

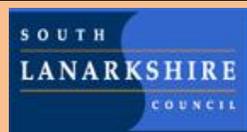


South Lanarkshire Council

Recovery School Improvement Planning August 2021



Newfield Primary School and Nursery Class



Improvement Priority 1 - Continuity of Learning

<p>Quality Indicator</p> <p>2.2 Curriculum</p> <ul style="list-style-type: none"> • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work <p>2.3 Learning, teaching and assessment</p> <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>Recovery Priority</p> <p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>School Rationale</p> <p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p>	<p>Key Recovery Tasks (Action Plan)</p> <p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>Desired Outcomes and Measures</p> <p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>
<p>2.2 Curriculum</p> <p>Theme 1: Rationale and design</p> <p>Our curriculum is grounded in our commitment to securing children's rights and wellbeing. It takes account of learners' entitlements and the four capacities and reflects the uniqueness of our setting.</p> <p>There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum.</p> <p>We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.</p> <p>Our creative and innovative approaches to curriculum design support positive outcomes for learners.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> • Consider the curriculum rationale and how this should/could be adapted for the forthcoming session, considering the varied experiences learners have had during session 20-21. • Consider how cross curricular themes can support the delivery of different curricular areas. • Think creatively, innovatively and "outside the box" to ensure provision of a wide and varied curriculum. • Ensure all curricular areas are being covered. • Prioritise, through self-evaluation, any curricular area which should be reviewed or refreshed, considering those that were utilised well during 	<p>Analysis of reading standardised assessment data from 2020-2021 highlights a number of pupils who are significantly (>1 yr) behind their expected age range, particularly those in P4-7.</p> <p>The analysis of data identifies the need for a more focussed whole school approach to building and sustaining a whole school reading culture.</p> <p>The Reading Schools programme will offer a coherent structure for all of our reading initiatives and activities.</p> <p>Pupil dialogues have shown that a number of children do not have access to reading materials at home.</p>	<p>Reading Schools Led by Literacy coordinator M Montgomery, PT.</p> <p>Sign up via Reading Schools website to register. Complete self-evaluation level quiz. Share information on the structure and focus of Reading Schools with all stakeholders. <i>MM, Aug 21</i></p> <p>Participate in Reading Schools webinar. CLPL requirements and opportunities will be identified. <i>All staff, Aug 21</i></p> <p>Establish Reading Schools Leadership group. <i>Pupils/staff, Sept 21</i></p> <p>Develop and submit Reading Schools Reading for Pleasure Action Plan. Share Reading Schools Action Plan with all stakeholders. <i>RS Working group, Oct 21</i></p> <p>Identify resources required to embed Reading for Pleasure into school curriculum, including school library development (children and adults). <i>All stakeholders, ongoing.</i></p>	<p>Reading Schools Outcome:</p> <ul style="list-style-type: none"> - There will be a 10% decrease in the number of children whose reading age is >1 year below their chronological age. - The amount of children who score 3 or above for engagement in Reading using the Leuven Scale of Engagement will be more than 70% - Attainment in reading will increase by at least 5% across the school. <p>Measures:</p> <ul style="list-style-type: none"> - Children's reading age will be assessed twice over the course of the year. - Leuven Scale of Engagement will be completed termly by class teachers. - Attainment data will be monitored in September, November, March and May

<p>Theme 2: Development of the curriculum Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community.</p> <p>Theme 3: Learning pathways The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.</p> <p>We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.</p> <p>All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.</p> <p>Theme 4: Skills for learning, life and work All staff and partners provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning.</p> <p>We emphasise enterprise and creativity across all areas of learning.</p>	<p>remote learning. (eg. Digital learning, IDL)</p> <ul style="list-style-type: none"> • Ensure the curriculum provides all children and young people with breadth and depth in their learning, including experiences which include skill development in a range of contexts and environments. (including outdoors) • Ensure that identified learning pathways are flexible enough to support <u>all</u> learners – no matter their experience during remote learning or level of engagement over the last session. • Consider the importance of learning through meaningful and real-life contexts (reflecting on the success of this within remote learning period) • Consider the ways to further develop skills for learning, life and work through a variety of contexts. 	