



## South Lanarkshire Council

# Recovery Standards and Quality Report June 2021



## Newfield Primary School and Nursery Class

## Standards and Quality Report Session 20/21

Newfield Primary School and Nursery Class is a non-denominational co-educational school located within the semi-rural village of Stonehouse. The current roll in the Nursery is 60. The Nursery currently operates M/T/Wam and Wpm/T/F sessions with a working capacity of 32 for each session. The school roll is currently 229 over 9 classes. The catchment area is a mixture of social and privately-owned houses. Access to transport and facilities is reasonable. Our Free School Meal entitlement is 23%, which is above authority and national average.

Our pupils live in the following deciles of the Scottish Index of multiple deprivation (SIMD)

Decile/ 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
2%	2%	20%	38%		11%		23%	1%	3%

The School Management Team consists of the Head Teacher, Depute Head and Principal Teacher. The roll has increased over the last few years which allowed us to appoint a permanent DHT in April 2020 and a Principal Teacher in January 2021. There are 8.5FTE permanent teachers with 2.0FTE currently on Maternity Leave. A NQT and Area cover teacher have covered these absences this year. A further Area Cover teacher has covered our 9<sup>th</sup> Class Teacher post. We have a 0.6FTE teacher paid for by PEF money. We also have a Specialist Support Teacher who comes in once a week. There is a School Support Team Leader, 3.6FTE School Support Assistants. We also have 1.0FTE School Support Assistants paid for by PEF. Our staff also includes a janitor, a Cook-in-charge, catering assistants and cleaners.

The Nursery team consists of the Team Leader, 0.8FTE Teacher, 3 full time Early Years Worker and 1-part time Early Years Worker. The Nursery team are very experienced having all worked in Nursery Centres before joining Newfield. We will be expanding in August and have 3.5FTE Early Years Workers joining us in August.

We have a very active Parent Council who play an integral role in the life of the school. Our Parent forum are very supportive and we have a group of parent helpers who regularly come in to support classrooms. We also have good links with local businesses, the library, Active Schools and the School Travel Plan Coordinator.

Newfield Primary School is part of the Larkhall Learning Community. We have well established links with cluster and local schools. We are involved in transition events and activities for our feeder secondary school, Larkhall Academy, and aim to support all pupils in their transition to secondary education.

### Key Successes/Challenges and Achievements Session 2021/22

This year has been challenging as we balance with COVID related restrictions within school alongside providing high quality teaching and learning opportunities. We have focussed on Literacy, Numeracy and Health and Wellbeing this academic year, with a focus on settling children back into learning and school life.

#### Key Successes

- Staff ensured children continued to learn and make progress throughout the whole school session.

- Pupils showed resilience and a 'can do' attitude to their learning throughout the lockdown period and when face-to-face in school.
- Trackers created by class teacher to identify work to be revised.
- Class teachers identified and revised areas not taught/not fully understood during lockdown.
- Teachers created clear next steps for pupils where required.
- Staff worked well together for the benefit of the pupils. Good practice regularly shared.
- Created support trios during school closure and gave access to each other's Google Classroom to help and support colleagues.
- Strengthened relationships with parents due to regular telephone contact.

#### Challenges

- Staff absence has been an issue at times and covering for those staff who are self-isolating.
- The absence of different groups of pupils has also been challenging throughout the school year. Teaching staff have been very organised and made sure that any work missed during a period of self-isolation is covered on their return.

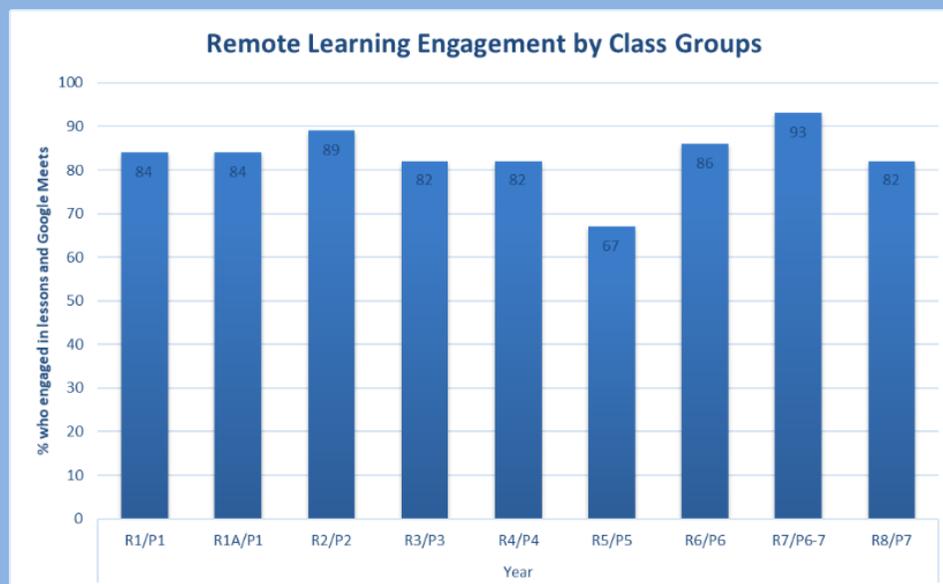
#### **Remote Learning Jan-March 2021**

As this was the second period of Remote Learning in as many years, we were well prepared and provided a good Remote Learning offer to our pupils and families. Families who required support with technology were identified via our previous Technology survey conducted in May 2020. Any further technology issues were discussed with families and solutions found as required.

- Google Classroom used as the remote learning platform – all pupils were registered and were able to log on – this was demonstrated in Sept/Oct 2020 whilst school building was still open.
- All necessary passwords/codes were sent home on two separate occasions to ensure that pupils had access to these at home.
- Video clips were uploaded on School Twitter page and emailed to parents showing how to access Google Classroom/Google Meets on laptops, Ipads, tablets and phones. Videos of how to access from Games Consoles were also shared.
- Daily differentiated Literacy and Numeracy tasks were provided for each child. HWB and one other curricular area were also uploaded daily.
- Tasks uploaded to Google Classroom at 6pm the night before, this was to help with parents who were working outside of the home during the lockdown period.
- SMT undertook Quality Assurance weekly looking at the variety of tasks set for pupils, the standard returned from pupils and the pupil feedback given. Feedback from this was shared with teaching staff and targets for improvement set.
- Class teachers completed Engagement trackers weekly, identifying attendance on the Google Classroom, Google Meets and work completed. They also noted when they had spoken to someone at home and passed any concerns on to SMT related to this.
- Literacy and Numeracy school tasks all had a recorded teaching session attached - 60% recorded by the class teacher or another member of school staff.
- Each class had twice weekly Google Meets, one for a catch up with a Health and Wellbeing focus and one with a group game or activity.
- Primary 7 across both classes also met on several occasions for Transition events in association with Larkhall Academy.
- Class teacher undertook fortnightly phone calls home to check on pupils and help provide support where required.
- We had a clear escalation procedure for concerns regarding engagement or following lack of contact with families at home.
- Weekly staff meetings took place to maintain contact with staff, share important updates and continue to support staff HWB where required.
- SMT operated a Family Fun Friday Google Classroom, this took pressure off teaching staff and provided them with a clear time in the week for CCC. The focus of the activities in the classroom were tasks that could be done with limited resources and involved the whole family. Our families responded well to this and appreciated the move to less formal tasks on a Friday.

- 136 pupils signed up to the Family Fun Friday Google Classroom. Photos of them were shared via our Twitter page and weekly slideshows created to showcase work done at home.

- Engagement figures:



- Regular Parent Council meetings took place throughout lockdown, the Parent Council had the opportunity to share feedback from the Parent body and the school could share the latest updates from SLC and the school's response to the situation.

- Teaching Staff, Early Years Workers and Support Staff managed the Emergency Childcare Hub in school building on a rota basis, alongside the work provided in the Google Classrooms. The CCC teachers and those with no class commitment planned, delivered and evaluated the tasks in the Hub. Numbers attending ranged each day from 6 to 15 pupils, in both nursery and school.

#### Nursery actions during lockdown

- The Nursery engaged with families through their Online Learning Journals. Videos were uploaded and shared with families and families were encouraged to share pictures and videos of their activities with the Nursery.

- Fortnightly phone calls were made to all Nursery families providing any support required.

- Concerns about any families were passed to DHT.

- Activities set in the Online Learning Journals were quality assured by the Nursery Class Teacher.

