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**South Lanarkshire Council**

**Recovery Standards and Quality Report June 2021**



**St. Bride’s Primary School (Bothwell)**

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| **Standards and Quality Report Session 20/21** |
| **Our School:** St. Bride’s Primary School and Nursery Class is a co-educational establishment located in Bothwell. The local area is a mixture of social and privately owned housing that is continuing to grow. The school currently has 243 children and ten classrooms. Seven of these have direct access to the playground for Outdoor Learning opportunities and the other three can access outdoor space with ease. Our nursery block is adjacent to the school building and is accessed separately. The nursery children have access to a large and fully enclosed outdoor area. Every classroom has a C-touch for Class –based ICT as well as timetabled access to a class set of Chrome Books and I-pads. We have utilised the former ICT suite as a “breakout” area. This year it has been divided into two sections; one section as an additional staff area and the other half as a “nurture” zone. We have a large gym hall and a separate dining area. In 2020-2021 we had 33 pupils with free meal entitlement and 31 pupils in SIMD 1,2 and 3. The demographic of our school has peaks at SIMD 3-4 and 8-10. In August this year we prioritised a recovery curriculum as our learners returned to school and nursery. A focus on Health and Well-being alongside revision of core literacy and numeracy concepts enabled pupils to regain confidence in returning to school. We continued to use Google Classroom as a platform for setting and returning homework so that pupils and families could consolidate their knowledge and understanding of this aspect of digital learning.Staggered starts, breaks, lunches and end of day routines meant that we could adhere to social distancing guidelines. This along with increased hygiene provision, cleaning regime and staff vigilance meant that we could mitigate against the threat of COVID transmission in the school and nursery.Our nursery children returned with part week patterns Mon- Wed morning and Wed afternoon – Friday to obtain their entitlement in the safest way possible. A small number of children were able to access full-time placements. Zoning the inside of the nursery and utilising the outdoor area as a permanent zone meant that the “bubbles” could work safely.  |
| **Key Successes/Challenges and Achievements Session 2021/22*****Challenges:*** * ***Adapting school day, classes and school/nursery layout to mitigate against transmission of COVID-19.***
* ***Re-establishing accurate tracking and monitoring information for all pupils after extended period of school closure.***
* ***Increased anxiety from parents, staff and pupils around returning to school and safe systems of work.***
* ***Increased absences for individuals/families contacted via Track and Trace – workload for staff providing in-class and remote learning options.***
* ***Second period of school closure from Jan-March 2021***

