South Lanarkshire Council

Recovery Standards and Quality Report June 2021

St Elizabeth's Primary School and Nursery

Standards and Quality Report Session 20/21

Our School

St Elizabeth's Primary and Nursery School is located within the Eddlewood Area of Hamilton and is part of Holy Cross Learning Community. This session we configured our 220 school children into 9 classes. 54% of our children are SIMD/FME and this equates to 120 pupils across our 9 classes. Our 73 nursery children have been placed across a range of rooms this session, working in pods of 8 for our 3-5 year olds and pods of 5 for our 2-3 year olds. This session has seen the commencement of internal extension work for our nursery creating 2 additional nursery rooms and a larger outdoor area. This is due for completion by August 2021.

We continue to make effective use of social media platforms to help to communicate with our parents and families and have of course been building on the use of many platforms throughout this session, including Google Classrooms, Google Meets and Learning Journals. Overall skill and confidence in this area has increased amongst teaching, support and nursery staff having a positive impact on learner's experiences over the course of the session and particularly during lockdown between January and March 2021.

At the start of this session, we had plans in place for blended learning and our School and Nursery Improvement Plan reflected this however this then changed in line with the Scottish Government decision that all children return to full time education from August; blended learning was to be kept on the back burner in the event of this being needed. Working with colleagues from our Holy Cross Learning Community, we agreed and produced a Readiness to Learn document which outlined agreed approaches to be used in the event of remote learning following on from this occurrence in the previous session from March to June 2020.

Our active and supportive Parent Council continue to support our school and community in a range of ways, implementing and embracing online meetings open to all parents and virtual competitions open to parents and children. We continue to build and maintain strong partnerships with a variety of agencies who fully support our school and nursery.

The following information reflects our journey in what has been a year like no other where the prime concern has been the wellbeing of all staff and children in our establishment whilst continuing to focus on children's engagement, attainment and achievement.

Key Successes/Challenges and Achievements Session 2021/22

As we reflect on this session, we are able to identify many strengths, challenges and achievements that have taken place and helped to shape us.

Our successes have included
-increased use of technology across the school and nursery to support learning
-more focused working with children in smaller groups/pods
-increased staff confidence and skill with technology
-increased communication between all staff to help support learners
-increased staff confidence with on-line learning and sharing of good practice
-increased understanding of our families and wider community
-increased communication with families and staff
-maintenance of progress in children's engagement in learning as far as possible

Our challenges have included
-maintaining a focus on high quality learning and teaching in the midst of a highly challenging year
-maintaining a focus on and then further supporting mental and emotional wellbeing amongst all – staff, children and families
-engaging all children with online learning, ensuring all have access to a device
-supporting all our families and children and particularly our more vulnerable ones
-effectively supporting staff working on their own at home
-effectively tracking learning when learners have been at different points of engagement
-understanding and then amending approaches required as we have progressed through the year
-children and staff requiring to isolate and supporting them effectively

Our achievements have included
-few staff and children becoming ill and all staff adhering to policies and procedures
-embedding of Google Classroom and Learning Journals as platforms for successfully engaging children and parents
-staff engagement with and support of remote learning
-staff support of one another and sharing of skills and resources
-increased awareness and understanding of many family circumstances
-helping our community through our Lizzie's Larder initiative to help support more vulnerable families with food, toys and clothing
-nursery grab and go initiative, making items of food, toys and books available to parents as a way of supporting families
-all staff have participated in attachment training this session and attended 2 separate sessions
-staff have had the opportunity and time to explore many digital resources, guidance and sites on offer through the Glow tile
-increased awareness of health and wellbeing and further implementation of Emotion Works strategies
-our children's overall progress and engagement during the session in spite of the unknown waters we have chartered

1.In-school learning August – December 2020

Last session ended with children and start learning remotely from home from April to June 2020. The session begun in a different format to the one we had anticipated and planned for as all children returned to full time education. Staggered start and finish times were implemented across our school as well as staggered playtimes and lunchtimes. Pods and bubbles, were created, seating plans for classrooms and lunch hall were drawn up, zones were allocated in the playground. During this challenging period, we focused on settling the children and staff back in to the routine of school, whilst at the same time managing children and staff who were required to isolate.

The curricular focus was largely on Literacy and Numeracy and although we quickly continued to identify the gaps in these areas we were concerned about the difficulties arising from children having to isolate as it was increasingly difficult to provide effective support for these periods of disjointed time and for children to then reconnect with the learning upon their return to school.

2.Remote learning January-March 2021

During this time, teaching staff worked from home and a rota of support and management staff managed the hub children in school. Staff embraced Google Classroom for school children and Learning Journals for nursery children. Prior to January, all children had been given a learning pack containing essential resources, jotters, books, etc and we had also compiled a list of children who required a digital device. Government and local authority support in helping to provide us with enough devices meant all our families were equipped with the resources they required.

We produced a weekly timetable for our school and nursery families in line with the recommended outline from Education Scotland and this provided flexibility for our families to help them plan learning in line with their own requirements and lifestyle. Feedback from parents was positive. Our children engaged positively with remote learning, uploaded work/photographs, posted comments, took part in 'Question of the Day' and 'How are we Feeling?' events, enjoyed messages and video clips from staff and met virtually with peers from other classes.

3.In school learning – March to June 2021

Children and staff began their full time return to school on the 15th February, beginning with our nursery and P1-3 staff and children. Older children and their teachers remained at home working remotely until the 15th March. Since the return to school, staff have been assessing, challenging and supporting our children to re-engage them in learning. Some children have not made expected progress due to a range of reasons whilst others have enjoyed having different working environments and pathways.

The following information details the successes and the identified challenges for moving forward as we look towards session 2021/22.