#### Challenges

- Technology and skills of adults at home and the restrictions in place limited our in person support for them.

- The engagement of pupils at certain times in specific classes.

- Parents' own Health and Wellbeing and school staff trying to support them through lockdown appropriately.

Opportunities - Regular contact with families allowed for strengthened relationships.

- Parents commented on regular contact with teachers being a positive aspect.

- Parents liked the interactive Google Meets for their children during lockdown.

- Parents also commented that they enjoyed being part of their child's learning and watching the teaching videos alongside their child/children.
- Through this lockdown period the school was open to allow some limited contact with families, particularly around technology issues.
- Increased confidence of staff in digital learning.
- Strengthened working relationships between staff.

### **What did we learn?**

Newfield Primary and Nursery community is a close knit group and communication is key if we want to keep this relationship strong. The school and nursery will now look at how, post lockdown, we can keep engaged with our families.

We learnt a lot about our families and their individual circumstances. We were able to signpost them to appropriate supports, such as foodbanks and Money Matters.

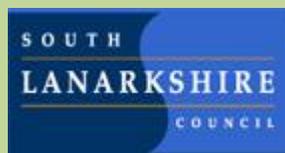
We have a very supportive group of parents and success for our pupils only comes when all stakeholders work together.

We have a great team of staff who worked together well and supported each other for the benefit of the pupils. The relationships that have been built during this time will be continued as we work through our recovery period.

### **Planning for and Evaluating improvement**

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

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



## Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

How will we know we've been successful?

<p><b>Quality Indicator</b></p> <p><b>3.1</b> Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> <li>Wellbeing</li> <li>Fulfilment of Statutory Duties</li> <li>Inclusion and Equality</li> </ul>	<p><b>Recovery Priority</b></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><b>Key Recovery Tasks (School specific)</b></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><b>Desired Outcomes and Impact</b></p> <p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p><b>Theme:</b> Whole School Wellbeing <b>Rationale:</b> 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 <b>Belongingness</b> and <b>Connectedness</b> is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through <b>Quality Relationships</b>, and a range of <b>Attachment Informed</b> Practices.</p> <p>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.</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools.</li> <li>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.</li> <li>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.</li> </ul>	<p><b>Key Recovery Tasks (school specific)</b></p> <p>Risk Assessments in place for staff return. Risk Assessment for children return to follow - awaiting SLC guidance.</p> <p>Use PASS assessments to gather levels of Health and Wellbeing to identify needs of pupils. <i>Whole school, August 2020</i></p> <p>Using PASS results, tailor Nurture approaches suitable to the needs of the pupils. <i>Led by Class teachers, August/September 2020</i></p> <p>Use of Boxall assessment for those who most need additional support post lockdown. Identified through PASS results and CT referrals. <i>Class teachers, Aug/Sept 2020</i></p>	<p><b>Desired Outcomes and Impact</b></p> <p>Safety for all in the school building.</p> <p>Improvement in PASS results from August to April.</p> <p>Anecdotal evidence pupil/staff/parent comments of an improvement in ethos.</p> <p>Minimal behaviour disruption on return.</p> <p>Improvement in Boxall outcomes over the school year.</p> <p>Continued understanding of SHANARRI.</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>	<ul style="list-style-type: none"> <li>• Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained.</li> <li>• 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.</li> <li>• Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>Revisit SHANARRI for all staff. <i>August 2020</i></p> <p>Staff participation in attachment training by M. Hillman (<i>Feb 2020</i>). Ensure all staff have completed Attachment Strategy training. All staff, <i>Online Google Meet, June 2020</i></p> <p>Attachment Strategy included in INSET training in August. <i>L Horn, August 2020</i></p> <p>Recap of Nurture principles. <i>Mrs Johnston and Mrs McCafferty, August 2020. Continued support throughout the year.</i></p> <p>Implementation of Talking and Drawing sessions with individual children for those most vulnerable. <i>D. Corke, throughout the year</i></p> <p>Continue to work with M Hillman, Psychological Services, to ensure needs are met. <i>Ongoing throughout the year</i></p> <p>Shared at Parent Council Meeting. <i>Aug/Sept 2020</i></p> <p>Tweet strategy and attachment document uploaded to MySchoolApp. <i>October 2020</i></p> <p>HWB continue to be on staff meeting agenda. <i>Ongoing throughout the year</i></p> <p>SMT to be observant of staff changes, supportive and empathetic and</p>	<p>Attachment reflection tool completed before training and improvement seen after training.</p> <p>Increase in confidence amongst staff relating to attachment. Increase in attachment related language being used to discuss behaviour.</p> <p>Improvement in HWB of pupils. Evidence gathered by PASS/Boxall assessments.</p> <p>Parents have a clearer understanding of strategy. Evidence gathered through conversations an survey,</p> <p>Staff feel their HWB is supported throughout the year.</p>
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		<p>considerate of individual's circumstances. <i>Ongoing throughout the year</i></p> <p>Know what supports are available from South Lanarkshire Council. <i>Ongoing throughout the year</i></p> <p>Consider introducing a buddy system for staff.</p>	<p>Access SLC supports when/if required.</p>
<p><b>Theme:</b> HWB CURRICULUM</p> <p><b>Rationale:</b> 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 practice. It is strongly associated with good outcomes, including recovery from adversity.</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>Contextualise the 'Reconnection &amp; Recovery' guidance to develop a recovery curriculum within a unique context.</li> <li>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</li> <li>Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs.</li> </ul>	<p>Recap of Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB) document. L. Horn, <i>INSET day, August 2020</i></p> <p>Discussion to take place around</p> <ul style="list-style-type: none"> <li>- school charter, class charter</li> <li>- behaviour boards down from walls</li> <li>- how to deal with behaviour consistently</li> </ul> <p><i>All staff, INSET August 2020</i></p> <p>New HWB planners in place and implemented from August 2020. <i>All staff, August 2020</i></p> <p>Regular circle time opportunities for pupils in classrooms, CTs, <i>throughout the school year</i></p> <p>Pupil Voice representative for each grouping. Meet regularly with SMT to discuss issues/ideas. <i>SMT, once a month</i></p>	<p>All staff using the updated approach to support young people with their behaviour.</p> <p>Improved behaviour across all stages.</p> <p>All staff using same approach consistently, observed during informal daily visits to classrooms and walking round school.</p> <p>Improved HWB amongst young people. Evidence from PASS assessments results.</p> <p>Use feedback from Pupil Voice Group to influence decisions taken moving forward.</p>



## Improvement Priority 1 - Health and Wellbeing



### Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
<p>Use PASS assessments to gather levels of Health and Wellbeing to identify needs of pupils. Using PASS results, tailor Nurture approaches suitable to the needs of the pupils. Use of Boxall assessment for those who most need additional support post lockdown. Identified through PASS results and CT referrals.</p> <p>Revisit SHANARRI for all staff</p> <p>Recap of Nurture principles and best practice of how to implement them in the classroom and playroom.</p> <p>Recap of Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB) document.</p> <p>No deterioration in behaviour across the school and nursery.</p> <p>Staff participation in attachment training by M. Hillman. Ensure all staff have completed Attachment Strategy training. Attachment Strategy included in INSET training in August.</p>	<p>Results of second assessment has shown an improvement in HWB for more than 50% of the pupils.</p> <p>Included in INSET Day 1 training.</p> <p>Included in INSET Day agenda. Opportunities for discussion and sharing of good practice given.</p> <p>Included in INSET Day 1 training.</p> <p>Feedback from staff during Tracking and Monitoring meetings and anecdotal evidence throughout the school year.</p> <p>Feedback discussions with staff after the two attachment training sessions provided by SLC.</p>	<p>Continue to use PASS assessments as a tool for assessing pupils' HWB at the start and towards the end of the school year. Plan interventions as/when required. Re-introduction of smaller nurture groups.</p> <p>Continue to include in INSET Day 1 training in August of each new school session.</p> <p>Continue to include in INSET Day 1 training in August of each new school session.</p> <p>Continue to include in INSET Day 1 training in August of each new school session.</p> <p>Continue to monitor the behaviour and continue to use PPBUDB where required.</p> <p>Include Attachment strategy in INSET training in August and include in HWB progression pathways.</p>