<p>Consultation with stakeholders has identified that pupils would like more choice in their reading materials to ensure that they are challenging, contemporary, enjoyable and relevant.</p> <p>Analysis of writing data from 2020-2021 highlights a number of pupils who are significantly</p>	<p>Train children as 'Paired Readers' P7/P6 pupils/staff, Aug 21 and ongoing</p> <p>Identify the role of Junior Librarians and encourage children to apply for this role. P6 pupils, Ongoing</p> <p>Arrange class visits to Stonehouse Library. Create a timetable for the school library. Consult with pupils regarding the requisition of texts. RS Working group, ongoing</p> <p>Pupils will share their reading experiences and promote texts. All pupils, ongoing</p> <p>Establish a range of Reading for Pleasure events throughout the 2021/22 session, including monthly reading focussed assemblies. RS Working group, ongoing</p> <p>Create own story books in classes as part of Writing lessons and read aloud to another class. All pupils, ongoing</p> <p>Integrate Reading Schools Action Plan into forward planning. All staff, ongoing</p> <p>Organise activities to increase parental engagement with pupils reading for pleasure. Establish clubs to promote reading for pleasure. RS Working group, ongoing</p> <p>Collect evidence to submit towards accreditation. All staff/pupils/parents, ongoing</p> <p>NGRT, PM Benchmark reading assessments. All staff, May 2022</p> <p>Engagement and attainment data to be measured termly. All staff, termly</p> <p>Writing development Led by Summer Smith, Class Teacher</p> <p>Audit existing resources and pedagogy for writing using SWOT analysis. Working group established. All staff, August 2021</p>	<p>- Pre and post Reading Schools self-evaluation quiz</p> <p>Writing Development Outcome: - SWOT analysis will show existing strengths and areas for development.</p>
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<p>2.3 Learning, teaching and assessment</p> <p>Theme 1: Learning and engagement Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities.</p> <p>Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.</p> <p>Theme 2: Quality of teaching We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies.</p> <p>Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.</p> <p>We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.</p> <p>Theme 3: Effective use of assessment We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> Take into account previously recorded levels of engagement and build upon these, considering how they can support and influence future learning and teaching. Ensure learners' experiences include appropriate levels of <u>challenge</u> and <u>support</u>, linked to current assessment information. Consider which elements of learning and teaching, which were adapted and utilised well during remote learning, could be continued and integrated into common practice. Establish a clear overview of current learning and teaching processes, drawing on robust self-evaluation. Provide opportunities for staff CLPL to ensure effective delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment (Moderation) Cycle. (eg. LI/SCs, questioning, feedback...) Consider current assessment calendar and assessments used and how these should be adapted to support recovery, establishing new assessment guidelines which take account of the varied learning experiences pupils will have had during last session. 	<p>behind their expected level (>1yr), particularly from P4-7. 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.</p> <p>Writing working group was already established in session 20/21. Work with this group will continue this session.</p> <p>New Numeracy and Mathematics progression pathways were created have been in use since school session 20/21. End of term assessments to match the pathways were created and continually reviewed.</p> <p>We now need to create holistic assessments to assess maths and numeracy skills in a context and give pupils more real life contexts to apply their skills to.</p> <p>This will give us a greater understanding of their skills and ability to apply them in different context.</p>	<p>Revise structure for an effective writing lesson. Agree on approaches to raise attainment i.e.</p> <ul style="list-style-type: none"> -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 <p><i>Writing working group, Sept 2021</i></p> <p>Identify CLPL needs and opportunities. <i>All staff, ongoing</i></p> <p>Create progression pathway for genre development across stages and levels, ensuring breadth and depth. <i>All staff, ongoing</i></p> <p>Revisit writing benchmarks. <i>All staff, ongoing</i></p> <p>Moderation activities to ensure a shared understanding at each level. <i>All staff, ongoing</i></p> <p><u>Numeracy Holistic assessments</u> Led by Denise Corke, DHT</p> <p>Revise current Numeracy Progression Pathways and make any changes required. <i>All staff, ongoing</i></p> <p>Identify areas of Numeracy/Mathematics to be covered in each holistic assessment. <i>All staff, ongoing</i></p> <p>Create engaging and meaningful holistic assessments for each stage of the pathways. <i>Numeracy working group, ongoing.