to set homework tasks. * Collegiate time from September to December was used to record tutorials in key aspects of Numeracy across Early, First and Second Level which could be used in the event of school closure and to support remote learning for children isolating. * Prior to school closure, we surveyed all pupils and staff and successfully identified which of our families and staff would not have access to IT devices at home. We issued a combination of Scottish Government funded Chromebooks and Mifi devices and school Chromebooks to support them with this. All children were also issued with stationery (including jotters) to support remote learning. * Prior to school closure, all children were trained comprehensively in the use of Google Classroom to ensure that they were able to navigate the platform. * A range of ‘how to’ guides were produced by the school to support parents/carers in using the Google Classroom platform. * Prior to school closure, consultation took place with all stakeholders to establish an agreed whole school approach to remote learning. This was shared within the Learning Community and formed the basis of the school policy on Remote Learning. * All classes had daily differentiated tasks posted up on Google Classroom, with an agreed format and the same daily content being used across the school to ensure consistency between stages. All children had the opportunity to engage in a daily emotional check-in, a mixture of live and recorded lessons and independent tasks, as well three times weekly Google Meets involving teachers, support staff and members of the Senior Leadership Team. Children, staff and parents all reported that these Google Meets were an effective way of keeping in touch during periods of isolation and had a positive impact on their mental wellbeing. * Virtual wellbeing sessions took place on a weekly basis with identified pupils. These were very effective in offering reassurance to the children concerned and afforded them the opportunity to express any worries or concerns that they had. Almost all parents of those involved reported that their children looked forward to these virtual sessions and found them to be a great support for their children’s mental wellbeing.   **‘My children are responding really well to all the teacher contact - Meets, videos and daily messages - I think these are making a big difference to their motivation’. (Parent)**   * All support staff had responsibility for delivering a range of interventions in Literacy and Numeracy to identified pupils. This helped to reinforce the ongoing remote learning and ensure continuity.   **‘The sessions are brief so my child doesn’t get distracted. She is using her magnetic board and letters for the session at home and likes the familiarity of using the same resources she has in school. The sessions are the same as in school with the same adults which she likes’. (P3 Parent)**   * Virtual Maths Recovery sessions were implemented with groups of targeted children. * Support staff recorded themselves reading stories for P1-3 children. These were posted on the Google Classrooms and ensured that children still had the opportunity to engage in Reading for Enjoyment. * The CCC teacher developed stage appropriate wellbeing Google Classrooms. She posted a range of activities on a weekly basis to promote social and emotional family wellbeing. * Children, parents and staff were regularly consulted on our home learning provision, and, based on their feedback, we adjusted our offering accordingly, as required. * Weekly updates from the Head Teacher with detailed information about timetables and plans for the following week kept families informed about any changes so everyone knew what to expect. * Members of the support staff team contacted all families on a weekly basis to check-in and offer pastoral support. This was also valuable in providing a further opportunity for families to feedback on the remote learning offer. * Technical support from HT was available on a daily basis to any family who required it. * Across the school, staff worked very effectively in trios to share good practice, and to offer pastoral support to one another. * The Head teacher also arranged weekly virtual meetings with teachers and support staff. These were effective in keeping staff abreast of any Covid updates and allowed the opportunity for staff to ask any questions or voice any concerns. * Staff at all levels worked on a rota to deliver in-school learning provision as part of our P1-3 and P4-7 Hubs. Those who were working from home then took responsibility for their colleagues’ Google Classroom. * Staff diligently kept track of the children who engaged on Google Classroom, as well as those who uploaded work and those who participated in Google Meets. * All children received either verbal or written feedback on all work that they uploaded. * Members of the SLT then made follow-up phone calls to those who were not engaging to find out the reasons why and what sort of support could be offered. * Additional physical resources were made available for collection from the school office for all of our families, thereby promoting inclusion for all. * Winter clothing was allocated and issued to children. * School values were celebrated during weekly assembles and values based challenges set for the children. * Home learning achievements and wider achievements of children were celebrated during weekly live assemblies.   **Evidence**  Staff at all levels engaged in a wide range of CLPL, both in school and from South Lanarkshire Council, in order to upskill themselves in the use of digital learning. This had a positive impact in empowering staff to deliver high quality teaching and learning through the use of live and recorded lessons, Google Meets and provided them with the skills to provide personal feedback (verbal and written) on any work that the children uploaded.  All children logged on to Google Classroom during lockdown. On average, 75% of children regularly posted up evidence of work completed each week, completing the majority of tasks set. This figure includes the February Weekend when the children were off school for 3 days and the local area experienced heavy snow, a week when engagement and participation was generally much lower across the whole school. In addition, an average of 72% of children engaged in at least one Google Meet each week.  Across the school, children in our non-targeted cohort had a much higher level of engagement than those living in SIMD 1/2 and/or FME, with an average of 94.3% engaging and posting up work compared to 73.4% of our targeted children. 75.2% of our families are targeted. All data was analysed by SLT and staff and used to identify trends within classes and at specific stages. We subsequently targeted follow up support and interventions accordingly.  **Engagement Levels by Stage**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | | **Primary 1** | 65% | 75% | 65% | 75% | 70% | 65% |  |  | | **Primary 2** | 76% | 91% | 76% | 85% | 67% | 72% |  |  | | **Primary 3** | 59% | 64% | 82% | 77% | 51% | 54% |  |  | | **Primary 4** | 67% | 69% | 79% | 63% | 57% | 68% | 71% | 68% | | **Primary 5** | 62% | 85% | 90% | 90% | 67% | 81% | 80% | 81% | | **Primary 6** | 63% | 100% | 100% | 100% | 67% | 73% | 80% | 77% | | **Primary 7** | 69% | 66% | 71% | 75% | 79% | 83% | 79% | 75% |   **Challenges**   * Lack of engagement by some families, particularly those within our targeted group despite regular contact and various offers of support and issuing Scottish Government devices. Places were offered in the Emergency in-school provision, but these were not taken up. As a result, we have targeted intense support this term to bridge the gaps which arose during the period of remote learning. * Offering stimulating and engaging experiences for the pupils remotely when the children had very limited access to resources. * Some families struggled to access Google Classroom. We produced various guides to support families. The SLT were available daily to support families in how to use Google Classroom or to set up devices. This proved to be most effective. * Some families struggled to upload work to Google Classroom. We offered a range of alternatives including emailing documents, emailing photographs or sharing of work during live group sessions. A few families completed work in jotters and these were returned to school and marked by the teacher after a period of quarantine. * Changing family circumstances meant that for some families who previously indicated that they had access to technology , this was no longer the case. We issued all available school devices on temporary loan to ensure that all families had access to technology. * Some larger families struggled as they were sharing devices and prioritising the home learning depended on the needs of each child. * Changing family circumstances have resulted in greater FME, which has altered the school profile. * Four new children joined the school during the period of remote learning – this proved difficult in terms of ensuring that their learning experiences were pitched at an appropriate level. * The attainment gap has increased. As a result, we have carefully targeted intense support this term to bridge gaps which arose during the period of remote learning. In particular, attainment in writing has fallen. This will be a priority in 2021-2022 School Improvement Plan. * We have been unable to facilitate a comprehensive programme of pupil leadership and collaborative learning from each stage across the school. Should class bubbles remain in place next session, we will plan accordingly to find a workable solution.   **Opportunities**   * All staff have had the opportunity to contribute to a unique learning experience. * We have now established the capacity for children to have positive, continuous learning experiences from home –eg. if isolating. * All staff have improved their skills and confidence in using digital technology to create progressive learning opportunities. * All children have improved their skills in using technology. * All staff engaged in rich collaborative working experiences. * Shared planning for some curricular areas has reduced planning for staff. * The school community has strengthened and relationships with families improved. * Staff have increased knowledge, awareness and understanding of families and their circumstances. * Staff have been able to incorporate new skills in technology and experiences from home learning into in class practice to good effect – eg. recorded tutorials. * An increased range of innovative ways to communicate with parents/carers effectively. * As a school we have and continue to reflect on and review our curriculum.   **Learning arising from this period/next steps.**   * We realise that we need to make regular use of Google Classroom so that this platform remains a familiar resource for all children and their families. As a result, this is now how we issue weekly homework, as well as school challenges and competitions. * We will continue to offer/identify CLPL opportunities in digital technologies in order that staff continue to update their skills in line with new developments. * Due to changing family circumstances, we have a number of families who now do not have appropriate access to technology. As a result, we will try to organise a lending facility to ensure that we are providing inclusive experiences for all. * We also have heightened awareness of the importance of relationships as part of positive health and wellbeing. Consequently, the development of attachment-informed practice will both become a key focus for us next session. * Our data shows significant gaps in reading. The analysis of data identifies the need for a more focussed whole school approach to building and sustaining a whole school reading culture. We will be engaging in the Reading Schools programme to offer a coherent structure for all of our reading initiatives and activities. * Our data shows significant gaps in writing. It is hoped that development of children’s reading skills will also have a positive impact on writing skills through increased vocabulary and exposure to texts. We will also be reviewing our writing programme and developing learning and teaching strategies in writing, particularly in P4-7. * We aim to create family learning opportunities to support our attainment agenda in Literacy and Numeracy. |
| **Planning for and Evaluating improvement**  ***As children and young people returned to our buildings in August 2020 following the first National lockdown, we prioritised three key areas for development: Health and Wellbeing, Equity and ensuring Continuity of Learning for children/young people. These priorities formed the basis for our School Improvement Plan.***  ***What follows is a copy of this plan and a review of our successes in delivering on what we set out to achieve. As part of this review, we have identified new priorities, and these will form the basis of our new School Improvement Plan for Session 2021/22.*** |

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| **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 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. | **Schools need to:**   * Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. * Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs. * Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. * Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. * Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. * Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. * Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. * Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and which allow staff to be included and consulted. | **Key Recovery Tasks (school specific)**   * Complete baseline PASS assessment with every P4-P7 child. * Analyse results of PASS assessment. * Children complete ‘What Matters to Me’ booklet in school and report on lockdown achievements at home. * All staff to be trained in Attachment Theory by attending an SLC webinar organised by Psychological Services. * All staff to attend appropriate attachment training * All staff to complete Practitioner Reflection Tool. * All staff complete Individual Readiness Checklist. * SMT to complete Whole School Readiness Checklist * School to identify Attachment Lead and Attachment Ambassador * Using collated PASS results, school will identify appropriate partners that can support staff and children with the recovery process. * Establish a baseline questionnaire to find out parents and other stakeholders initial understanding of attachment. * Use resources provided by SLC to share key information about SLC’s Attachment Strategy with parents and other stakeholders. * Repeat parents’ questionnaire. * Google Form to be created to ascertain the experiences of all members of staff during lockdown and use this to identify their