<p>Increase in using Attachment related language and staff more confident in identifying and using Attachment strategies with their pupils.</p>	<p>Observations in classrooms and discussions with staff.</p>	<p>Continue to encourage Attachment related language and revisit in next school session.</p>
<p>Raised awareness of Attachment language and the SLC strategy amongst the parent body.</p>	<p>Shared the SLC Attachment Strategy via school website and discussed at Parent Council meeting</p>	<p>Continue to share the attachment strategy with parents and, if restrictions allow, provide information workshops in school related to this in the new school session.</p>
<p>Talking and Drawing unable to be implemented this year due to timing of second School Closure and COVID restrictions.</p>	<p>Sessions did not take place due to restrictions.</p>	<p>Provide Talking and Drawing sessions next school session.</p>
<p>HWB on staff meeting agenda. SMT observant of staff changes, supportive and empathetic and considerate of individual's circumstances. Supports offered from South Lanarkshire Council where required.</p>	<p>HWB always on school and nursery staff meeting agendas, supports available shared regularly.</p>	<p>Continue to support staff where and when required. Signposting to LSC HWB supports at regular intervals.</p>
<p>Trios introduced during remote learning to support stage partners.</p>	<p>Feedback from staff and discussion regarding how it helped.</p>	<p>Consider setting up trios in new school year to support staff and their move to different stages/classes.</p>
<p>Discussion took place around school charter, class charter; behaviour boards down from walls; how to deal with behaviour consistently.</p>	<p>Discussion during staff meetings. Discussion amongst colleagues during professional dialogue sessions.</p>	<p>Continue to look at this in the new session. Approach to behaviour discussed at INSET 1 day.</p>
<p>New HWB planners in place and implemented from August 2020.</p>	<p>Improved approaches in classrooms. Comprehensive cover of HWB curriculum.</p>	<p>Continue to evaluate and update HWB planners moving forward into next school session.</p>
<p><b>NURSERY SPECIFIC ACTIONS:</b></p>		
<p>Implementation of Care and Welfare in planning sheets and regular circle time opportunities for pupils in nursery.</p>	<p>Included in planning of the Nursery day.</p>	<p>Continue to be implemented in new nursery session.</p>



 <b>Improvement Priority 2 - Planning for Equity</b>			How will we know we've been successful?
Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p><b>2.4 Personalised Support</b></p> <ul style="list-style-type: none"> <li>• Universal Support</li> <li>• Targeted Support</li> <li>• Removal of barriers to learning</li> </ul> <p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of Statutory Duties</li> <li>• Inclusion and Equality</li> </ul> <p><b>3.2 Raising Attainment and Achievement</b></p> <ul style="list-style-type: none"> <li>• Attainment in Literacy and Numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievements</li> <li>• Equity for all learners</li> </ul>	<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><b>Theme:</b> Re-identifying the poverty-related attainment gap.  <b>Rationale:</b> 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</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Consider the experiences learners have had during the school closure period, drawing on for example:                             <ul style="list-style-type: none"> <li>- Engagement data</li> <li>- Home-school communication</li> </ul> </li> </ul>	<p><b>Key Recovery Tasks (school specific)</b></p>	<p><b>Desired Outcomes and Impact</b></p>

<p>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.</p>	<ul style="list-style-type: none"> <li>- Home-learning submissions</li> <li>- Engagement at hubs</li> <li>-</li> <li>• Use a range of quantitative and qualitative measures to undertake a new "gap" analysis for all pupils, which takes account of:             <ul style="list-style-type: none"> <li>- Learners' wellbeing (e.g. Boxall profile, observations, wellbeing indicators)</li> <li>- Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments)</li> <li>- Engagement (e.g. Leuven scale, observational data)</li> <li>- Participation (home-learning participation data)</li> </ul> </li> </ul> <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"> <li>• 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.</li> </ul>	<p>Baseline assessments for Literacy and Numeracy at start of term. <i>Class Teachers, August 2020</i></p> <p>Pupils requiring specialised intervention identified and put in place. <i>D. Corke, ongoing throughout the year</i></p> <p>Continue to revisit and identify need and support. <i>D. Corke in association with class teachers, ongoing throughout the year</i></p> <p>Use PASS, Boxall, Literacy and Numeracy assessments to gauge where pupils are when they return. <i>Class Teachers, August 2020</i></p> <p>Continue to assess engagement in class and feedback any concerns to SMT. <i>CTs, SSAs, ongoing throughout the year</i></p> <p>Continue to use engagement sheet to track online engagement and highlight any concerns to SMT. <i>Class teacher, ongoing throughout the year</i></p> <p>Use assessments and professional judgements to assess current position. <i>Class Teachers and SMT, ongoing throughout the year</i></p>	<p>Tracking and Monitoring documents updated to reflect Baseline assessments.</p> <p>Interventions increase attainment.</p> <p>Interventions chosen and implemented reflect need.</p> <p>Updated Tracking sheets should reflect current attainment information.</p>
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<p><b>Theme:</b> Planning to close the poverty-related attainment gap and reduce learners' barriers to learning.</p> <p><b>Rationale:</b> As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the <b>current</b> 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><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase.</li> <li>• Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking.</li> <li>• Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality.</li> <li>• Review staff training needs.</li> <li>• Review current partnership working.</li> <li>• Consider how you will measure and evidence impact; plan this into home and school approaches.</li> <li>• 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 <a href="#">EEF covid-19</a> resources helpful when considering this.</li> </ul>	<p>Discuss proposals for PEF spend with all stakeholders. <i>August 2020</i></p> <p>Teachers to be involved in discussions about the best use of PEF funded intervention staff during current restrictions. <i>August 2020</i> All staff engaged in continuous training as required. Training needs identified through professional dialogue and staff signposted to appropriate training. <i>Ongoing throughout the year</i></p> <p>Identified staff take part in Active Literacy training to prepare them for the new term. <i>A. Livingstone and S. Smith (recap training), June 2020.</i></p> <p>Survey sent to all parents/carers to ascertain IT equipment available at home for blended learning. Use this data to support families with IT equipment. <i>April 2020.</i></p> <p>2 teachers working from home to support blended learning experiences. <i>August - October 2020</i></p> <p>Work taught at school and reinforced at home. <i>CT, ongoing throughout the year</i></p> <p>Interventions sheets will be used to evidence impact. <i>Ongoing throughout the year</i></p>	<p>Feedback from all stakeholders regarding best use of PEF funding. Overall agreement in how to use it most effectively. Minutes from meetings and feedback from other consultations. Staff more confident in new approaches and feel their needs are being met. Feedback sheets to be completed. Discussions at PRD meetings.</p> <p>Families feel supported in blended learning approach.</p> <p>2 teachers feedback on engagement and highlight any concerns for SMT to follow up.</p>
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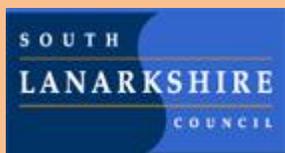
<p><b>Theme:</b> Tracking and monitoring impact of equity approaches.</p> <p><b>Rationale:</b> To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy.</li> <li>• 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.</li> <li>• Consider points in planning section to find alternative approaches.</li> </ul>	<p>Tracking and Monitoring meetings to take place virtually. <i>Sept/Nov/Feb/May</i>. Establish current stage of each child and show tracking sheets to reflect this.</p> <p>Interventions sheets to be used to outline targeted supported delivered to specific groups. <i>Ongoing throughout the year</i></p> <p>Designated teaching area created for Intervention teaching. <i>August 2020</i></p> <p>Planning for Literacy/numeracy and HWB all done online. Folders saved in Shared Area. CTs, SMT. <i>Ongoing throughout the year</i></p>	<p>Tracking used to highlight and target need.</p> <p>Increased attainment through interventions.</p>
<p><b>Theme:</b> Cost of the School Day</p> <p><b>Rationale:</b> 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><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Revisit <a href="#">Child Poverty Action Group Website</a></li> <li>• Read <a href="#">CPAG article</a> on impacts of school closures.</li> <li>• Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families.</li> <li>• Consider how you will equip learners with the tools required to undertake home-learning.</li> <li>• Consider how our actions can inadvertently alienate families in poverty.</li> <li>• Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts.</li> <li>• Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community.</li> <li>• Consider staff training needs – ensure <b>all</b> staff are consistent in their approach to poverty.</li> </ul>	<p>Revise Position Statement. <i>K Magee, September 2020.</i></p> <p>Parent Council purchased resources for individual use in school. <i>June 2020</i></p> <p>No trips to be arranged at the moment so not cost attached. <i>Ongoing throughout the year</i></p> <p>Resources will be provided for blended learning. IT equipment loaned for those families identified via the school survey. SMT, <i>ongoing throughout the year</i></p> <p>Continue to support families where required. Tweet financial support information at regular intervals. D. Corke, <i>ongoing throughout the year</i></p>	<p>Updated Position Statement.</p> <p>No significant increase in Cost Of The School Day.</p> <p>All families have access to IT equipment to facilitate blended learning.</p>