</i></p> <p>Trial assessments with pupils to check they are robust and meet the criteria. <i>All staff, Jan-April</i></p> <p>Identify and CLPL needs and opportunities for staff to improve numeracy teaching and approaches. <i>All staff, ongoing</i></p>	<ul style="list-style-type: none"> - Whole school overview of types of writing expected at each stage created. - Collated exemplars of moderated pieces of writing established for each level. <p>Measures:</p> <ul style="list-style-type: none"> - Leuven Scale of Engagement will be completed termly by class teachers. - Ongoing staff and pupil dialogues and classroom visits. - Attainment data will be monitored in September, November, March and May - Attainment in writing will increase by 5%. <p><u>Numeracy Holistic assessments</u> Outcome:</p> <ul style="list-style-type: none"> - Confidence in use of numeracy skills. Survey responses being more confident/enjoyment. - Teacher response to children being more confident, have a go attitude. <p>Measure:</p> <ul style="list-style-type: none"> - Survey pupils' confidence before and after use of holistic assessments. - Survey teachers' responses before and after.
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<p>Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people.</p> <p>Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.</p> <p>Theme 4: Planning, tracking and monitoring As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas.</p> <p>3.2 Raising Attainment and Achievement Theme 1: Attainment in Literacy and Numeracy Raise attainment in literacy and numeracy for all learners</p> <p>Learners make very good progress from their prior levels of attainment in literacy and numeracy.</p> <p>Theme 2: Attainment over time Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.</p> <p>A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.</p>	<ul style="list-style-type: none"> • Ensure a range of assessments (both formative and summative) are used to ascertain the learning needs for each learner. • Consider how moderation can be used – internally and across the Learning Community – to support their adapted/refreshed learning, teaching and assessment processes. • Ensure tracking and monitoring processes are well utilised to inform both day to day planning for learning and teaching and longer-term assessment of progress. <p>Schools Should:</p> <ul style="list-style-type: none"> • Establish a clear picture of the literacy and numeracy landscape in their own context in order to establish the universal priorities for the year ahead as well as any targeted approaches for stages, groups and individuals. • Provide opportunities for CLPL which supports staff to respond confidently to learners' needs, intervening timeously. • Ensure tracking and monitoring enables earlier identification of young people who may be at risk of not attaining and apply relevant interventions. • Consider how learner participation is emerging (audit) and plan appropriate next steps in the journey towards empowerment of children and young people in 	<p>Plan to promote reading for enjoyment in the nursery.</p> <p>Pupil dialogues have shown that many children are not being read to at home.</p> <p>The new phonics programme will offer a coherent structure to enable nursery children to create a strong foundation in order to build on phonological awareness.</p> <p>Phonological screening in Primary 1 shows that there is a lower level of phonological awareness than there has been in previous years.</p> <p>A survey showed that parents understood the value of numeracy and wanted their children to be more secure with number.</p> <p>Aim to provide more opportunities for children to develop their number skills during play experiences in the Nursery.</p>	<p><u>Nursery literacy Focus</u> Led by Nursery Staff</p> <p>Build partnerships with parents and encourage them to read to their children by providing Book Bag resources and send home video links modelling how to read to young children. <i>All staff, ongoing</i></p> <p>Send home a video link to highlight the importance of reading to nursery children. <i>All staff, ongoing</i></p> <p>Introduce a Phonics Nursery Programme to develop children's awareness of sounds, syllables and rhymes. <i>All staff, ongoing</i></p> <p>Work in partnership with parents to raise awareness of phonics in the nursery. <i>All staff, parents and children, ongoing</i></p> <p><u>Nursery Numeracy Focus</u> Led by Nursery Staff</p> <p>Further develop the use of Numicon to show the link between numbers and concrete materials. <i>All staff, ongoing</i></p> <p>Provide opportunities for Nursery children to work with concrete Numeracy material to explore number. <i>All staff, ongoing</i></p>	<p><u>Nursery Literacy Focus</u> Outcome:</p> <ul style="list-style-type: none"> - Parents will share their reading experiences on the Learning Journals. - Parents will complete Book Bag evaluations. - Parent feedback will be positive. <p>Measure:</p> <ul style="list-style-type: none"> - Most children will know some initial sounds. E.g. the start of their name. - Parents will understand the Importance of using the phoneme rather than the letter name. - 2 Parental surveys will be completed to evaluate the benefit of the book bags and video clips. <p><u>Nursery Numeracy Focus</u> Outcome:</p> <ul style="list-style-type: none"> - Most children will be able to count confidently forwards and backwards. - Most children will be able to match numbers to quantities 0-5. <p>Measure:</p> <ul style="list-style-type: none"> - Observations by Key Workers. - Children's use of concrete materials.