wellbeing needs. * Staff will be organised into supportive buddy groups and ground rules established. * HT will become part of a buddy trio with other HTs in the Learning Community | **Desired Outcomes and Impact**   * The school will better understand the impact of lockdown and remote learning on pupils’ attitudes and mindsets, as well as their readiness to resume school routines. * We will be able to identify children who might need additional support and intervention and see key trends across identified groups, classes and whole school. * All staff will have attended a webinar. * Relevant attachment training will be completed by all staff. * Collated results of checklists will show CLPL needs for individuals. * Completed checklist will show CLPL needs for school. * Attachment Lead and Attachment Ambassador will be identified and play a key role in leading developments within the school * Relevant key partners and their role will be identified * Key partners will support recovery process * Parents and other stakeholders will develop a deeper understanding of the Attachment Strategy and their role in supporting positive relationships * Wellbeing needs of staff will be identified and plans put in place to support them. * All staff will be included in a buddy group and any relevant information will be shared confidentially with SMT. * HTs will communicate regularly and will feel supported by peers. |
| **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 approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity. | **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 * Enable opportunities for children and young people’s voices to influence decisions and ensure the curriculum is responsive to needs. | * All staff will receive refresher training on PPRUDB. * All staff to be trained in the 6 key principles of Nurture. * Refine planning to focus primarily on Numeracy, Literacy and HWB. * Purchase and train all staff in the use of Emotion Works Recovery. * Agree on how the A-Z of Resilience will be shared and used with children and parents. * Create daily check-in models to suit children’s age and stage of development. * Review wellbeing indicators with all children. * Children to complete SHANARRI wellbeing assessment to show how they are feeling at home and in school. | * Staff of all levels will demonstrate their understanding of PPRUDB in their daily interactions with others. * All staff will understand the key principles of Nurture and apply this to a whole school approach. * All teaching staff will plan to meet children’s needs in Literacy, Numeracy and HWB. * All teaching staff will use Emotion Works with their children. * Staff, children and parents will develop an understanding of the A-Z of Resilience. * All children will emotionally check in each day. * Children will have an understanding of all 8 wellbeing indicators. * Collated results of assessments will be used to inform future planning |

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| **Improvement Priority 1 - Health and Wellbeing**  **Progress Report June 2021** | | |
| **What did we actually achieve?** | **How do we know?** | **What do we need to do next?** |
| **Key Recovery Tasks (school specific)**   * Baseline PASS assessments were completed with all P4-P7 children. * The results of PASS assessments were analysed and shared with all relevant teaching and support staff. * Wellbeing interventions were planned using the results of the PASS assessments. * All children completed a ‘What Matters to Me’ booklet in school and reported on lockdown achievements at home. * All staff have been trained in Attachment Theory by attending two SLC webinars organised by Psychological Services. * All staff completed Practitioner Reflection Tool. * All staff completed Individual Readiness Checklist. * SLT completed Whole School Readiness Checklist * School identified Attachment Lead and Attachment Ambassadors * Google Forms created to ascertain the experiences of all members of staff during lockdown and used to identify their wellbeing needs in August 2020 and February 2021. * All staff were organised into supportive buddy groups, meeting on a weekly basis. * HT has become part of buddy trio with other HTs in the Learning Community | **Desired Outcomes and Impact**  The results of the PASS assessments helped the school to better understand the impact of lockdown and remote learning on pupils’ attitudes and mindsets, as well as their readiness to resume school routines.  As a cohort group, the results showed that feelings about school and attitudes towards teachers was very high (92.3% and 91.7% respectively) whilst learner self-regard was particularly low (66.3%).  Teaching staff and support staff used these results to inform teaching and learning strategies and to identify and target children who needed additional support and interventions to help raise standards of attainment and pupils’ wellbeing. Key partners such as Educational Psychologist, SST and Wellbeing Scotland have supported recovery process for identified pupils.  Results were also used to identify key trends across identified groups, classes and whole school.  Results reflected that pupil attitudes and mindsets were more positive in P4 and P5, with lower percentages at P6 and P7.  The results reflected that gender did not impact individual readiness to learn.  The ‘What Matters to Me’ booklet helped staff to understand the pupils better as individuals and to develop more meaningful relationships with them based on their individual interests.  All staff have attended webinar and Part 1 and 2 SLC training sessions on Attachment. This has helped all staff to develop a greater understanding of children’s behaviour and responses in different situations. It has also contributed to further developing the positive, nurturing ethos within the school. This is evidenced in learning walks and conversations with all pupils and staff and in evaluations and questionnaires completed by both staff and children.  SLT collated results of checklists and CLPL needs for individuals and for school were identified, namely increased opportunities for sharing/observing good practice in attachment informed approaches. As a result, all staff have been grouped in learning trios to support sharing of good practice.  Attachment Lead and Attachment Ambassadors have been identified and have played a key role in leading Nurture developments within the school. Nurture has taken place with identified children at class level.  All staff attended refresher training on the 6 principles of Nurture. All 6 nurture principles were revisited in August/September and have been incorporated into Health and Wellbeing planning and delivery over the course of the session. 12 children from P1-4 were targeted for class level nurture this session. Attendance and punctuality has improved for all children who attended. Engagement has increased for 83% of the children who attended nurture.  A Google survey was carried out with all staff.  Collated feedback showed that 92.4% of teaching staff felt very well supported during the period of school closure due to strong communication and the support of colleagues and SLT.  Wellbeing needs of staff were identified and discussed as appropriate with individual members of staff. Plans were put in place to support them.  All staff were signposted to SLC wellbeing supports.  **‘I know that I can reach out to the SMT at any time, no matter how small my question/worry is. Everything regarding updates, changing guidelines are communicated with staff straightaway. Encouragement and gratitude is shown a lot - it is so nice to feel appreciated and know we are doing a good job!’ (Class Teacher)**  100% of support staff reported that they feeling very well supported closure. Their key role within remote learning helped them feel part of the team.  **At Neilsland we go above and beyond to help make things work. This has been a challenging time for all staff, children and parents but we have all pulled together and worked through this to support the children in their learning.’ (SSA)**  All staff have weekly meetings as part of a buddy group and any relevant information is shared confidentially with SMT.  **‘I feel 100% supported. My colleagues are always on hand to offer advice and to help resolve any issues. I know that I can talk to anyone. We all support one another.’ (SSA)**  This also facilitated the sharing of good practice and excellent collegiate working opportunities.  HTs communicate regularly and there is a high level of pastoral support from peers. There is excellent collegiate working between the 3 schools. Good practice is shared, which has led to a reduced workload. | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.***  Implement SLC’s Attachment Strategy across the establishment.  Share key pledges of SLC’s Attachment Strategy with children and parents.  A-Z of Resilience to be shared and used with parents. Continued focus with the children.  Children to complete Glasgow Wellbeing Assesment to show how they are feeling at home and in school.  Raise staff awareness of Adverse Childhood Experiences (ACEs)  Provide opportunities for participation in extra curricular activities, including family learning experiences.  Introduce Peer Mediators. |
| * All staff received refresher training on PPRUDB August 2020. * All staff were trained in the 6 key principles of Nurture August 2020. * Emotion Works Recovery purchased and all staff trained in the use of. * A-Z of Resilience was shared and used with children. * Daily check-in models suited children’s age and stage of development were created and are used consistently throughout the school. * Wellbeing indicators were reviewed with all children. | All staff of all levels demonstrate their understanding of and apply the principles of PPRUDB in their daily interactions with others.  Staff have developed a greater understanding of children’s behaviour and responses in different situations. It has also contributed to further developing the positive, nurturing ethos within the school.  **‘I have embedded the PPRUDB principles within my daily practice. PPRUDB training has facilitated a whole school approach in dealing with a wide variety of behaviours.’ (Teacher)**  All staff understand the key principles of Nurture and apply this to a whole school approach.  Attachment Lead and Attachment Ambassadors have played a key role in leading Nurture developments within the school.  All staff attended refresher training on the 6 principles of Nurture. All 6 nurture principles were revisited in August/September and have been incorporated into Health and Wellbeing planning and delivery over the course of the session.  Nurture sessions continued with identified pupils during the period of remote learning. Nurture has taken place with identified children at class level in school. 12 children from P1-4 were targeted for class level nurture this session. Attendance and punctuality has improved for all children who attended. Engagement has increased for 83% of the children who attended nurture.  **‘Nurture sessions have been brilliant for my child, she has become more outgoing, getting up early to come to school and smiling much more, she is happier at home.’ (P2 Parent)**  All teaching have planned throughout the session to meet children’s needs in Literacy, Numeracy and HWB.  All teaching and support staff use Emotion Works with the children.  The language of Emotion Works is used consistently in school by all staff in all dealings with pupils – both in and out of the classroom. Almost all children have a better ability to recognise and understand their feelings and emotions, including triggers for some negative emotions.  **‘Emotionworks has been a great tool to facilitate the children’s understanding of their own emotions and the language used has aenabled them to talk about them with greater knowledge.’ (Teacher)**  **‘When speaking to children from different classes I feel confident in using the Emotionworks language, knowing that the pupils understands and is able to verbalise their emotions.’ (PT)**  All staff and children have developed a knowledge and understanding of the A-Z of Resilience and at the start of the session a series of meaningful activities were planned into the health and wellbeing programme to develop children’s awareness and understanding of strategies to use in challenging circumstances. Our self-evaluation reflects that continued work on resilience is required next session, both with the pupils and to include parents/carers.  All pupils and staff had the opportunity to discuss their own experiences of lockdown. This allowed people to reflect on the range of experiences – both positive and negative that people had faced.It also provided an opportunity to reconnect and ease back into school life.  **‘I found discussing the experiences of my class during lockdown on their return to school gave me a greater understanding about how their experiences had affected them. It allowed them to talk openly about their concerns on returning to school as well as sharing positive lockdown experiences**.’ **(Teacher)**  All children emotionally check in at the start of each day. Teachers and support staff then follow up with children who may need additional emotional support to help them become ready to learn.  All children have knowledge and understanding of all 8 wellbeing indicators. |  |

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| **Improvement Priority 2 - Planning for Equity** | | | **How will we know we’ve been successful?** |
| **Quality Indicator**  **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 | **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:** Re-identifying the poverty-related attainment gap.  **Rationale:** To plan effectively to address the “gap” there needs to be a clear understanding of what the current “gap” is. Learners will have had a varied experience during their home learning period, and won’t necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point; with others showing limited progress if any. Schools therefore, need to reconsider their “gap” and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning. | **Schools need to:**   * Consider the experiences learners have had during the school closure period, drawing on for example: * Engagement data * Home-school communication * Home-learning submissions * Engagement at hubs * Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of: * Learners’ wellbeing (e.g. Boxall profile, observations, wellbeing indicators) * Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments) * Engagement (e.g. Leuven scale, observational data) * Participation (home-learning participation data)   Purple text gives examples of how schools may tackle this; this isn’t exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.   * Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school’s new “gap” position. This will enable identification of groups/learners/stages requiring targeted additional support. | **Key Recovery Tasks (school specific)**   * School will identify how to collect information on children’s level of engagement during lockdown. * Implement PASS assessments with P4-7 children. * Complete P1 baseline assessments * Complete NGRT, Schonell Spelling, BURT Reading and Salford Reading assessments with all children. * Complete MALT assessments with all children. * Track and monitor children’s level of engagement in Literacy and Numeracy using the Leuven scale on a termly basis. * Track and monitor children’s level of engagement during recovery on a termly basis. * Staff complete attainment predictions 3 times annually. * Children’s attendance will be monitored monthly. * Exclusion data to be monitored termly | **Desired Outcomes and Impact**   * Collated information will where more support may be needed. * Collated results will show where more support and interventions may be required. * Collated results will show where more support and interventions may be required. * Collated results will show where more support and interventions may be required. * Collated results will show where more support and interventions may be required. * Collated results will show where more support and interventions may be required. * Collated results will show where more support and interventions may be required. * Collated results will show where more support and interventions may be required. * Collated results will show where more support and interventions may be required. * Collated results will show where more support and interventions may be required. |
| **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](https://educationendowmentfoundation.org.uk/covid-19-resources/) resources helpful when considering this. | * Complete PEF consultation with all stakeholders * Discuss poverty-related attainment gap with staff and agree on approaches to close this. * Identify staff training needs is response to gap analysis. * Identify how we will measure and evidence impact of PEF interventions during school and home learning. * Identify resources that will be required to support the most disadvantaged learners. | * All stakeholders will agree on how PEF funding will be used to support the recovery phase. * All staff will agree on identified approaches to support the school in closing the poverty-related attainment gap. * Staff training needs will be met. * PEF interventions will be monitored to ensure that they are having an impact on children and adjusted accordingly. * Resources will be utilised by targeted children. |
| **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. | * Identify what will be measured to show the impact of equity approaches. * Identify when, how and by whom these key measures will be implemented, monitored and evaluated. * Staff, pupils and parents will be consulted re progress of identified approaches. * Adjust planning if equity approaches are showing little/no impact. | * Key measures will be identified. * Key staff will be identified and timelines agreed. * The views of staff, pupils and parents will identify what is/is not working and planning will be adjusted accordingly. |
| **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](https://cpag.org.uk/cost-of-the-school-day?gclid=EAIaIQobChMI79SKvszE6QIVyrTtCh1m-gmlEAAYASAAEgImRPD_BwE) * Read [CPAG article](https://cpag.org.uk/file/4912/download?token=ytkETSll) 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. | * All staff will revisit the Child Poverty Action Group website. * All staff will read the CPAG article on the impact of school closures. * Review and update CoSD Position Statement and share with all stakeholders. * Using knowledge/ intelligence, identify what resources will be required to support home learning and who will need these. * Identify financial supports available to families and signpost these to them. * Identify staff training needs linked to CoSD. * Review and update school calendar. | * All staff will gain increased knowledge of information available on CPAG website. * All staff will become more aware of the impact of school closures. * CoSD Position Statement will be updated to reflect current situation. * Charges for families will be eliminated where possible. * Where possible, relevant resources will be provided for identified children. * Financial supports will be accessed by families. * Where needed, relevant staff training will be undertaken. * School calendar will be updated to reflect current situation. |

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| **Improvement Priority 2 - Equity**  **Progress Report June 2021** | | |
| **What did we actually achieve?** | **How do we know?** | **What do we need to do next?** |
| ***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.***   * School identified systems for collecting information on children’s level of engagement during lockdown.   A range of summative assessments were carried out during august and September with children from all stages.   * P1 baseline assessments were completed. * NGRT, PM Benchmarking, Schonell Spelling, BURT Reading and Salford Reading assessments were completed by all children (P2-7). * MALT assessments were completed by all children (P2-7). * Children’s level of engagement in Literacy, Numeracy and HWB tracked and monitored using the Leuven scale on a termly basis. * Staff completed attainment predictions 3 times over the course of the session. * Systems to measure and evidence impact of PEF interventions during school and home learning were identified. * Identify Resources identified as required to support the most disadvantaged learners. * Resources required to support home learning identified and who needed them. * Child Poverty Action Group website revisited by all staff. * CPAG article on the impact of school closures read by all staff. * Families signposted to financial supports available to them. * School calendar reviewed and updated. | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.***  Staff across all stages consistently recorded children’s level of engagement using traffic light system. This information was used to identify children who did not engage in home learning during and prompted dialogue with families to offer further support. The information was also passed on as part of the class to class transition process.  These assessments allowed class teachers to ascertain children’s progress within Literacy and Numeracy pathways. Collated results facilitated appropriate groupings within classes and showed where more support and interventions were required.  Results in the early stages identified gaps in phonological awareness, particularly in P2 and P3. As a result, specific children were targeted for daily phonological support using Literacy 5 min box and phonological awareness programme. A comprehensive programme of interventions and timetable of support was put in place.  All support staff had responsibility for delivering a range of interventions in Literacy to identified pupils during the period of remote learning. This helped to reinforce the ongoing remote learning and ensure continuity.  **‘My intervention allows me to reinforce previously taught knowledge that the pupils were struggling with and target areas requiring extra practice. It keeps the class routine going as the pupils and format are the same as I do in school. (SSA)**  All targeted children in P2 and P3 made significant progress in reading and are now working at expected levels. Attainment in reading in P2 and P3 has increased.  