	<ul style="list-style-type: none"> <li>Consider what changes will need to be made to the school calendar in light of changes to family income.</li> </ul>	<p>Revisit school calendar and look at events that have a cost attached. Ensure school is not asking for too much money from families. SMT, <i>ongoing throughout the year</i></p>	
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<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <h2 style="margin: 0;">Improvement Priority 2 - Equity</h2> <h3 style="margin: 0;">Progress Report June 2021</h3> </div>  </div>		
What did we actually achieve?	How do we know?	What do we need to do next?
<p><b>Key Recovery Tasks (school specific)</b> Used PASS, Literacy and Numeracy Assessments as baseline assessments for Literacy, Numeracy and HWB at start of term to help identify the 'gap'. Pupils requiring specialised intervention identified and put in place. Continued to revisit and identify need and support.</p> <p>Continued to assess engagement in class and feedback any concerns to SMT.</p> <p>Continued to use engagement sheet to track online engagement and highlight any concerns to SMT.</p> <p>Used assessments and professional judgements to assess current position.</p>	<p>Evidence from assessments gathered and data used for interventions and additional support in class. T &amp; M documents uploaded to reflect assessments.</p> <p>Conversations during Tracking &amp; Monitoring meetings and Learning Plan meetings.</p> <p>During remote learning weekly engagement trackers were completed by teacher and emailed to SMT.</p> <p>Tracking and monitoring paperwork and Assessment data saved in shared are on IT system.</p> <p>Discussed at Parent Council meeting with parent body.</p>	<p>Continue to use our assessment framework in new school session to track progress of all learners and identify where interventions and support are required. All supports continue to be listed in one place to ensure pupils are not overwhelmed.</p> <p>Continue to discuss the engagement and motivation of learners at Attainment Review meetings and Learning Plan meetings.</p> <p>Reintroduce if remote learning period takes place again.</p> <p>Continue to save all Tracking &amp; Monitoring paperwork in identified folders on shared area.</p> <p>Survey sent out to all parents in May 2021 and discussed at Parent Council meeting in June 2021 for</p>

<p>Discussed proposals for PEF spend with all stakeholders. Teachers involved in discussions about the best use of PEF funded intervention staff during current restrictions.</p> <p>All staff engaged in continuous training as required. Training needs identified through professional dialogue and staff signposted to appropriate training.</p> <p>Identified staff took part in Active Literacy training to prepare them for the new term.</p> <p>Survey sent to all parents/carers to ascertain IT equipment available at home for blended learning. Used this data to support families with IT equipment.</p> <p>Interventions sheets used to evidence impact. Interventions sheets used to outline targeted supported delivered to specific groups.</p> <p>Tracking and Monitoring meetings took place regularly. Established current stage of each child and tracking sheets reflect this.</p> <p>Designated teaching area created for Intervention teaching.</p> <p>Revision of Cost of The School Day Position Statement. Parent Council purchased resources for individual use in school. No trips, due to restrictions, so not cost attached. Resources will be provided where required.</p> <p>Continue to support families where required. Tweeted financial support information at regular intervals. Revisited school calendar and looked at events that have a cost attached. Ensured school is not asking for too much money from families.</p>	<p>Discussed with staff at staff meetings throughout the school year.</p> <p>Staff training offered when and where requested.</p> <p>Staff undertook the required training relevant to their stage of class.</p> <p>Survey sent out and information gathered and used during the second lockdown period.</p> <p>Intervention evidence noted and progress evaluated and shared with relevant staff.</p> <p>Three meetings took place as planned. February meeting did not due to school closure.</p> <p>Teaching area created for small groups.</p> <p>Position Statement redrafted to reflect changes in circumstances.</p> <p>Financial support information shared where and when required. Through regular dialogue with families, we were able to offer a bespoke support package where needed.</p>	<p>school session 21/22. Create a steering group in August 2021 to discuss participatory budget and how it is to be spent in school session 2021/22.</p> <p>Continue to highlight training opportunities with staff via email, SLC<sup>2</sup> and information from partnership educational establishments.</p> <p>Continue to signpost the training available and encourage staff to undertake training is new to stage.</p> <p>Keep details of this in case information is required again.</p> <p>Continue to use intervention sheets to highlight the areas for intervention.</p> <p>Continue with Attainment Review meetings in new school year 2021/22.</p> <p>Areas for targeted support will need to be created in new areas next school session due to movement of classrooms and expansion into 9 classrooms.</p> <p>Continue to revisit the Position Statement and amend when/where necessary.</p> <p>Continue to offer financial support and other supports where necessary through dialogue with our families.</p>
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## Improvement Priority 3 - Continuity of Learning

How will we know we've been successful?

### Quality Indicator

#### 2.2 Curriculum

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

#### 2.3 Learning, teaching and assessment assessment

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

#### 3.2 Raising Attainment and Achievement

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

### Recovery Priority

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

Links are included where appropriate.

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

### Key Recovery Tasks (School specific)

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

### Desired Outcomes and Impact

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

**Theme:** Learning In School

#### Rationale:

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

#### 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.

#### Key Recovery Tasks (school specific)

Work alongside Support Services Manager G Lambie to calculate capacity and pupil numbers. *June 2020*

Staff aware of Risk Assessments in place in school. *SMT, August 2020*

Make plans for use of class area, open areas and other areas in the school if required. All areas utilised as required.

#### Desired Outcomes and Impact

50% of pupils to attend at any one time.

All staff feel safe.

Classrooms have a maximum of 14 pupils at any one time.

<p><i>that every pupil benefits from in-school learning wherever possible</i></p> <p><i>It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.”</i> <b>The Recovery Curriculum, Think Piece</b></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> <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>	<ul style="list-style-type: none"> <li>• Consider if communal and social areas could be repurposed to provide additional learning space. <a href="https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/">https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/</a></li> <li>• Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity.</li> <li>• Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure.</li> <li>• 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)</li> <li>• 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.</li> <li>• Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide.</li> </ul>	<p>Risk assessments completed re social distancing, signage, safety for all. Include above on all staff meeting agendas. <i>June 2020</i></p> <p>Early Level approach will be used for Primary 1. Small contact groups of 4 will be created as per Government Guidance. P1 CTs, <i>ongoing throughout the year</i></p> <p>Follow local and national guidance and focus on Literacy, Numeracy and Health and Wellbeing. Time for outdoor opportunities. CTs, <i>ongoing throughout the year</i></p> <p>Virtual meetings and sharing of ideas will take place. Learning Plan meetings, Tracking and Monitoring meetings. SMT and CTs, <i>ongoing throughout the year</i></p> <p>Review school’s current learning, teaching and assessment processes. <i>CTs and SMT, August/September 2020</i></p> <p>Tracking and Monitoring data. Interventions when required. <i>Ongoing throughout the year</i></p>	<p>Signs clearly displayed and routines clearly set out and managed.</p> <p>Play based opportunities still able to take place in Primary 1.</p> <p>Attainment in Literacy and Numeracy to be maintained or improve over the school year.</p> <p>Pupils who require support are quickly identified.</p> <p>Learning, teaching and assessment processes updated to reflect current situation if required.</p>
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<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"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Consider how to take account of parental views and pupil voice when developing the learning in your school.</li> </ul>	<p>Identify needs and encourage staff to take part in appropriate training opportunities. Webinars available to support CLPL. <i>Ongoing throughout the year</i></p> <p>Home learning should reinforce what has already been taught. <i>Ongoing throughout the year</i></p> <p>Communication sheet for issue from home learning to be included in pack. Google Classroom to continue. 2 staff working from home can provide support here whilst other class teachers are teaching. <i>Ongoing throughout the year</i></p> <p>Tweet information and use app to share how support can be sought. <i>Ongoing throughout the year</i></p> <p>Surveys online to gather feedback. <i>Ongoing throughout the year</i></p>	<p>Staff feel confident in new approach.</p> <p>Communication between home and school maintained during blended learning situation.</p> <p>High engagement in surveys, action taken on responses.</p>
<p><b>Theme:</b> Learning At Home</p> <p><b>Rationale:</b></p> <p>A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support.</p>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Can staff who are shielding work on developing and leading on online learning opportunities?</li> </ul>	<p>Continued use of google Classroom and supplement with additional home learning physical resources. <i>Ongoing throughout the year</i></p> <p>2 staff working from home until October. They can both support pupils online.</p>	<p>Almost all pupils participating in google Classroom.</p> <p>2 staff working from home feedback and highlight any issues.</p> <p>All pupils have access to appropriate IT equipment.</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"> <li>• Take account of the existing resources you have access to and how these can be used to support learning at home.</li> <li>• 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.</li> <li>• Review and plan how you will deliver and set work at home and how feedback will be given to learners.</li> <li>• Establish a baseline on the number of pupils and staff who have home access to ICT.</li> <li>• Consider how to take account of pupil voice in their learning at home.</li> <li>• 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.</li> <li>• Consider how you will measure and track engagement with home learning</li> </ul>	<p>Lending of Chromebooks/Kindle Fires to those families who require it. <i>August 2020</i></p> <p>Training ongoing.</p> <p>Discuss as staff how this can be done. Ensuring equity across all pupils. <i>CTs and SMT, ongoing throughout the year</i></p> <p>Survey sent <i>April 2020</i> and information will influence decisions regarding lending of resources to our families.</p> <p>Surveys. Pupil Voice rep in each grouping. <i>SMT and pupils, once a month</i></p> <p>Google Classroom and Social Media channels - Twitter, MySchoolApp, emails via ParentPay. <i>Ongoing throughout the year</i></p> <p>Check in sheets already being used. Will continue this. Phonecalls home or home visits to encourage engagement if necessary. <i>CT and SMT, Throughout school year</i></p>	<p>Pupils have opportunity to share their views regularly with SMT.</p> <p>Engagement is monitored to ensure pupils have as much opportunity for learning as possible.</p>
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## Improvement Priority 3 - Continuity of Learning