***Achievements*** * ***Pupils returned to school in August and settled into new routines with confidence. Staff provided opportunities to address concerns and support all learners. Interim reports were provided for parents in September followed up with reporting calls to all families in October and again in March. This allowed us to re-establish home-school links and reassure parents and carers regarding children’s progress and next steps.***
* ***Formal and informal assessments allowed us to identify individual children requiring additional support and further interventions promptly. Tracking and monitoring data was gathered and analysed; providing teaching staff with an accurate overview of their class. Continuity of learning was established through appropriate planning and pace.***
* ***No cases COVID-19 through school transmission. Prompt action taken when positive cases identified in school community. Seating plans, one-way systems, staggered breaks, adherence to class groups, staff distancing, hygiene measures etc all effective in mitigating against spread.***
* ***SNSA data recorded in May 2021 showed strong performances in all three areas in P1, P4 and P7.***
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| **Remote Learning Jan-March 2021*****The teaching and support staff in St. Bride’s provided a wide range of learning opportunities during the second period of school closures.*** ***The evaluations carried out after the first Lockdown had provided us with a clear understanding of what the majority of parents wanted and given us time to find solutions for any technical issues. Help sheets and guidance were posted on the School App and website prior to the second week in January and the SLT were available in school as a contact point to resolve any issues swiftly.*** ***Teaching staff interacted with their pupils via Google Classroom at least twice a day. This supported the more “structured” day that parents had requested and provided a more formal feel to learning. A weekly timetable was issued so that all parents and pupils could see what the expectation was. Mornings were given over to core literacy and numeracy lessons and our teachers excelled in finding and providing a wide range of resources for their pupils. The afternoons were given over to the wider curriculum and the SLT and support staff provided videos and resources for science, RE, Expressive Arts and Health and Wellbeing. This meant that all teaching staff could focus on correcting work and providing improved feedback for our learners. Learner engagement was very good and the SLT were vigilant in contacting pupils who were not logging on or submitting work. We were able to provide approximately 15 Chromebooks to families who needed additional devices for their children. We organised and issued resource packs for all families and this meant that children did not need to be in front of a digital device all day. This allowed working parents or those sharing devices to manage their needs more effectively.*** ***Alongside the at-home learning we had in-school learning for a number of Keyworker’s children. All of the children who attended school were given chromebooks to use and could login to the Google Meets and complete the same tasks. Initially all in-school provision was carried out in the dining hall but as the need for this provision increased we had a P1-3 hub in the gym hall and a P4-7 hub in the dining hall. The hubs were supported by support assistants and SMT with class teachers providing cover one day a fortnight.******We were also able to interact with all our Nursery children in a similar way. This was initially more difficult because the children do not have access to glow accounts but parents were able to register a gmail account to allow us to make Teams groups for each of the Pods. This was a steep learning curve for nursery staff who had to manage the IT element alongside the live sessions. Parental feedback was very positive and the children were able to continue with some elements of their usual nursery routine and maintain contact with their key workers.*** ***Class teachers monitored engagement by calling registers at the Google Meets and recording against submitted work. SLT supported the class teachers by being the first point of contact for parents. This worked well and queries were dealt with effectively. Staff were asked to contact their pupils for a check-in call prior to their return to school. These calls allowed the children to remain connected with their class teacher but also allowed them to discuss any concerns they had about returning to school.*** ***The Head Teacher and SLT used Microsoft Teams to broadcast a live assembly every Friday morning. This gave children and families a further opportunity to maintain contact with the school and kept some of our normal routine. These “Facetime Friday” sessions were well attended with over 125 families joining each week.*** ***P1-3 returned to school and support staff were deployed to each of the 5 classes to support this transition back to school. This allowed for targeted support to be provided to those children who needed additional input either with aspects of learning or the social/emotional side.*** ***Ensuring continuity and consistency was challenging as the hub had to be staffed by P4-7 teachers on a rotational basis and they were also teaching remotely. This challenge was exacerbated by ongoing issues with aspects of the schools IT provision. Wifi access was not always reliable and at this could be very frustrating for both the children using the hub and the teachers trying to manage Google Meets etc from the school.*** ***As the P4-7 pupils returned the school dynamic shifted again but the efforts made by class teachers and staff during the closure meant that this was an easier transition.*** ***Feedback from parents during the reporting calls in March and comments from the Evaluation sent out via Google Forms was generally very positive. 93% of parents who completed the evaluation felt that the variety, content, quantity of work was appropriate.***  |
| **Planning for and Evaluating improvement** ***As children and young people returned to our buildings in August 2020 following the first National lockdown, we prioritised three key areas for development: Health and Wellbeing, Equity and ensuring Continuity of Learning for children/young people. These priorities formed the basis for our School Improvement Plan.*** ***What follows is a copy of this plan and a review of our successes in delivering on what we set out to achieve. As part of this review, we have identified new priorities, and these will form the basis of our new School Improvement Plan for Session 2021/22.*** |