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<p>Theme 3: Overall quality of learners' achievements</p> <p>Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.</p> <p>They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.</p> <p>As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.</p>	<p>decisions about what matters to them most- in school, in the community and globally.</p> <ul style="list-style-type: none">• Take into consideration experiences of learners whilst at home and how these impact on overall achievements of children and young people.• Consider the key personnel and processes which will support learners to reflect on their learning pathway in the light of the varied learning experiences they will have had during 20-21 and, where necessary, reignite learner responsibility for their learning and achievement.			
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Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

<p style="text-align: center;">Quality Indicator</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality 	<p style="text-align: center;">Recovery Priority</p> <p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p style="text-align: center;">School Rationale</p> <p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p>	<p style="text-align: center;">Key Recovery Tasks (Action Plan)</p> <p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p style="text-align: center;">Desired Outcomes and Measures</p> <p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>Theme 1 Wellbeing</p> <p>As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families.</p> <p>Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> <p>We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people.</p> <p>Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.</p> <p>All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> • Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. • Plan 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. • Provide opportunities for CLPL 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. 	<p>Our HWB progression pathways were updated and improved in session 19/20 and we have been continually evaluating since then. With the recent closures and lockdown periods along with HGIOS self-evaluation, as well as consultation with staff, pupils and children has highlighted the need for us to review our school’s approach to HWB to include an increased focus on mental wellbeing and nurturing approaches.</p> <p>Twice a year (Sept/May) pupils complete the Pupil Attitude To School Survey (PASS) this provides the staff with an overview of the pupils HWB and allow us to create targeted groups and experience to support pupils.</p> <p>Support staff report that most children rely on adults to solve any playground incidents.</p> <p>Staff also report that many children have difficulty in playing with peers and games can lead to</p>	<p>Implement SLC’s Attachment Strategy across the establishment. <i>All staff, initial training Aug 2021, then ongoing</i></p> <p>Share key pledges of SLC’s Attachment Strategy with children and parents. <i>SMT, Sept 2021</i></p> <p>Raise staff awareness of Adverse Childhood Experiences (ACEs) <i>All staff, Nov 2021</i></p> <p>Children to take part in PASS twice in the school year. Evidence from PASS used to inform nurture groups, after school groups and additional support. <i>All pupils and staff, Sept 2021 and May 2022</i></p> <p>Reintroduction of nurture groups. <i>MM (PT) to lead, ongoing</i></p> <p>Provide opportunities for participation in extra-curricular clubs/activities including family learning experiences. <i>All pupils and parents, ongoing</i></p> <p>Review and update existing HWB programme of study. <i>All staff, ongoing</i></p> <p>Playground games training for support staff that can then be rolled out to pupils. <i>All SSA, ongoing</i></p> <p>Make links with Trust Jack – a local charity focussed on mental health in children and young people and work together on a shared project. <i>All staff, ongoing</i></p>	<p>Outcome:</p> <ul style="list-style-type: none"> - Attachment-informed practice will be evident throughout the school. - Nurturing principles will be evident in classrooms. - There will be a 25% reduction in the number of children with significant HWB barriers recognised via the Pupil Attitude to School Survey. - At least 75% of children will attend at least 1 extra-curricular club. - There will be a reduction in playground incidents requiring staff intervention. <p>Measure:</p> <ul style="list-style-type: none"> - Participation data will be monitored termly. - PASS data will be gathered and analysed twice in the school year, September 2021 and May 2022. - Dialogue with SSA and class teachers regarding frequency of playground incidents.