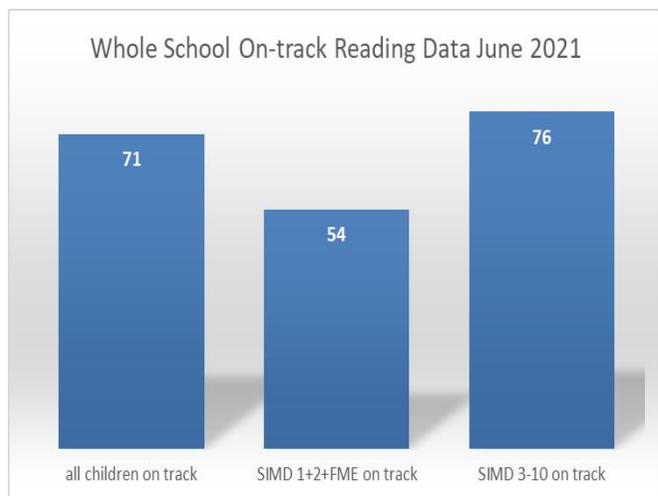
### Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
<p><b>Key Recovery Tasks (school specific)</b></p> <p>Staff aware of Risk Assessments in place in school. Made plans for use of class area, open areas and other areas in the school if required. All areas utilised as required. Risk assessments completed re social distancing, signage, safety for all. Health and Safety included on all staff meeting agendas.</p> <p>Early Level approach used for Primary 1. Small contact groups of 8 created as per Government Guidance. Other stages were provided with own resources to avoid sharing of items.</p> <p>Follow local and national guidance and focus on Literacy, Numeracy and Health and Wellbeing. Time for outdoor opportunities.</p> <p>Virtual meetings and sharing of ideas took place as well as Learning Plan meetings, Tracking and Monitoring meetings. Tracking and Monitoring data used to identify where interventions were required.</p> <p>Review school's current learning, teaching and assessment processes.</p> <p>Assessment of pupils on return from remote learning period Jan-March 2021.</p>	<p>Risk assessment shared with all staff before returning to school in August. RA revisited regularly and updated where required.</p> <p>Parent council purchased additional resources for pupils to use this year.</p> <p>Curriculum focussed on Literacy, Numeracy and Health and Wellbeing. Focus on recovery.</p> <p>Meeting took place virtually and socially distanced as restrictions allowed. Interventions implemented where required.</p> <p>Discussed at liaison meetings with teaching staff.</p> <p>Creation of trackers to identify learning that took place during remote learning period.</p>	<p>Continue to follow any Risk Assessments in place as we move to new school session 2021/22.</p> <p>Continue to operate with any restrictions in new school session 2021/22.</p> <p>Main focus moving forward should continue to be Literacy, Numeracy and Health and Wellbeing recovery, with other curricular areas reintroduced through first term of new session 2021/22.</p> <p>Continue to meet regularly with staff as part of the overall Quality Management Calendar for 2021/22. Identify pupils who require specific interventions regularly.</p> <p>Continue to review procedures in the new school session.</p> <p>Used trackers in influence planning and teaching focus from return in March to end of term in June 2021.</p>

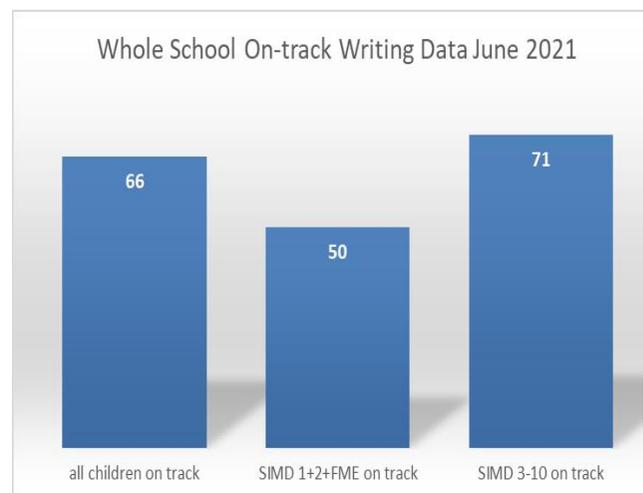
<p>Identify staff needs and encourage staff to take part in appropriate training opportunities. Webinars available to support CLPL.</p> <p>Use of Google Classroom for remote learning period. Lending of Chromebooks/Kindle Fires to those families who required it. Ensured all families has access to online learning.</p> <p>Gather pupil feedback during remote learning period and at the end of the school year 2021.</p> <p>Used a variety of sources to share information and how to help your child information during lockdown period: Google Classroom and Social Media channels - Twitter, MySchoolApp, emails via ParentPay.</p> <p>Engagement trackers used during remote learning period. Fortnightly phone calls home to all families by class teachers. Survey of parents during lockdown period to gather views.</p>	<p>Discussions with staff regularly regarding training and CLPL needs.</p> <p>All families had access to remote learning during school closure period. Survey sent April 2020 influenced decisions regarding lending of resources to our families.</p> <p>Surveys created and shared with pupils. Results used to influence decisions we move forward. Positive responses.</p> <p>Information shared via various outlets.</p> <p>Engagement trackers completed weekly by class teachers and sent to SMT. Feedback from parents regarding phone calls was very positive. Positive feedback via surveys.</p>	<p>Continue to provide staff training opportunities in school session 21/22.</p> <p>Ensure access to technology if remote learning returns in the future.</p> <p>Continue to gather pupils' views via surveys and reintroduction of pupil committees (if restrictions allow) in session 2021/22.</p> <p>Continue to use various outlets to share information with parents.</p> <p>Reintroduce this approach if remote learning takes place again.</p>
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### Tracking and Monitoring Data for school and individual cohorts

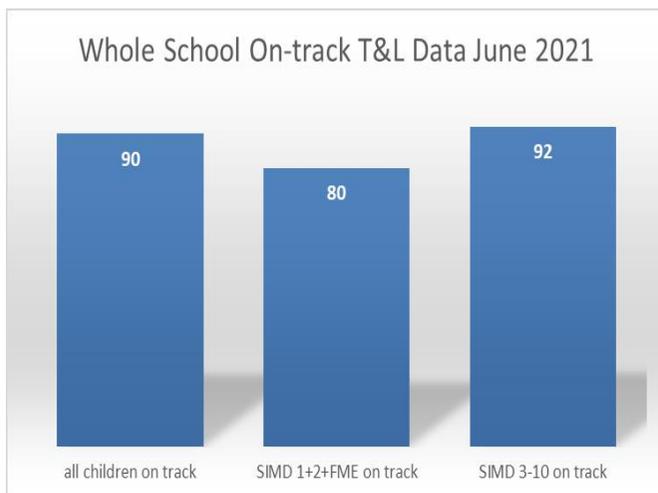
Due to the two periods of Covid lockdown and school closure it has been a challenge to accurately compare where we were with where we are now. Our current position in Reading Writing T&L and Numeracy is illustrated below:



