



Rigside Primary School Recovery Plan



August 2020 Return to School





Introduction



The school session of 2019 - 2020 was an eventful one for Rigside Primary for a number of reasons. We started the session in September with a visit from HMIE and, after what was a very intense but positive experience for us as a team, we made huge steps forward. Galvanised by an inspection report that we felt recognised us as we were, we took pride in the strengths identified and paid special attention to the key piece of advice; that our children were "ready to learn" as a result of the work we had done on health and wellbeing and nurture.

With staff empowered to drive us forward, we moved quickly to adapt and improve our practice and saw positive results within weeks, particularly in the quantity and quality of pupils' written work. We kept this momentum going, through development work that looked at strengthening creativity and engagement in inter-disciplinary learning.

Gaps in learning that were identified early in the session were targeted through individualised support and teachers were reporting improvements in attainment by the beginning of March for a number of pupils who had been of significant concern.



Our plan for moving forward at that point, with Scottish Attainment Challenge planning having been done, was to continue our focus on writing and to develop skills through development of STEAM (Science, Technology, Engineering, Art and Maths). This would build on the work done around creativity and provide opportunities for depth of learning and holistic assessments.

We then came to March and were faced with closure through lockdown due to Coronavirus. Having closed our doors to pupils and staff, we were then in a whole new world for education with the school closed for over 10 weeks. As a result, we found ourselves planning for how we could offer the best support for our families during this time.

Coming out of lockdown, at the start of June, we were looking at how we could reflect on where we are now and work together to provide a safe, nurturing environment where our children will again feel "ready to learn". We will then work together to provide the learning experiences that will inspire our children to develop their knowledge and skills both in the classroom and beyond through "blended learning", encouraging curiosity and creativity with a strong focus on developing and consolidating basic skills.



Lockdown Experience



Staff at Rigside Primary put plans in place for lockdown in the weeks prior to the school closing. Each year group of children was considered a cohort and was assigned to a specific teacher. The teachers then took full responsibility for all duties related to that cohort. This included:

- Learning Pack provided to each child covering CfE, with suggested activities for each curricular area. (4–6 weekly)
- Responsive planning weekly, responding to individuals to personalise the learning experiences.
- Recommended websites for further activities.
- Information about prior learning and advice for parents to support revision.
- Weekly phone calls to **ALL** parents/carers and pupils.
- All teachers were available for communication through Google Classroom daily for pupils and had access and communication through an emergency email.



Families were informed before lockdown of the emergency email set up for communication with staff as required. Mrs Mechan (HT) coordinated weekly phone calls, from herself and teachers, to all families every week. Communication records were kept updated and any resulting actions followed up so that all needs were met. Through this communication, the following support was put in place:

- Rigside Larder (a weekly food provision in partnership with Healthy Valleys and SLC). Mrs. Mechan arranges weekly deliveries for any families shielding or unable to collect food in person.
- Physical Resources (stationery/craft) and sanitary products from SLC.
- Technical support from class teachers and more specifically the ICT Coordinator as required.
- Additional pastoral support for families where children are experiencing distressed behaviour, through additional calls with direct communication.

The school app and website are updated regularly. The first Learning Pack was handed out as a hard copy before closure. However, subsequent Learning Packs were posted to the website and onto Google Classrooms, with reminders through the app. Families were provided with clear written instructions on how to use Google Classroom. Most children were registered before lockdown but calls were made to individual families by staff to give additional support during closure.



Lockdown Experience



Miss Steele took a lead role in coordinating transition to high school for P7, working in close partnership with Lanark Grammar staff.

This involved preparing the children for the move by issuing transition documents both in paper form and digitally through Google Classroom and the school social media platforms.

Lanark Grammar have also provided weekly transition information on a Tuesday as part of their 'Transition Tuesday' programme. This has included videos of key staff members in LGS, a video to represent a day in the life of a LGS pupil, information from ALJ about school uniform and a virtual tour of the school. This has been shared with pupils on a weekly basis through Google Classroom and the school's social media platforms.

Weekly phone calls to parents as part of our lockdown experience has ensured that parents are all kept up to date with current transition information, with Miss Steele being available to answer questions or concerns from both parents and child about the transition to high school.

P7 pupils have also been set a variety of tasks to do with their transition to high school. Tasks such as completing their P7 profile, reading and using a timetable and budgeting lunch money have been issued weekly.

Mrs Jack led the coordination of transition into P1 for our new pupils in August. She communicated with nursery staff and worked in partnership with next year's P1 teacher. While making the weekly phone calls, Mrs Jack took the opportunity to talk about children starting Primary 1 next year with their parents. A Transition booklet was created, which was sent to the Nursery Teacher to put on the app, as well as sent to those parents for whom the school had a valid email address. The Transition booklet contains key information for the Pre-schoolers about the school, staff and what their classroom might look like. It also provides the opportunity for parents to discuss any concerns the child has about starting school. The emergency email was given to allow parents to get in touch if they had any questions about their child starting Primary 1.