<p>We consider each child and young person as an individual with his/her own needs, risks and rights. We ensure children and young people are active participants in discussions and decisions which may affect their lives.</p> <p>Theme 2: Fulfilment of Statutory Duties We comply and actively engage with statutory requirements and codes of practice.</p> <p>Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.</p> <p>Theme 3: Inclusion & Equality All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best.</p> <p>Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.</p> <p>We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.</p>	<ul style="list-style-type: none"> • Have overt plans in place to support the wellbeing needs of staff and learners. • Ensure all staff are aware of and fully trained in all current SLC and National Child Protection advice and guidance. • Ensure a sharpened focus on learner wellbeing and responsiveness to changes in circumstances. • Consult with all stakeholders to gain an understanding of need based on experience during lockdown. • Consider the universal Rights of the Child and where the work of the school could be influenced by it. • Identify opportunities to celebrate diversity. 	<p>disagreements. Some pupils lack appropriate playing skills.</p> <p>An increasing number of children show behaviours associated with insecure attachment.</p> <p>Our previous nurture focussed groups allowed our pupils an opportunity to share and discuss their wellbeing and resulted in more settled behaviour in classrooms.</p> <p>In previous years we have linked with local charities who support pupil and parents mental health. This is essential post lockdown to ensure supports are there for those who need it.</p> <p>New staff given time and support to familiarise themselves with the routines and aims of Newfield Nursery.</p> <p>Due to their being new staff, parents and children it is important to introduce everyone to the Newfield Nursery Ethos.</p> <p>The HWB programme will be developed further to enhance everyone's understanding of emotional literacy.</p>	<p>Continue to support staff HWB. Include HWB on staff agendas for meetings, introduction of support trios, and discussion at PRD regarding HWB. <i>SMT and all staff, ongoing</i></p> <p>Reintroduction of parental coffee morning in association with the Hope Café supporting Mental Health and signposting where supports are available. <i>SMT and parents, ongoing</i></p> <p><u>Nursery HWB Priority</u></p> <p>Staff meetings to discuss the routines and creating the best learning environment for everyone. Planning meetings to discuss the best use of Floor books and Learning Journals. <i>All staff, ongoing</i></p> <p>Quality assurance of tracking and monitoring to ensure all staff have the same expectations and are delivering the same approach across the board. DC and <i>all staff, ongoing</i></p> <p>Introduce all new stakeholders to our HWB programme Check understanding of the rainbow and their level of emotional literacy. Further integrate the HWB programme into other areas of the curriculum by incorporating a monthly focus. Parent workshops will supplement this HWB programme and build partnerships with parents. <i>All staff, ongoing</i></p>	<p><u>Nursery HWB Priority</u></p> <p>Outcome:</p> <ul style="list-style-type: none"> - Quality assurance will ensure sufficient number of entries in Learning Journals and Floor books to show learning across the curriculum. - Most children will be able to use rainbow colours to describe feeling and show good emotional literacy skills. - Most staff will be able to implement this into their daily practice. <p>Measure:</p> <ul style="list-style-type: none"> - Evaluations using HGIOELC and regular staff evaluations. - Regular quality assurance opportunities. - Conversations and observations in the playroom.