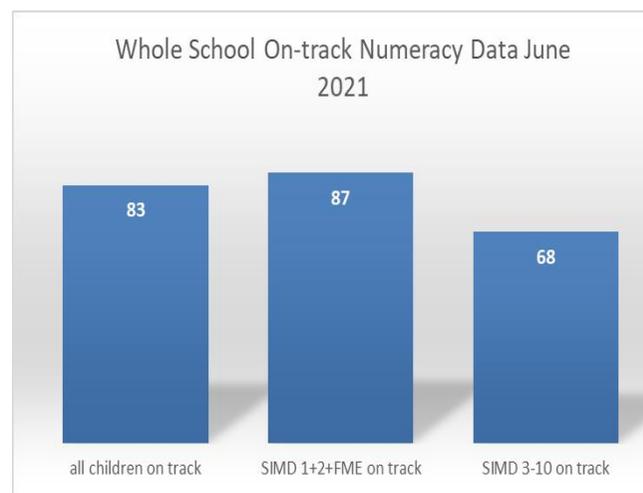
Reading overall slightly lower than we would like and we have a focus on Reading in our SIP next year. By looking closely at the data, identifying those children just slightly behind their expected level and putting in appropriate support we expect this number to rise in the school session.



We have been working on our writing approach this school year and this will continue into the new session. The writing level is far below where we would like it to be and our Writing Working party is looking to address this.

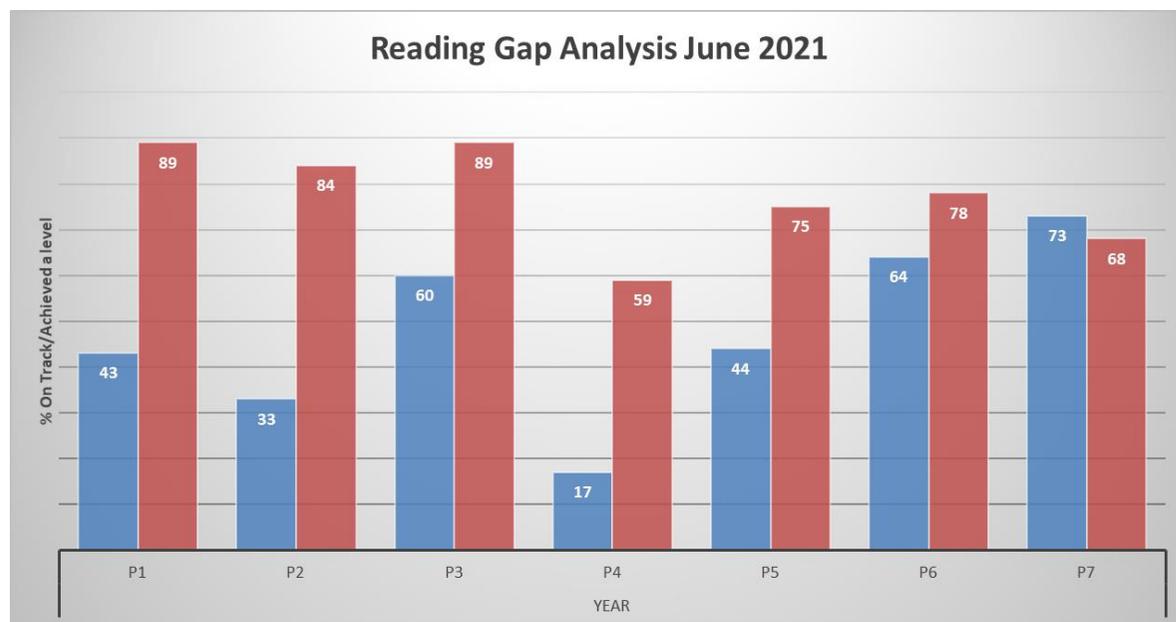
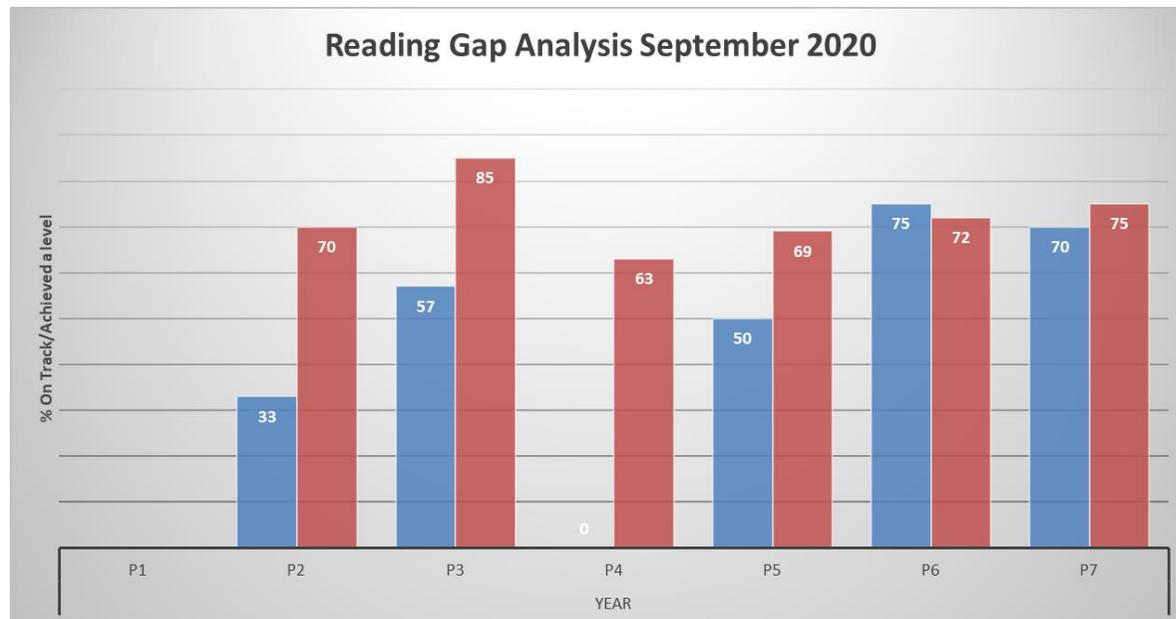


We continue to develop our approach to assessing Talking and Listening and will continue to use our new progression pathways into next session.



Numeracy levels are slightly down on our previous results. The two school building closures has had some effect on the results. We now plan to focus again on Numeracy in 21/22 and use the data we have to provide targeted intervention where required.

I have attached our position in September 2020 (after the first lockdown) and compared it to our current position (June 2021) with regards attainment in Reading, Writing, talking and Listening and Numeracy. The results for June 2021 are now our focus moving forward with our focus being on getting all of our young people achieving their potential.



● SIMD1/2/FME   
 ● SIMD 3-10

Reading results overall not a high as before – this may be due to the after effects of two school building closures and the move to online learning for a period of time. Engagement at P5 level was lower than other year groups throughout our closure period.