Numeracy assessments in P4 and P5 identified significant gaps in learning in grouping and place value and multiplication and division. A comprehensive programme of maths recovery interventions and timetable of support was put in place for 8 children from targeted group. All support staff had responsibility for delivering a range of interventions in Numeracy to identified pupils during the period of remote learning. This helped to reinforce the ongoing remote learning and ensure continuity. Virtual Maths Recovery sessions were also implemented with groups of targeted children.  **I love numbers, big numbers. I like using my whiteboard to add big numbers. I like it because I Work with Miss X in school too. (P4)**  Almost all children have met all of the intervention targets set and are now less than a year behind their expected age.  We have a robust system in place for tracking and monitoring children’s attainment and level of engagement in Literacy, Numeracy and HWB tracked and monitored using the Leuven scale on a termly basis. Engagement levels.  P3 – Engagement levels increased for 17% of children from targeted group with almost all targeted children being 4 or 5.  P4 - Engagement levels increased for 22% of children from targeted group with almost all targeted children being 4 or 5.  P5 - Engagement levels increased for 4% of children from targeted group with almost all targeted children being 4 or 5.  P6 – Engagement levels increased for 27% of children from targeted group with all targeted children being 4 or 5.  P7 – Engagement levels increased for 1% of children from targeted group with almost all targeted children being 4 or 5.  We sent home a questionnaire for families to help us to identify resources required to support home learning. Physical resources were sent home to all families. We received 26 Government funded Chromebooksand Mifi and these were successfully allocated to identified families. We also loaned all available school devices in order that every child witihn the school had access to the appropriate resources to enable fthem to access home learning. 73.4% of our targeted children engaged frequently and posted up almost all learning. Additional support was also available on daily basis from SLT as well as weekly calls to all families. As a result engagement levels increased considerably from the first period of remote learning.   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | Overall Engagement | | | | | | | | |  | P1 | P2 | P3 | P4 | P5 | P6 | P7 | | March-June 2020 | 43% | 39% | 21% | 28% | 56% | 39% | 27% | | December –Feb/March 2021 | 69% | 78% | 65% | 68% | 80% | 83% | 75% |   We recognise the continuing need to target some learners who did not engage with home learning despite the range of supports in place.  All staff had the opportunity to visit the Child Poverty Action Group website. This raised their awareness of poverty, the causes and effects of poverty and the impact of school closures on families. All staff relected on the families within the school and the learners within their class, considering the different ways in which coronavirus may have affected them.  All staff are more aware of the emotional impact of school closures, the imporatnce of connections and relatonships and resilience/  They are also more aware of the financial implications of home learning - the fact that families may have been pushed deeper into poverty due to the effects of the coronavirus and that a number of families are now experiencing poverty who weren’t before.  This has been noticeable in the increasing number of children entitled to FME.  Our practice this session had focused on ensuring that we are doing all that we can to ease the financial pressure on families, poverty-proofing our approaches to ensure no learners have missed out due to financial constraints.  We modified our school uniform this session and had a stock of nearly new uniforms avaiable.Almost all children wear uniform to school.  We have ensured that we have not asked families for any additional monies this session. Any in schol activities have been free.  We have applied for funding to offer winter clothing to identified families.  We have worked with key partners to provide food parcels and Christmas presents to identified families.  Our families are directed to all known financial supports through our school Twitter page, schol website and on newsletters.  We also contact identified families for additional support from key partners.  **‘As a result of the good relationships that we have built with our pupils and families I feel that we have been able to offer targeted pastoral and academic support where needed. Parentsfeel comfortable in approaching us for help and we have open and regular lines of communication with our parents. The school is very much a part of the community.’ (Teacher)** | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.***  Health and Wellbeing  Introduce Glasgow Wellbeing Assessment (GWA) to all stages.  Complete Boxall Profiles for all children who are shown to have significant HWB barriers.  Use Boxall Profile findings to plan interventions within their own class to target the wellbeing of specific children.  Revise the Principles of Nurture with all staff and children.  Share the Principles of Nurture with all stakeholders.  Establish Nurture groups which will run twice weekly for identified children.  Punctuality:  Identify baseline punctuality figures for each pupil.  Monitor punctuality figures fortnightly.  Questionnaire/dialogue undertaken by Equity Lead to understand specific barriers to punctuality.  Engage with identified families to help improve punctuality.  Engage with CT to ensure curriculum is relevant, challenging and appropriate for identified pupils.  Numeracy:  Provide a learning block after-school for identified pupils and their parents/carers.  Create home-learning packs to encourage further learning at home  Introduce Numeracy 5-Minute Box (P2-3) to targeted children who are not on track to achieve.  Introduce Maths Recovery to targeted children (P4-7) who are not on track to achieve.  Literacy  Class teacher to work with identified pupils in small groups and/or one-to-one twice per week.  Introduce Phonological Awareness (P2-3) to targeted children who are not on track to achieve.  Introduce Numeracy 5-Minute Box (P4-5) to targeted children who are not on track to achieve.  Introduce paired reading, Toe by Toe and Wordwasp (P6-7) to targeted children who are not on track to achieve.  Requisition new texts which will engage pupils in reading.  Create physical resource packs to support home learning.  Introduce a homework club twice weekly (before school/lunchtime) for identified children.  Establish lending library for IT resources to support home learning.  Work with staff to encourage punctuality in their class through fostering effective relationships  Review and update CoSD Position Statement and share with all stakeholders. |

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| **Improvement Priority 3 - Continuity of Learning** | | | **How will we know we’ve been successful?** |