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Improvement Priority 3 - Planning for Equity

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
1.3 Leadership of Change 1.5 Management of Resources to Promote Equity 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment and Achievement	These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	This section outlines what the desired impact will be for our children and young people and how it will be measured.

Closing the Poverty-related Attainment Gap

<p>3.1 Ensuring, wellbeing, equality and inclusion</p> <p>Theme 3: Inclusion and Equality We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.</p> <p>3.2 Raising Attainment and Achievement</p> <p>Theme 4: Equity for all learners We have effective systems in place to promote equity of success and achievement for all our children and young people.</p> <p>We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.</p>	<p>Schools should:</p> <p>Identify groups/learners/stages requiring targeted additional support and identify which barriers are poverty-related through a rigorous analysis of all relevant available data (quantitative and qualitative) which takes account of:</p> <ul style="list-style-type: none"> - Learners' wellbeing (Boxall profile, observations, wellbeing indicators) - Attainment (standardised assessments, class work, use of benchmarks, in-school assessments, SNSA) - Attendance and Punctuality (in-school at hubs) - Engagement (Leuven scale, observational data) - Participation (remote learning participation data) 	<p>Health and Wellbeing</p> <p>Whole school analysis Pupil Attitude to School Survey will identify pupils with significant HWB barriers.</p> <p>Boxall Profiles of these pupils should show both diagnostic and developmental strands not within expected levels.</p>	<p>Health and Wellbeing</p> <p>Implement PASS twice in the school year. <i>All staff and pupil, Sept 2021 and May 2022</i></p> <p>Complete Boxall Profiles for all children who are shown to have significant HWB barriers to identify appropriate interventions including Nurture, Lego Build to express, Talking and Drawing and GUAB. <i>All staff, ongoing</i></p> <p>Class teachers will also use Boxall Profile findings to plan interventions within their own class to target the wellbeing of specific children. <i>All staff, ongoing</i></p> <p>Revise all Principles of Nurture with all staff and children. <i>DM/AJ with staff, SMT with pupils at assemblies, ongoing</i></p> <p>Share the Principles of Nurture with parents. <i>DC/AJ, ongoing</i></p> <p>Nurture groups will run on a weekly or twice weekly basis for identified pupils. <i>MM to lead, ongoing</i></p>	<p>Health and Wellbeing</p> <p>Outcome:</p> <ul style="list-style-type: none"> - There will be a 25% reduction in the number of children with significant HWB barriers recognised via the Pupil Attitude to School Survey. - Nurturing Principles will be evident across the whole school beyond Nurture Groups. - By June 2022, all pupils targeted for Nurture intervention will have improved wellbeing; their barriers to learning will have reduced. <p>Measure:</p> <ul style="list-style-type: none"> - Pupil Attitude to School Survey will be undertaken in September and May. Results gathered and analysed. - Boxall Profiles to be completed bi-annually for identified pupils. - Dialogue with class teachers regarding behaviour and attitude in class of identified pupils.