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| **Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff** | **How will we know we’ve been successful?** |
| **Quality Indicator****3.1** Ensuring wellbeing, equality and inclusion* Wellbeing
* Fulfilment of Statutory Duties
* Inclusion and Equality
 | **Recovery Priority** These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines. | **Key Recovery Tasks** **(School specific)** This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets. | **Desired Outcomes and Impact**This section should give a brief indication of what success would look like and how it will be measured.  |
| **Theme:** Whole School Wellbeing**Rationale:** School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community. A sense of **Belongingness** and **Connectedness** is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through **Quality Relationships**, and a range of **Attachment Informed** Practices.Staff will have had a range of experiences during this period and will need a flexible and personalised approach that emphasises the ongoing importance of self-care.It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some. Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence. | **Schools need to:*** Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools.
* Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs.
* Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.
* Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained.
* Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable.
* Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies.
* Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community.
* Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and which allow staff to be included and consulted.
 | **Key Recovery Tasks (school specific)**• Use of HGIOS/PPRUDB/Nurture toolkit to identify gaps. • Use of Inclusion & Equality framework & Attachment strategy to support individuals.• Collate transition information and update with information from baseline assessments carried out on return to school. • Rainbow Passport & GIRFEC assessments completed by pupils (Self-eval) • Class “Recovery Mural” to be completed • Staff participate in relevant CLPL to support return for selves and pupils  • All staff to have completed Learn Online and SLC Webinars for attachment and nurture training  • Complete PDRs & identify any HWB needs• Completion of GIRFEC assessments for pupils   • Continue to work with partner agencies - staged Intervention – Stage 3 & 4 referrals made if required  • Small parent workshops to be scheduled between Aug-Oct• Staff prepare video highlighting the A-Z attachment information• Community project – possible mosaic • Regular updates/Wednesday meetings/check-ins • Awareness of support agencies• Staggered start and finish to suit staff’s personal circumstances | **Desired Outcomes and Impact** • Address identified gaps and needs with focused interventions ensuring wellbeing of school community is restored. • Accurate assessment and identification of pupils’ needs will allow pupils placed in appropriate working groups to reflect level of skills & progress. • Staff confident of needs of class and individuals with resources/training in place to deliver. • Staff to be confident implementing strategies to ensure smooth transitions.  • Attachment Champion in place to support staff. • Staff communicate concerns to SLT • Stage 1&2 referrals to be made as required. • Continuity of support     • Re-assurance/confidence for parents   • Sense of community/belonging  • Maximise attendance• Positive staff morale• Teacher professionalism |
| **Theme:** HWB CURRICULUM**Rationale:** The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is underpinned by recognition that all Behaviour is Communication.Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity. | **Schools need to:*** Contextualise the ’Reconnection & Recovery’ guidance to develop a recovery curriculum within a unique context.
* Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing
* Enable opportunities for children and young people’s voices to influence decisions and ensure the curriculum is responsive to needs.
 | • HWB timetabled into 2 day at-school block• Revised order for HWB indicators to support recovery• Use of Literacy (writing & Novels)   • Emotion Works/Give Us a Break/Nurture Principles to be used   • Use of COGS and HIGIOurS• Google Forms Evaluations |  |

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| **Improvement Priority 1 - Health and Wellbeing****Progress Report June 2021**  |
| **What did we actually achieve?**  | **How do we know?** | **What do we need to do next?** |
| ***With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.*** * **Health and Well being was prioritised for pupils returning to school in August. All class teachers made an effort to ensure a well-supported transition. They provided additional time for team building, developing a class identity and emotional literacy activities.**
* **We re-started some full school activities such as “virtual assemblies” to establish the sense of school community that restrictions, staggered lunches and breaks impacted on. These were continued in January and February and allowed us to maintain a sense of normality at this time.**
* **Parent phonecalls took place in September alongside an interim report that focused on how pupils had settled back in to school.**
* **Wednesday afternoons after 3pm were allocated to staff “drop-ins” to allow for catch-ups and check-ins. This was to help staff to overcome the disconnect that was caused by distancing measures in the school.**
* **The parent workshops and community project were unable to proceed due to the restrictions that prevented visitors to the school and trips out.**
* **We kept close contact with all support services and our Specialist Support Teacher provided targeted support for two groups until December and supported a P7 transition group during the second school closure.**
* **All school staff attended the second part of the attachment training and are implementing approaches and strategies from this.**

 | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.*** ***Wellbeing assessments for pupils were carried out in August and whilst these were mostly positive, they allowed us to offer an immediate response to individual children who were having some difficulties.*** ***From Jan-Mar there was somewhere in the region of 125 families signed in to the remote assemblies.*** ***Parent feedback was very positive during phonecalls home.*** ***The drop-in sessions took place in term 1 there was no demand beyond that.*** ***Individuals and targeted groups were well supported and class teachers reported the sessions had positive impact on pupils.***  | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.******Strengthen Pupil Voice and opportunities through focus groups and use of HGIourS******Liaise with partner agencies to improve practice for staff******Invest in whole school HWB resources.*** ***Establish a schedule of input and training for all staff.****Continue to work with all staff and the wider school community to embed attachment informed practice in the school.*  |