Self evaluation continued during lockdown so that the team could work together to identify successes and areas for development from our School Improvement Plan this session. The feedback was used to inform plans for moving forward. All teachers completed paperwork, reflecting on the priorities from this session. Some questions were posed alongside this to gather thoughts on how we can ensure improvements continue when we move into our "new normal" in a realistic way.

Health and Wellbeing

The health and wellbeing of pupils, staff and families throughout the lockdown has been the highest priority for the team at Rigside. In order to move to a "new normal" when we return to school, this will continue to sit at the core of all that we are doing. This approach will be holistic, reaching further and wider than a series of lessons or a focus through the curriculum, rather it will be the ethos and approach to all practices adopted from the outset.

Nurture

The Nurture Principles have been embedded in Rigside over the past few years, however these will be looked at again closely and reflected on so that we can develop a shared approach to communication and support.

- The safety of the classroom will be essential. New practices and procedures will be developed and shared with pupils. Their views will be sought to assist us in adapting these into child-friendly language. This shared version will then become our safety rules and will be shared across the school and the wider community.
- All staff have been trained in language as communication and have a strong, shared approach to all interactions within and around the school. Sulp will be reinforced with staff and pupils. Verbalising feelings will be encouraged at all times.
- Any behaviour concerns that may arise will be recognised as a means of communication and will be dealt with in a timely and sympathetic manner. Parents and guardians will be contacted so that we can work in partnership to ease any distressed behaviour. The Emotion Works programme that will be used across the school, will aid with children's understanding of their own emotions and behaviours.
- Each new day will be approached as a transition for children. With new routines in place and strict safety procedures to follow, a nurturing approach to each day at school will be essential. This will include time for emotional check-ins together and also 1-1 where required. Time will be dedicated to discussing plans for that day that include practical safety measures.
- Children's learning will be carefully planned to meet the needs of individuals. Care will be taken to closely observe children learning in order to determine retained knowledge and skills and, when the time is appropriate, baseline assessments will be done.



Health and Wellbeing

Mental and Emotional Wellbeing

Staff and pupils have worked closely with Practical Mindset to develop positive self talk and strengthen self esteem and resilience. This will continue to be used as a core resource to explore feelings and facilitate opportunities to develop empathy for the mix of emotions experienced in response to recent events. This core resource has been developed into a series of differentiated lessons that will be used in each class.

The focus for each series of lessons, covering the school session, are as follows:

- My Hopes, Dreams and Goals
- My Mindset
- My Emotions and Mental Wellbeing
- My Self-esteem and Awareness
- My Outlook on Life
- My Strength and Resilience
- My Calm Mind
- My Best Self

Work in all of this will be supported further by Jill Trevena, author of Practical Mindset and Occupational Therapist. Having established a strong partnership with Rigside over two sessions, plans are under way to reach out to the wider community to help families to work together to look at and develop knowledge and skills around mental and emotional wellbeing.

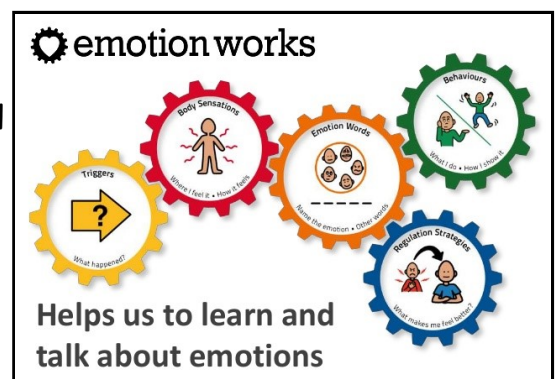
Emotion Works

Most pupils and staff have been introduced to the first two cogs of Emotion Works (Emotion Words and Behaviours) at assembly. Both of these have been shared on the school app during lockdown.

Emotion Works is "an educational programme and organisation that puts learning at the heart of emotional health and wellbeing". It works using a range of "cogs", each with a feature of emotions. The cogs all link together. The goal is to reach the regulation strategies point in the 5-cog model, where the child is able to self-regulate.

We will continue to introduce each cog, one at a time, taking a whole school approach where every class is focusing on the same one for a period. We will reinforce the learning through a series of planned activities.

Our use of Sulp as a language programme alongside Emotion Works will complement the programme. Pupils will be able to use the Sulp characters as a familiar reference point to work through their emotions on the storyboard, rather than having to link it to their own emotions if this is difficult to begin with. If it gets to a point where children find links to insecure and negative feelings, the work being covered through Practical Mindset will be very valuable.