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<p>1.3 Leadership of Change Theme 3: Implementing Improvement and Change Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.</p> <p>1.5 Management of Resources to Promote Equity Theme 1: Management of finance for learning We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate.</p> <p>Financial expenditure is carefully planned to improve the quality of learning and teaching and increase attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners.</p> <p>2.4 Personalised Support Theme 2: Targeted Support Our targeted support builds on robust, embedded universal support. Learners' needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required.</p> <p>Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.</p>	<ul style="list-style-type: none"> Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding, with a minimum of 5% of PEF subject to participatory budgeting. 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 for learners. Ensure sound financial management of all sources of funding Ensure equity approaches are additional and provide targeted, accelerated support to learners affected by poverty. Move away from universal to more targeted approaches. Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from 	<p><u>Attendance and Punctuality</u></p> <p>Attendance data from 2020/20211 highlighted the need for a more bespoke approach to monitoring and additional CLPL for class teachers to ensure any barriers to learning are identified and punctuality encouraged.</p> <p>23% of pupils (13) from targeted group (SIMD 1-2 plus FME) have < 90% attendance. 4% (2) of these pupils have <80% attendance.</p> <p>9% of pupils (5) from targeted group have had 10 or more late comings from session 20-21.</p> <p><u>Numeracy</u></p> <p>Analysis of MALT standardised assessment, alongside Termly assessments and Teacher Professional Judgement has identified a number of pupils in P4 (7), P5 (7), P6 (4) and P7 (7) who are behind their expected age range.</p> <p>43% of targeted children are not on track in terms of expected CfE Levels for Numeracy</p>	<p><u>Attendance and Punctuality</u></p> <p>Baseline figures noted for each pupil. <i>SMT, August 2021</i></p> <p>Attendance and punctuality figures will be monitored monthly - any patterns of non-attendance/lateness will be identified. <i>SMT, monthly</i></p> <p>Parents/carers and pupils will be notified when improvements in attendance punctuality take place to encourage more of this – good news story home. <i>SMT, monthly</i></p> <p>Questionnaire/dialogue undertaken by identified pupils to understand what specific barriers are. <i>SMT, ongoing</i></p> <p>Equity Lead will liaise with class teachers to ensure curriculum is relevant, challenging and appropriate for identified pupils. <i>DC, equity lead, ongoing</i></p> <p><u>Numeracy</u> Led by Denise Corke, Equity Lead, DHT</p> <p>Intervention teachers will either release the class teacher to work with identified pupils in small groups and/or one-to-one twice per week or undertake the targeted support themselves. Class teachers will reinforce learning undertaken in the small group/individual sessions within class as much as possible. <i>All staff, ongoing</i></p> <p>Intervention sheets will be completed by staff to clearly outline the learning being covered and the result of the intervention after an agreed period of time. <i>All staff, ongoing</i></p>	<p><u>Attendance and Punctuality</u> Outcome: - Attendance figures for targeted group will improve by June 2022: <ul style="list-style-type: none"> more than 85% identified pupils will have attendance greater than 90% all identified pupils will have an attendance greater than 80% Measure: - % attendance for targeted pupils will be monitored weekly</p> <p>Outcome: - Punctuality figures for targeted group will improve by June 2022: - % of targeted pupils with 10 or more late comings per session will reduce by 25%</p> <p>Measure: - Punctuality figures for targeted pupils will be monitored weekly</p> <p><u>Numeracy</u> Outcome: - By June 2022, P4-7 identified pupils will have had their gap reduced by 6 months for Numeracy and Mathematics. - By June 2022, all identified pupils will score 3 or more in relation to the Leuven Scale of Engagement for Numeracy. Measure: - MALT in June 2021 and Aug 2021 is baseline. - SNSA for P4 and P7 pupils in May 2022. - Ongoing assessment throughout session utilising in-school numeracy assessments, including holistic assessments on termly basis. - Leuven Scale of Engagement completed every term</p>