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|  **Improvement Priority 2 - Planning for Equity**  | **How will we know we’ve been successful?** |
| **Quality Indicator****2.4** Personalised Support* Universal Support
* Targeted Support
* Removal of barriers to learning

**3.1** Ensuring wellbeing, equality and inclusion* Wellbeing
* Fulfilment of Statutory Duties
* Inclusion and Equality

**3.2** Raising Attainment and Achievement* Attainment in Literacy and Numeracy
* Attainment over time
* Overall quality of learners’ achievements
* Equity for all learners
 | **Recovery Priority** These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines. | **Key Recovery Tasks (School specific)** This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets. | **Desired Outcomes and Impact**This section should give a brief indication of what success would look like and how it will be measured.  |
| **Theme:** Re-identifying the poverty-related attainment gap.**Rationale:** To plan effectively to address the “gap” there needs to be a clear understanding of what the current “gap” is. Learners will have had a varied experience during their home learning period, and won’t necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point; with others showing limited progress if any. Schools therefore, need to reconsider their “gap” and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.  | **Schools need to:*** Consider the experiences learners have had during the school closure period, drawing on for example:
* Engagement data
* Home-school communication
* Home-learning submissions
* Engagement at hubs
* Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of:
* Learners’ wellbeing (e.g. Boxall profile, observations, wellbeing indicators)
* Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments)
* Engagement (e.g. Leuven scale, observational data)
* Participation (home-learning participation data)

Purple text gives examples of how schools may tackle this; this isn’t exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.* Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school’s new “gap” position. This will enable identification of groups/learners/stages requiring targeted additional support.
 | **Key Recovery Tasks (school specific)**• Collate home learning data, (grids, ROW, Engagement trackers and submissions)• Baseline Assessments • Rainbow Passports • Boxall for vulnerable individuals• Analysis of pre/post covid Tracking and Monitoring • Planning and Support meetings | **Desired Outcomes and Impact**  • Identify gaps• Group children appropriately• Interventions and Support provided                        • As above       |
| **Theme:** Planning to close the poverty-related attainment gap and reduce learners’ barriers to learning.**Rationale:** As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the **current** needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended. | **Schools need to:*** Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase.
* Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking.
* Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality.
* Review staff training needs.
* Review current partnership working.
* Consider how you will measure and evidence impact; plan this into home and school approaches.
* Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this.
 | • Allocate PEF to narrow gap exposed by Home Learning eg – Online Subscriptions, IT, Additional resources • In-service/CAT used to look at EEF and adapt to school context• Collate and review parent, pupils and staff views on at-home learning/Grids etc• Specific email address for parental queries• Drop-in surgery• IT packs/helpline | • Parents and pupils will be fully supported    • Staff will be well informed of best practice.   • Blended learning approach will be refined.  • Staff will not be over-burdened with parental emails on top of existing workload |
| **Theme:** Tracking and monitoring impact of equity approaches. **Rationale:** To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.  | **Schools need to:*** Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy.
* Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced.
* Consider points in planning section to find alternative approaches.
 | • SLT responsible for monitoring Tracking and monitoring • Planning meetings and catch-up meeting utilised to address any issues through professional dialogue | • Whole school overview will allow curricular revisions/family support to be identified• Timely and appropriate support measures can be put in place. |
| **Theme:** Cost of the School Day**Rationale:** The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren’t before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.  | **Schools need to:*** Revisit Child Poverty Action Group Website
* Read CPAG article on impacts of school closures.
* Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families.
* Consider how you will equip learners with the tools required to undertake home-learning.
* Consider how our actions can inadvertently alienate families in poverty.
* Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts.
* Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community.
* Consider staff training needs – ensure ***all*** staff are consistent in their approach to poverty.
* Consider what changes will need to be made to the school calendar in light of changes to family income.
 | • Packs/Resources provided for targeted families • Uniform available to hand out• Drop off point in community for resource top ups etc• Retain links for community support groups SVDP etc• Signpost support in App/newsletter • Inservice COSD | • Minimal outlay for all families • Support for specific/identified families |