| **Quality Indicator**  2.2 Curriculum   * Rationale and design * Development of the curriculum * Learning pathways * Skills for learning, life and work   2.3 Learning, teaching and assessment  assessment   * Learning and engagement * Quality of teaching * Effective use of assessment * Planning, tracking and monitoring   **3.2** Raising Attainment and Achievement   * Attainment in Literacy and Numeracy * Attainment over time * Overall quality of learners’ achievements * Equity for all learners | **Recovery Priority**  These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.  Links are included where appropriate.  **Please note - there are 2 Head Teacher consultative groups currently working with senior officers to produce Local Authority suggested recovery phase ‘curriculum models’ for both the Primary and Secondary sectors. As soon as the recommended models have been assessed for operational practicalities (including services such as cleaning, transport, catering etc) they will be emailed to all Head Teachers.** | **Key Recovery Tasks (School specific)**  This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets. | **Desired Outcomes and Impact**  This section should give a brief indication of what success would like and how it will be measured. |
| **Theme:** Learning In School  **Rationale:**  *The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment,*  *Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible*  *It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.”* **The Recovery Curriculum, Think Piece**  Schools 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 . | **Schools need to:**   * Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision. * Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. * Consider if communal and social areas could be repurposed to provide additional learning space.   <https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/>   * Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. * Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. * Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks) * Review your school’s learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment. * Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide. * Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated. * Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work. * Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school. * Consider how to take account of parental views and pupil voice when developing the learning in your school. | **Key Recovery Tasks (school specific)**   * Identify which staff will be returning in August. * Identify which children will be returning in August and divide them into 2 groups. * Complete a capacity audit and risk assessment to identify which areas of the school can be utilised and the implications of this terms of curriculum delivery. * See above * Consider how Literacy, Numeracy and HWB can be delivered within identified physical spaces in line with staff capacity. * Consider how non-class contact time on Wednesdays can be used to support staff to work collegiately to moderate and assess the identified learning. * Consider how there will be continuity in learning between the 2 groups of children attending school on different days. * Identify how learning and teaching will be assessed. * Track and monitor children’s level of engagement in Literacy and Numeracy using the Leuven scale on a termly basis. * Track and monitor children’s level of engagement during recovery on a termly basis. * Staff complete attainment predictions 3 times annually. * Consult with staff to identify recovery curriculum model for school. * Identify CLPL requirements linked to this recovery model. * Consult with staff to identify which areas of the curriculum are best suited to in school and home learning. * Consult with staff, children and parents/carers to agree on how best to share this information with families. * Consult regularly with parents/carers and children to review the learning provision in school. | **Desired Outcomes and Impact**   * Returning staff will be identified. * Returning children will be identified and divided into 2 groups. * Capacity audit will identify which areas of the school can be utilised for learning. * All staff will be aware of the expectations in terms of delivery of Literacy, Numeracy and HWB within the school and use this to inform their planning, learning and teaching. * All staff will engage in collegiate working. * There will be continuity of learning between the 2 groups of children. * Learning and teaching will be assessed consistently across all stages based on SLC guidance. * Collated results will show where more support and interventions may be required. * Collated results will show where more support and interventions may be required. * Collated results will show where more support and interventions may be required. * Based on SLC guidance, recovery curriculum model will be developed to suit the context of the school. * Relevant CLPL will be undertaken. * Agreed areas of the curriculum will be taught in school and as part of home learning * Key and relevant information will be shared with children and parents/carers. * The results of termly consultations will inform future learning provision in school. |
| **Theme:** Learning At Home  **Rationale:**  A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support.  While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.  Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty. | **Schools need to:**   * Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school. * Can staff who are shielding work on developing and leading on online learning opportunities? * Take account of the existing resources you have access to and how these can be used to support learning at home. * Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated. * Review and plan how you will deliver and set work at home and how feedback will be given to learners. * Establish a baseline on the number of pupils and staff who have home access to ICT. * Consider how to take account of pupil voice in their learning at home. * 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 | * Identify what staff are available to facilitate home learning, taking into account working patterns and the resources that they have available to them. * Identify what staff are shielding and the resources that they have available to them. * Consider what resources will be required to support home learning. * Identify CLPL needs for staff to allow them to deliver recovery curriculum at home. * Review existing home learning provision with staff and discuss how we will deliver and set work, as well as and give feedback to learners. * Identify which pupils   and staff who have  home access to  ICT.   * Consult with children on their home learning provision. * Consult with staff, children and parents/carers to agree on how best to share this information with families.   Consult with staff on how children’s engagement with home learning will be measured and tracked | * Staff who are available to facilitate home learning will be identified. * Resources needed by identified staff will be sourced and made available. * Staff who are shielding will be identified and utilised, where appropriate. * Resources needed by shielding staff will be sourced and made available. * Identified resources   will be sourced and made available.   * Appropriate CLPL will be undertaken. * Staff will agree on consistent format across school. * Where possible, home access to ICT will be provided for all pupils and staff. * The results of termly consultations will inform future home learning provision in school. * Identified strategies will increase children’s engagement in learning at home. * Children’s engagement in home learning will be tracked monthly and this will be used to identify where more support or interventions may be required. |