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<p>Theme 3: Removal of barriers to learning Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised.</p> <p>Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty.</p>	<p>your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced.</p> <ul style="list-style-type: none"> Ensure barriers to learning are identified and regularly reviewed to reflect changing circumstances. 	<p>Literacy</p> <p>Analysis of NGRT assessments and book banding assessments alongside teacher professional judgement has identified a number of pupils in P4 (7), P5 (13), P6 (9) and P7 (11) who are behind their expected age range.</p> <p>49% of targeted children are not on track in terms of expected CfE Levels for Literacy.</p>	<p>Literacy Led by Denise Corke, Equity Lead, DHT</p> <p>PEF teacher will either release the class teacher to work with identified pupils in small groups and/or one-to-one twice per week or undertake that support themselves. Class teachers will reinforce learning undertaken in the small group/individual sessions within class as much as possible.</p> <p>Intervention sheets will be completed by staff to clearly outline the learning being covered and the result of the intervention after an agreed period of time. <i>All staff, ongoing</i></p> <p>Literacy 5-Minute Box will be introduced to targeted children who are not on track to achieve <i>Intervention staff, ongoing</i></p>	<p>Literacy Outcome:</p> <ul style="list-style-type: none"> - By June 2022, P4-7 identified pupils will have had their gap reduced by 6 months for Reading - By June 2022, all children engaging in the Literacy 5-Minute Box will have a reading age of within 6 months of their chronological age. <p>Measure:</p> <ul style="list-style-type: none"> - NGRT assessments in May. - Book banding assessments throughout the school session - 5-Minute Box assessments - Ongoing Literacy Assessments
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Being a poverty-aware school and reducing/mitigating the Cost of the School Day

Schools are being asked to undertake PB for a minimum of 5% of their Pupil Equity Funding. Please highlight in any colour the outcomes, measures, tasks and rationale related to PB in the following section.

<p>2.5 Family Learning Theme 2: Early Intervention and Prevention Our staff are aware of the factors causing child poverty within our community.</p> <p>We work with parents and other agencies to help parents minimise the effect of poverty on our children.</p> <p>Our staff has an informed understanding of local demographics</p>	<p>Schools should:</p> <ul style="list-style-type: none"> Revisit Child Poverty Action Group Website and other relevant reading. Revisit their CoSD Position Statement in relation to: <ul style="list-style-type: none"> - Getting dressed for school - Fun events - Eating at school - School trips - Learning at school - Travelling to school - Attitudes 	<p>Cost of the School Day</p> <p>HGIOS self-evaluation, as well as consultation with staff, has highlighted the need for us to review our school's approach to tackling non engagement in home learning.</p> <p>After consultation with staff, parents and pupils our home learning tasks were significantly reduced and focus on Literacy and Numeracy skills.</p>	<p>Cost of the School Day Led by Denise Corke, Equity Lead, DHT</p> <p>Physical resources will be sent home with each targeted child to support home learning. <i>SMT, August 2021</i></p> <p>Individual learner conversations will take place with each identified pupil to find out what equipment they require, e.g. texts, IT, stationery, etc. <i>SMT, August 2021</i></p> <p>Sensitively liaise with parents/carers to discuss issues and IT resources will be procured for these</p>	<p>Cost of the School Day Outcome:</p> <ul style="list-style-type: none"> - By October 2021, all identified pupils will have the necessary equipment at home to enable them to undertake learning at home. - Almost all identified pupils will be engaging in home learning by March 2022. <p>Measure:</p> <ul style="list-style-type: none"> - Home learning participation data monitored termly.
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<p>that informs more targeted support when appropriate.</p>	<ul style="list-style-type: none"> - School clubs - Travelling to school - Home-learning <ul style="list-style-type: none"> • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider what changes will need to be made to the school calendar in light of changes to family income and how you will communicate this. 	<p>Engagement in home learning overall is 89%, targeted pupils engagement is 80%</p>	<p>pupils to be utilised at home, to enable them to engage in home learning activities. <i>SMT, August 2021</i></p> <p>All P1 starts provided with a transition pack containing magnetic board and letters, suggested activities specifically for home use. Video of how to use the pack shared with families. <i>DC, May 2021</i></p> <p>Introduce a Homework support club weekly at lunchtime for identified children to enhance engagement with home learning activities. <i>DC, ongoing</i></p>	<p>- Children's' attendance at Homework support club will be monitored weekly.</p>
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