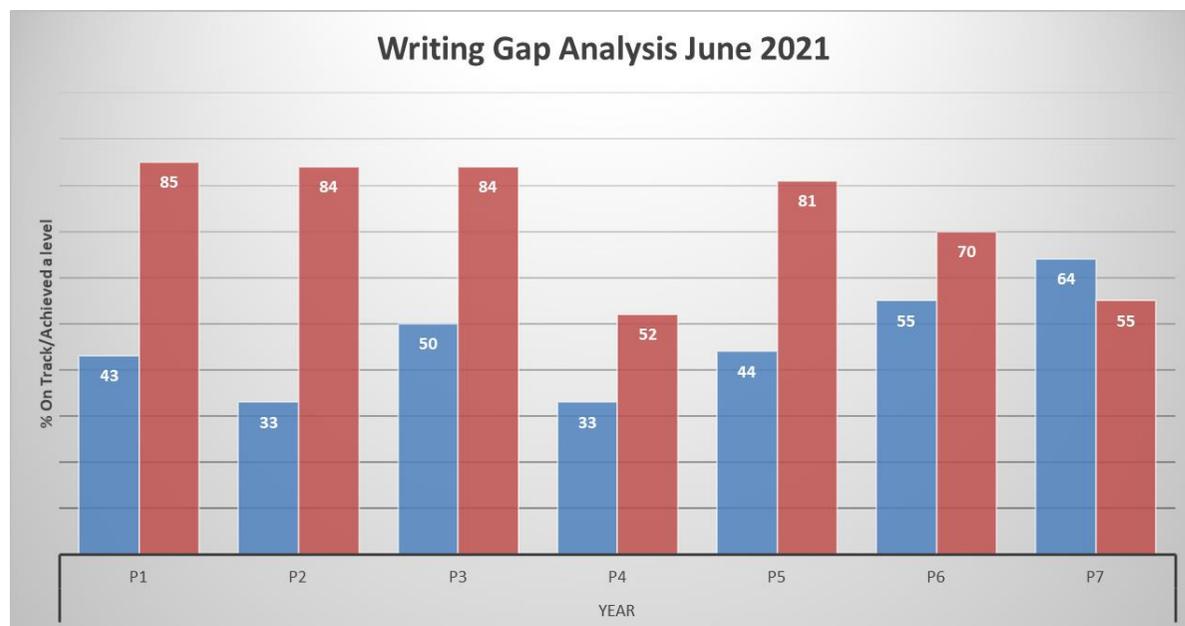
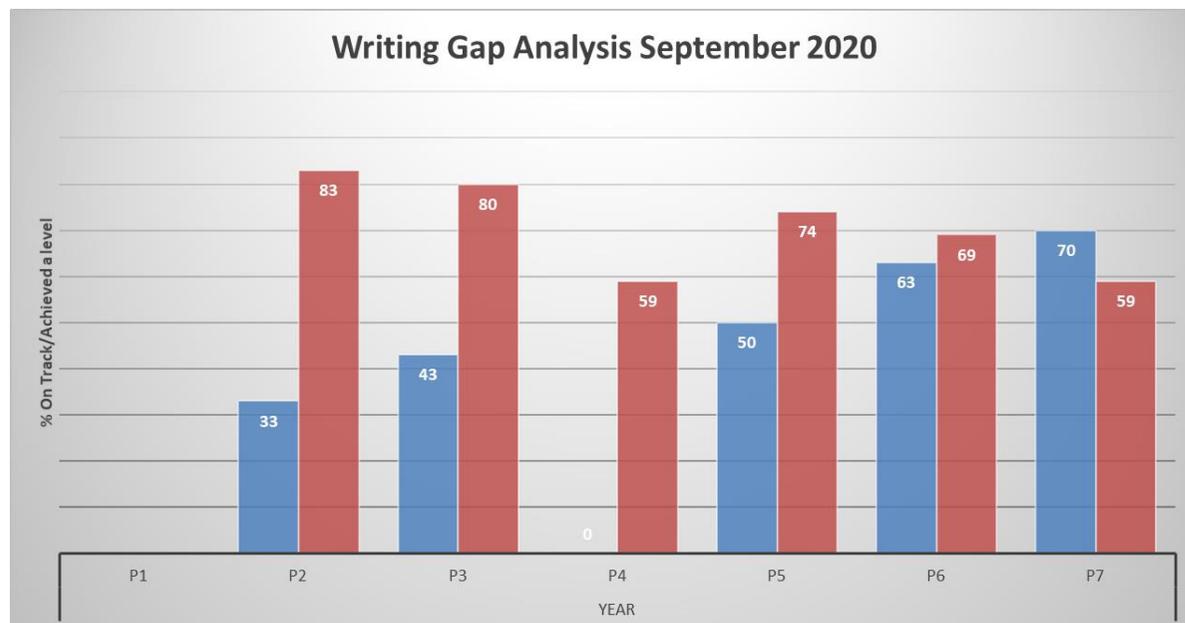
Reading is a focus in our recovery next year and, with additional staffing, we will be ensuring the appropriate interventions are in place to increase our reading attainment.

Where dips exist, we will deploy additional staff so we can target pupils and get them closer to their expected level of attainment.

Our Reading Schools project should also help to raise the profile of reading again and the purchase of more engaging resources to encourage our more reluctant reader to spend time in class and at home reading. The partnership with parents should also help raise the profile of reading and encourage more reading at home. All this should help raise our Reading attainment.

There is an increase in the number of targeted pupils on track in P3/4/5/7 but a drop in P6. This will be closely tracked next year and measures will be put in place to close gap for targeted pupils.

NB – Primary 1 results not displayed at start of year due to just starting formal schooling and allowing a period of settling in.



Writing results overall not as high as before and not as high as we would like them to be – this may be due to the after effects of two school building closures and the move to online learning for a period of time.

Writing is a focus in our recovery next year and, with additional staffing, we will be ensuring the appropriate interventions are in place to increase our writing attainment.

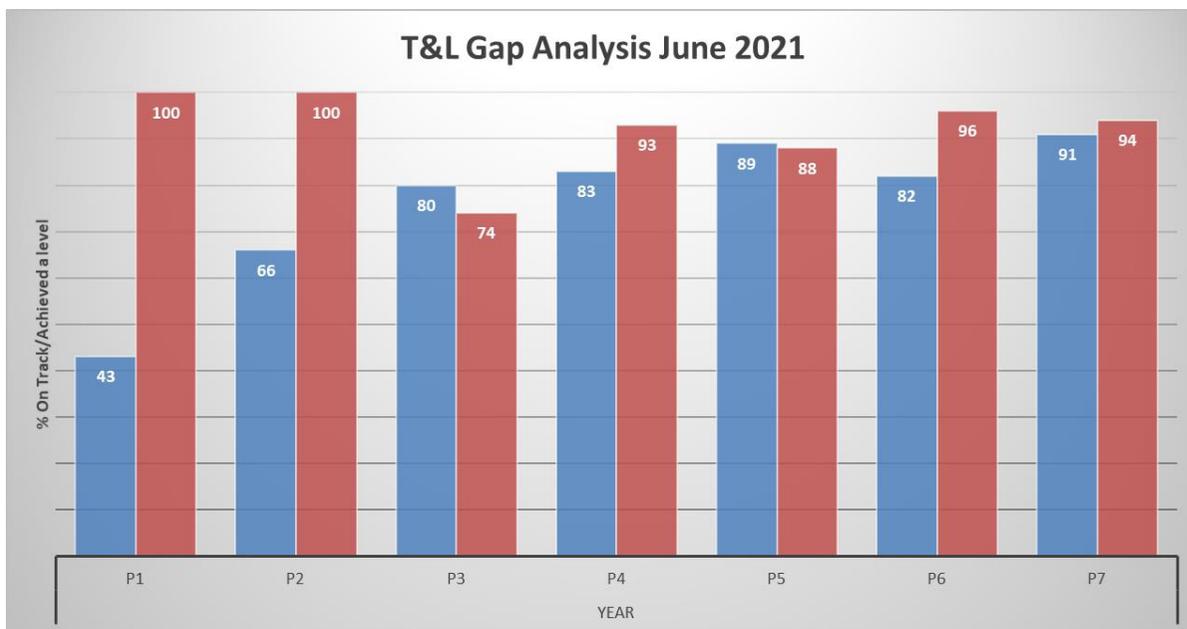
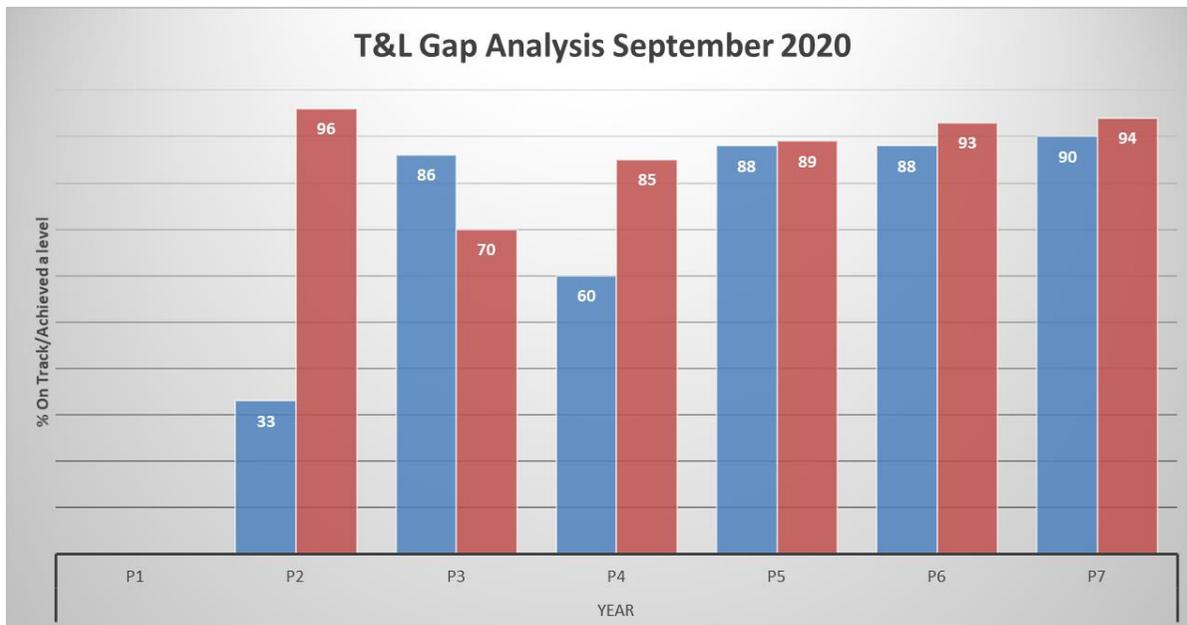
Results dip as we go up the school stages and we will be looking closely at how we combat this. In previous years we have ran writing groups and put additional staffing into classes during writing session – this will all be discussed in the new school session. Where dips exist, we will deploy additional staff so we can target pupils and get them closer to their expected level of attainment.