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| **Improvement Priority 3 - Continuity of Learning**  **Progress Report June 2021** | | |
| **What did we actually achieve?** | **How do we know?** | **What do we need to do next?** |
| **Key Recovery Tasks (school specific)**   * Identified which staff would be returning in August. * Identified which children will be returning in August and divide them into 2 groups. * Capacity audit and risk assessment completed to identify which areas of the school could be utilised and the implications of this terms of curriculum delivery. * Planned how Literacy, Numeracy and HWB would be delivered within identified physical spaces in line with staff capacity.   Planned how non-class contact time on Wednesdays would be used to support staff to work collegiately to moderate and assess the identified learning.   * Consistent Learning Community approach for remote learning was established and developed further at school level to ensure continuity of learning. This was shared with all stakeholders. * Regular consultation about our home learning provision took place with staff, children and parents/carers. | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.***  In preparation for the blended learning model proposed for August 2020, staff returning to school were identified, areas for learning identified and children divided into 2 groups. We ensured that sibling groups were kept together to minimise disruption for families and we also managed to ensure that children were kept in ability and social groups.  **‘Our children were organised into group bubblles according to their Literacy and Numeracy groups. We had to plan accordingly and reorganise class layout, resources and activities according to South Lanarkshire Coucil.’ (Teacher)**  As a staff team we identified how Literacy, Numeracy and Health and Wellbeing would be delivered, ensuring consistency across all stages. We agreed to maximize use of outdoor learning opportunities to enable learners to build upon and develop skills to support their holistic health and wellbeing.  We agreed as a staff team the curricular areas of focus for home learning.  All classes had daily differentiated tasks posted up on Google Classroom, with an agreed format and the same daily content being used across the school to ensure consistency between stages. All children had the opportunity to engage in a daily emotional check-in, a mixture of live and recorded lessons and independent tasks, as well three times weekly Google Meets involving teachers, support staff and members of the Senior Leadership Team.  **The amount of interaction from staff does ensure that the learning is being led by the teacher so that I just feel that I am supporting this at home rather than actually teaching it. (Parent)**  Children, staff and parents all reported that these Google Meets were an effective way of keeping in touch during periods of isolation and had a positive impact on their mental wellbeing.  Virtual wellbeing sessions took place on a weekly basis with identified pupils. These were very effective in offering reassurance to the children concerned and afforded them the opportunity to express any worries or concerns that they had. Almost all parents of those involved reported that their children looked forward to these virtual sessions and found them to be a great support for their children’s mental wellbeing.  **My pupil likes seeing familiar faces as I work on a one to one basis with him in school. He enjoys the face to face time with staff he has built up close relationships with. He enjoys the stories and likes the discussions we have during and afterwards. (p2) SSA**  All pupils and families had access to wellbeing Google Classrooms to promote social and emotional family wellbeing.  All pupils, parents and staff were regularly consulted on our home learning provision, and, based on their feedback, we adjusted our offering accordingly, as required.  75.5% of children said that they liked all, or most of the work posted on Google Classroom. Of the children who did not like Google Classroom work, the main reason given was because they preferred to learn at school with their friends.  Live Google Meets, Live feedback sessions and teacher recorded tutorials were the most popular elements of the home leaning offer for pupils.  90% of the parents/carers surveyed were happy with the home learning provision offered.  ‘**Completely happy – it’s fantastic!’ (Parent)**  **I really appreciate the quality, quantity and selection of work being posted . All of the work shows continuity and progression – no busy work being posted.’ (Parent)**  **The work is very organised and easily accessible. Pupils have the option to attend live lessons, to speak to their teacher individually, to get feedback on their work or to go over their learning for more clarification. They also have recorded lessons which they can access at a time which suits. Lots of games related to the learning which my child enjoyed.’ (Parent)**  Weekly updates from the Head Teacher provided detailed information about timetables and plans for the following week.  ‘**Communication was great during homeschooling.’ (Parent)**  Members of the support staff team contacted all families on a weekly basis to check-in and offer pastoral support. This provided further opportunity for families to feedback on the remote learning offer.  Staff diligently kept track of the children who engaged on Google Classroom, as well as those who uploaded work and those who participated in Google Meets.  All children received either verbal or written feedback on all work that they uploaded. | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.***  Reading Schools  Sign up for Reading Schools programme.  Identify CLPL requirements and opportunities.  Identify resources required to embed Reading for Pleasure into school curriculum, including school library development (children and adults).  Train children as ‘Paired Readers’  Requisition new texts.  Create a mobile playground library.  Establish a range of Reading for Pleasure events throughout the 2021/22 session, including monthly reading focused assemblies.  Integrate Reading Schools Action Plan into forward planning.  Identify opportunities to work collaboratively with other schools within the Learning Community on book themed activities which will support the transition process.  Organise activities to increase parental engagement with pupils reading for pleasure.  Establish a range clubs to promote reading for pleasure.  Writing  Audit existing resources and pedagogy for writing.  Develop learning and teaching strategies in writing.  Create progression pathway for genre development across stages and levels, ensuring breadth and depth.  Agree on approaches to raise attainment ie.  -teaching of skills  -opportunities to practise  -frequency of opportunity to engage in writing across the curriculum  -using Aifl to promote self/peer/teacher assessment  -using feedback to identify next steps and improve  -identify links to IDL  Identify CLPL needs and appropriate professional learning literacy activities for staff.  Revisit writing benchmarks. |