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|  **Improvement Priority 2 - Equity** **Progress Report June 2021**  |
| **What did we actually achieve?**  | **How do we know?** | **What do we need to do next?** |
| ***With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.*** * **We acted on the information that we had gathered during lockdown with regards to pastoral information and pupil engagement to allocate support staff and resources to those pupils who needed it the most.**
* **A schedule of assessments (both formal and informal) took place after the children has returned to school and were secure with the new routines and procedures. Analysis of data helped to identify areas for consolidation and informed planning.**
* **Tracking & Monitoring was updated and provided us with a whole school overview that clearly identified assessment gaps and allowed us to prepare a comprehensive overview for each class.**
* **PEF funding was utilised with care and we invested in additional IT to support further home learning in the event of isolation or further closures. Class teachers invested time to enhance children’s digital education so that all children would be able to access Google Classroom and other digital platforms in class and at home. We invested in subscriptions such as Tig Tag for science and Units of Sound for spelling to provide more interactive resources for learners.**
* **Allocating a portion of PEF for staffing meant that we could provide some additonal staff to cover CCC and allow SLT to provide targeted support for individuals, supporting assessments and in-class support.**
 | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.******One-to-one and small group interventions resumed for named children.*** ***Re-inforcement and consolidation of key concepts in numeracy across all stages was agreed to ensure gaps were addressed. Results from end of Level testing in P1, P4 and P7 continued the trend of the previous 2 years with all or almost all children (with no ASN) meeting their milestones. The results showed that children requiring support for learning needed additional time to meet their targets.******(Please see Appendix 1)******Increased engagement during the 2nd period of school closure, with almost all children online at somepoint during the school day. School chromebooks were loaned to approx 17 families and Scottish Government Chromebooks given to 6 families.***  | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.******Review and refine ASN monitoring and referrals. New pathway for staff and additional information for completing ASPs to developed.*** ***Measure impact of interventions.******Continue to develop the use of nurture principles and attachement theory to promote a positive climate for learning.***  |

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|  **Improvement Priority 3 - Continuity of Learning**   | **How will we know we’ve been successful?** |
| **Quality Indicator**2.2 Curriculum * Rationale and design
* Development of the curriculum
* Learning pathways
* Skills for learning, life and work

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

**3.2** Raising Attainment and Achievement* Attainment in Literacy and Numeracy
* Attainment over time
* Overall quality of learners’ achievements
* Equity for all learners
 | **Recovery Priority**These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.Links are included where appropriate.**Please note - there are 2 Head Teacher consultative groups currently working with senior officers to produce Local Authority suggested recovery phase ‘curriculum models’ for both the Primary and Secondary sectors. As soon as the recommended models have been assessed for operational practicalities (including services such as cleaning, transport, catering etc) they will be emailed to all Head Teachers.** | **Key Recovery Tasks (School specific)** This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets. | **Desired Outcomes and Impact** This section should give a brief indication of what success would like and how it will be measured.  |
| **Theme:** Learning In School**Rationale:**  *The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment,**Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible* *It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.”* **The Recovery Curriculum, Think Piece**Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it. Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers .  | **Schools need to:*** Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision.
* Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver.
* Consider if communal and social areas could be repurposed to provide additional learning space.