Plans & Procedures

Social Distancing

Pupils do not need to observe physical distancing with other pupils in school but the guidance discourages large groups of pupils gathering in one place. Due to this our whole school assemblies will not take place.

Adults must stay physically distanced from each other and from the pupils. The staff will be fully informed of how this will operate in school. Face coverings are not required to be worn in the building but can be worn by pupils or staff if they wish to do so.

We would encourage all parents to observe physical distancing at our school gates and maintain 2m distance from anyone who is not in your own household. We would appreciate that you do not wait at the gates when your child has been dropped off to avoid congestion.

Pupils will work at a designated desk at all times. Each child will have a tray of resources which will be available to them on their desk on arrival each day. They will be given a filled pencil case, labelled with their name to avoid sharing of resources. Any workbook, jotter or textbook required will be kept in their individual tray. Pupils should not bring any resources from home.

Movement Around The School

Each classroom will be entered from its own area of the school grounds. Pupils should line up at their specific entrance. No accompanying adult should enter the building and we would prefer that pupils are dropped at the gate where possible.

All internal doors will be kept open throughout the school day to reduce handling of them and the school will be kept well ventilated at all times.

Communication

Following the Scottish Government guidelines, parents are unable to enter the school building. You are welcome to call or email the office. Communication between school and home is a high priority. We will continue to use the school newsletter, website, school app and Twitter to keep you up to date with the events in school.

As always, parents should get in touch at any time with concerns or questions as staff will always make the time to chat.



Plans & Procedures



Hand Washing

Each transition point in the day must include a hand washing regime. Every child must wash their hands for at least 20 seconds, using soap and water. This includes the following:

Start of the day

Before playtime

After playtime

Before lunchtime

After lunchtime

Before hometime

Teachers must also wash their hands at these points in time.

Playground

Each class should remain a social grouping in the playground. Pupils should not play with any children outwith this group. Adults supervising should maintain a distance of at least 2 metres at all times with children and other adults. They should strongly encourage pupils to avoid physical contact.

Lunchtimes

P1 to P3 will continue to receive free school meals as normal. Packed lunches and school meals pupils will eat in the dinner hall in their class groups. We would encourage all pupils to stay for lunch to minimise outside contact during the school day. Meals will still be ordered in class as normal and payment made through ParentPay,

Breakfast Clubs and After School Activities

The school breakfast club will not start in August. It is hoped it will begin again later in the term. After school clubs will also not begin this term. Any further updates from SLC about the re-instating of breakfast clubs will be communicated once received.

School Uniforms/School Bags

There are no restrictions on uniform worn by pupils but it should be washed regularly as normal. All windows should be opened in the building for good ventilation so children are encouraged to have a jumper or cardigan with them every day.

Pupils can bring school bags and lunch boxes. It should be noted however that all resources required for learning will be provided by the school. Resources will not be shared.

Continuity of Learning

On our return to school in August, time will be taken to listen to children and to look at what they have experienced during the closure period. The needs of every child will be considered carefully and Health and Wellbeing will be a strong focus for our curriculum at the start of the new session. It will be important to support reconnection and relationships will be a theme we will explore often.

We will continue to strengthen our work in nurture, developing this further still through the introduction of Emotion Works to develop emotional literacy in our children so that they have the skills to talk about and understand their feelings.

All staff will follow a whole school Health and Wellbeing programme. This will run in 4 week blocks, covering a new theme each time from the Practical Mindset Toolkit.

As well as our strong focus on wellbeing, the main areas of the curriculum being taught during the first few weeks for pupils will be Literacy and Numeracy. Teachers will plan these lessons and will give detailed advice to parents around what has been covered, reflecting on prior learning and explaining what will be assessed and how this will be done. Plans for learning will be shared with parents so that they know what is being taught in school and are aware of the links to the learning planned for home. We hope to strengthen the approach to homework this session and would like to work in partnership with parents so that we can maximise opportunities for reinforcement of learning at home.

All suggested learning at home will be linked to the lessons taught in class. It will provide opportunities to reinforce and further develop knowledge and skills.



Homework will be given to pupils on a 4 weekly basis. These will include any resources required for the suggested activities. Pupils will not be expected to return anything to school during this time but teachers will look for creative ways to allow pupils to share the learning. After each 4 week block, the homework should be handed in to allow the teacher to reflect on the work done and offer any advice and support as required.

This new method of learning at home is reliant on consistent, easy to use in-home learning materials and the success of this will depend on a strong partnership between home and school. We will communicate regularly with parents and carers to ensure all views are listened to and considered to maximise the opportunities for successful learning for all of our pupils.