The writing attainment also reduces as we move further up the school, this has been something we have noticed in previous years and we will be looking closely at our teaching and learning approaches this to try to combat this.

The work by our Writing Working Group should also help to improve writing experiences in class and help teachers to be confident in teaching writing and assessing the final work.

There is an increase in the number of targeted pupils on track in P3/4 but a drop in P5/6/7. This will be closely tracked next year and measures put in place to close gap for targeted pupils.

NB – Primary 1 results not displayed at start of year due to just starting formal schooling and allowing a period of settling in.



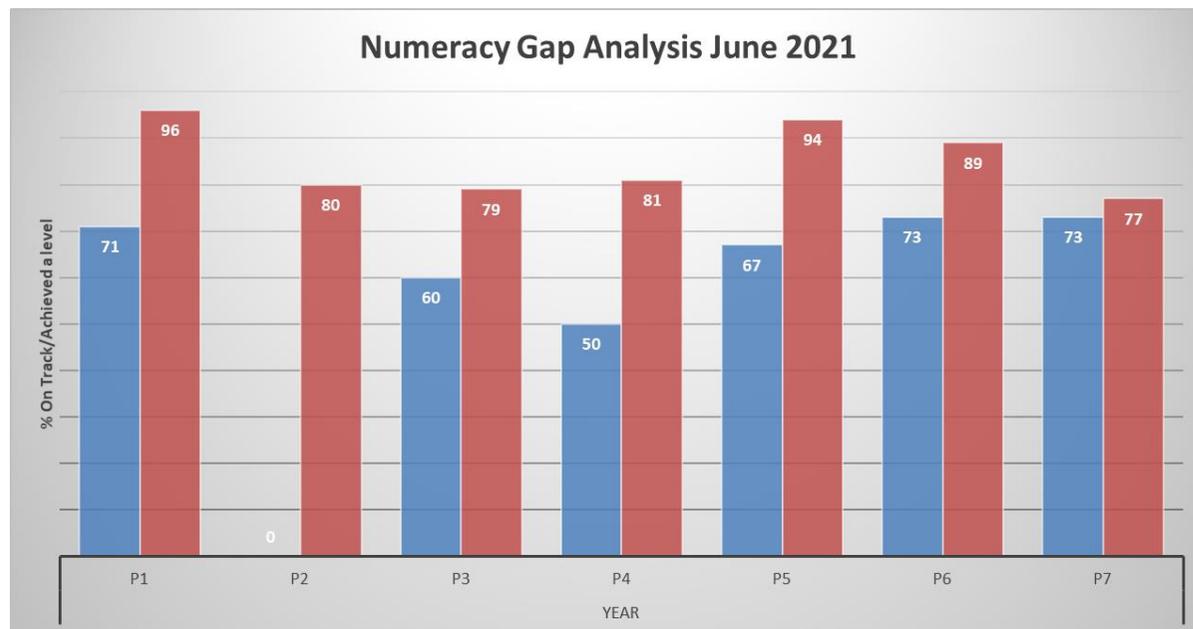
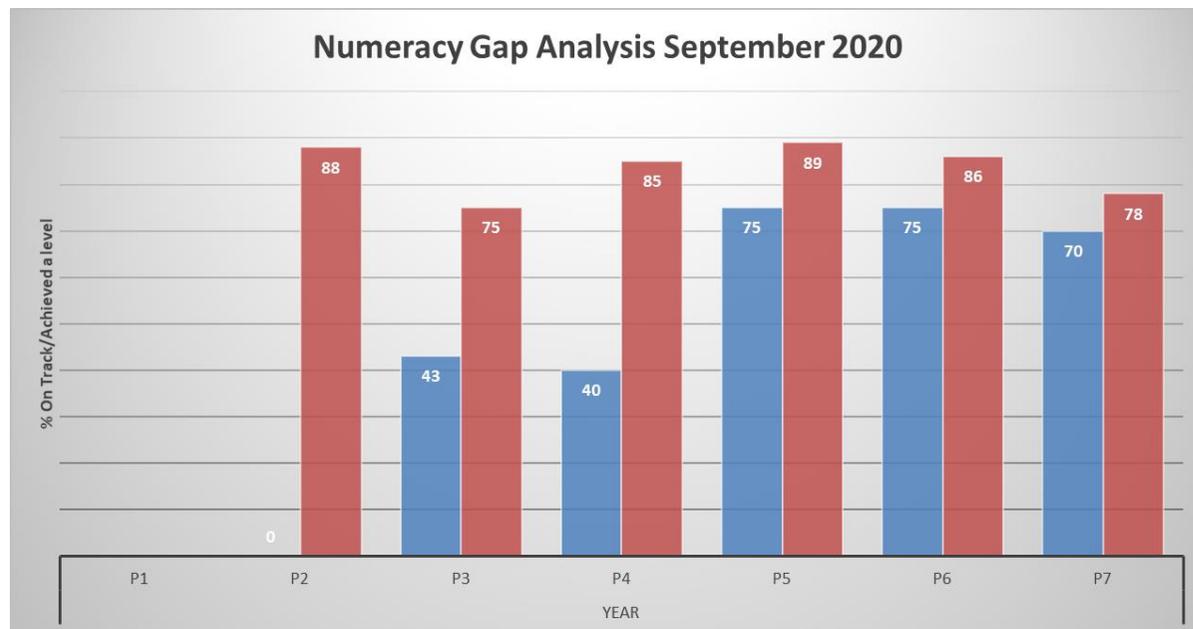
● SIMD1/2/FME 
 ● SIMD 3-10

Talking and Listening results overall are positive. We continue to use our new talking and Listening progression pathways and make changes and amendments where required.

The results dip slightly at P3 level so we will look more closely at that next school session and see what changes can be made to teaching approaches to ensure pupils are achieving their potential.

There is an increase in the number of targeted pupils on track in P2/4 but a drop in P3/6. This will be closely tracked next year and measures put in place to close gap for targeted pupils.

NB – Primary 1 results not displayed at start of year due to just starting formal schooling and allowing a period of settling in.



● SIMD1/2/FME 
 ● SIMD 3-10

Numeracy results still fairly high but slightly down on previous years – this may be due to the after effects of two school building closures and the move to online learning for a period of time.

The two periods of closure has been a challenge in our Numeracy teaching as the amount of face to face teaching has been significantly reduced and this has meant covering the numeracy curriculum has been a challenge.

Numeracy is a focus in our recovery next year and, with additional staffing, we will be ensuring the appropriate interventions are in place to increase our Numeracy attainment.

Results dip as we go up the school stages and we will be looking closely at how we combat this. Where dips exist, we will deploy additional staff so we can target pupils and get them closer to their expected level of attainment.

The work by our Numeracy Working Group should also help to improve numeracy real life experiences in class and increase confidence in applying Numeracy skills in different contexts.

There is a slight increase in the number of targeted pupils on track in P3/4/7 but a drop in other year groups. This will be closely tracked next year and measures put in place to close gap for targeted pupils.

NB – Primary 1 results not displayed at start of year due to just starting formal schooling and allowing a period of settling in.