https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/* Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity.
* Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure.
* Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks)
* Review your school’s learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment.
* Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide.
* Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated.
* Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support and practical or investigative work.
* Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school.
* Consider how to take account of parental views and pupil voice when developing the learning in your school.
 | **Key Recovery Tasks (school specific)**• Review capacity and configure in Covid groups for 2 days a week.• Risk Assessments  • Additional spaces to be used (Reading Lounge/outdoors) • Classes Reset with distancing measures in place.• Smaller classes/working groups – see recovery document    • Streamlined curriculum focus on lit/num/HWB  • SA extract to support individuals on programmes including Catch-up lit/num • Break out area in hall   • Focus on Personal achievements/mastery of skills • Return to termly organiser   • Reporting evening to be held in September      • Staff use Moderation Cycle/Baselines/Continuous Assessments • Attachment/Challenging behaviour Webinars & Online Learning  • IT to support Blended Learning  • Agreed core timetable for 2 in-school days • GRID format for at-home days• Proposed weekly meetings      • Parental update (established during closure)  • Designated email address • Scheduled group meetings – reps for each stage to discuss (max 8 per meeting)  | **Desired Outcomes and Impact** **•** Risk assessment and H&S measures adhered to.• Children and staff kept safe.   • Appropriate physical distancing adhered to • Recovery curriculum and close monitoring of pupils HWB.       • Maintenance and improvement of pre-Covid levels• Individual support provided • HWB supported   • Staff confident in planning        • Parents informed of Pupil progress and settling in   • Clear overview of learner progress  • Improved staff confidence and implementation of required strategies to support learners at-home and in school. • Optimal time for Lit and Numeracy • Parents confident and familiar with Grid     • Parents will be informed and kept up-to-date. • Parents can make direct contact    |
| **Theme:** Learning At Home **Rationale:** A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support.While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.  | **Schools need to:*** Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school.
* Can staff who are shielding work on developing and leading on online learning opportunities?
* Take account of the existing resources you have access to and how these can be used to support learning at home.
* Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated.
* Review and plan how you will deliver and set work at home and how feedback will be given to learners.
* Establish a baseline on the number of pupils and staff who have home access to ICT.
* Consider how to take account of pupil voice in their learning at home.
* Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home.
* Consider how you will measure and track engagement with home learning
 |  • IT training • Offer IT to vulnerable families    • All staff expected to return    • Build in a closure pack to support pupils    • IT – in house training can be provided    • grids to be provided and reviewed during in-school element.     • Evaluations on Google forms      |   • All pupils and staff will have access to required IT.                  • Pupils will be informed of all expected work and support provided    • Collate and refine according to pupil feedback |

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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?** |
| ***With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.*** * ***Late changes to “Return to School” plans by Scottish Government meant that we came back in August to full days rather than the initial blended model that had been planned for. We introduced staggered start and end of day routines to reduce congestion at busy times and split lunches and breaks too. Class seating plans and smaller groups meant that we could track children in the event of any positive cases of COVID-19.***
* ***Risk assessments were carried out and all feasible mitigations were put in place to minimise any transmission. Increased hygiene stations, a one-way system and taped of “teaching zones” were all in place for the start of the school year and remained in place throughout this session.***
* ***Additional spaces in school were limited as additional rooms were required for staff breaks due to Social Distancing. Initially support staff worked at a station in the gym hall but moved to in-class support as the guidance changed.***
* ***We returned to a more streamlined planning approach with the use of the termly organiser and a greater focus on literacy, numeracy and HWB. We initiated a short planning block in August to take account of the need to identify and consolidation any gaps in learning. This meant that staff could also adapt planning as the restrictions continued to change.***
* ***All teaching staff continued to use Google Classroom for homework and communication with parent groups.***
* ***SLT were appointed as first points of contact for individual parent queries to allow all staff to focus primarily on teaching and learning.***
* ***We had contingency plans in place in the event of classes requiring to isolate or further school closures.***

* ***Hub provision was put in place for the children of keyworkers in January. All class teachers, support staff and SLT supported this either in person as part of a 2-week rota system or by contributing to virtual lessons as part of the wider curriculum (science, R.E, Lifeskills, HWB and Art and design).***
 | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.******Classes returned full time in August and all school staff were fully informed and able to reinforce new protocols and procedures.*** ***We had no cases of school transmission and only had to quarantine part of a class after a positive case. All information was easily accesible for Public Health.*** ***Interventions were re-introduced and one-to-one supports such as Catch-Up Literacy, 5 minute box etc. Were timetabled for speific pupils.*** ***The termly organiser has proved to be very popular with staff and will remain in place next session.*** ***Children and staff were more proficient in accessing and submitting work on Google classroom.*** ***Google Meets were used by all classes immediately when we returned to Lockdown. Resource packs were prepared and issued by the end of the second week.***  | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.******Review ASN procedures and resources.*** ***Review planning and refine use of the Termly organiser to ensure clarity and cohesion.******Ensure targeted support and interventions are started as soon as possible.*** ***Continue to use digital learning in school and at home to support learning.*** ***Review pedagogical approach to writing.***  |