*What has been achieved i*n nursery –

-staff embraced pods and worked collaboratively to ensure each pod had the required resources, outdoor time and space, etc. Consideration was given to ensure equity of resources.

-Learning journals were used to maintain contact with parents as face-to-face parental contact was limited

-Resource folders were given to nursery children and families in the event of having to isolate – these contained books, rhymes, paper and pencils

-weekly focus was chosen to try to continue the learning as best as possible under the circumstances for any child having to isolate and also from January to February

-staff planned activities that parents could try to do at home

-Each member of staff read a story aloud each week and this was posted on Learning Journals

-Separate Google Meet sessions took place to accommodate the 3-5 room and 2-3 room age differences

-Smaller pods have been highly beneficial for the children as it has enabled key workers to focus on a maximum of 8 children and to hone the learning activities in line with their individual preferences. We feel this has allowed individual targets to be supported/challenged more effectively.

-Staff engaged in a range of online learning, including Attachment, Nurture, Speech and Language, GIRFEC and now have a fuller knowledge and understanding of where children are at developmentally and how best to support them.

-Smaller pods allow for a calmer climate in our nursery playrooms and children are kept within their zones.

-Individual staff skills have been developed further and shared across our nursery. Nursery champions have been identified to help share effective strategies and good practice in our nursery.

-Staff digital skills and confidence have developed considerably and staff are now more confidently using a range of apps and digital resources. --All staff engaged in recording themselves reading stories/singing songs for their pods, these were uploaded on to Learning Journals and well received by parents and children

What has been achieved in school –

-We embraced the return to school in August and implemented our recovery curriculum putting in place all guidelines and procedures, mindful that children had been out of school since March 2020.

-As a learning community, we created a Readiness to Learn document which initially helped guide our thinking and approaches towards remote learning and what we would need to have in place.

-SMT met daily to discuss and share information that we were becoming aware of regarding families, learners and situations at home.

-Resource folders were given to all children to use at home in the event of self isolation or remote learning kicking in.

-Google Classroom was used to help support children isolating at home and work was provided for them through this platform
During remote learning

-Weekly timetable was given to all school children to help them plan their learning as best they could in order to help support families and working parents.

-3 live check-ins took place each day to enable children to connect with their class teacher at various points throughout the day and to discuss learning.

-Work was uploaded on to the classroom by 8.30am each morning to help with family circumstances as requested by parents.

-A variety of live and recorded lessons were uploaded each week enabling the children to catch up on learning that they may have otherwise missed by not attending live inputs.

-Work was uploaded to the classroom by pupils, this enabled staff to assess understanding and track learning. Other pupils kept their work in a folder/jotter which was brought to school when they returned.
-Whole school events took place – weekly assemblies, Google Meet for Pancake Tuesday and World Book Day, with the children in the Hub at the time participating in these events.
-Staff shared skills and worked together to create material for uploading to the Classroom
-Support staff were involved in Google Meets to help support children's learning and were involved in monitoring and feeding back to children who use our IDL resource.
-We supported families through regular communication and phone calls from staff as well as regular calls, emails and updates from SMT
-Evaluations from children, parents and staff fed in to how we amended our remote learning work as we moved along and informed our next steps
-Our Hub children benefitted from the support they received and this is reflected in their confidence and engagement with learning overall
-We have assessed all children's phonics, reading and numeracy skills since they have returned to school.
-We have begun our programme of Google Meets nursery to P1 transition as well as for our P7 children transferring to Secondary School.

Evidence that sits behind this e.g. around pupil engagement, digital learning
Our nursery engagement was very positive and we were able to communicate with all parents on a regular weekly basis. Families enjoyed the weekly focus sheet with suggested activities, nursery rhymes, songs, etc and we also made good use of recognised websites and TV programmes.

82% of our parents from our **3-5 room** logged on over the course of the week beginning 25th January and **72%** from our **2/3 room.** This was a sustained trend during the remote learning period and families enjoyed seeing staff and having that opportunity to engage.

All other parents were phoned for support with logging in and this was also supported further via emails.

We regularly monitored the engagement of our school children and families and this involved weekly returns from staff regarding who was engaging directly in the Classroom as well as who was uploading work, specifically in the areas of literacy and numeracy. Google Meets and Assemblies were monitored also for engagement and times were amended as suited particular classes. For example, our P7 children engaged better with Google Meets at 10.45am than they did at 9.15am, they also engaged better when we combined the two P7 classes rather than have them separately.

We had consistently 91% and higher engagement across our school each week with children engaging via Google Classroom. The 10% of our children who did not engage did not do so for a variety of reasons all of which we were aware of and tried our best to support. By the week beginning 25th January we had the following engagement across our classes –

P1 - 91%   P1/2 – 83%   P2/3 – 92%   P3/4 – 92%   P4 – 96%   P5 – 96%   P6 – 93%   P7A – 95%   P7B – 89%

This level of engagement was maintained consistently and at times increased as we progressed over the following weeks. We noted that whilst some children were not visibly engaging via Google Classroom, we were receiving emails from parents to inform us that there child was working

and they were completing work in the jotters we had sent home previously. We also noted that not all children engaged every day and often this was because their individual circumstances did not allow for this.

We offered weekly Google Meet assemblies and the engagement across our classes for the same week was
P1 – 41%   **P1/2 -37%**   **P2/3 - 50%**   **P3/4 - 44%**   **P4 – 45%**   **P5 - 52%**   **P6 – 46%**   **P7A – 45%**   **P7B – 47%**

Furthermore, the class teachers all did further Google Meets with their class 2 or 3 times each week and engagement for this across our classes for the same week was
P1 – 54%   **P1/2 – 54%**   **P2/3 - 37%**   **P3/4 - 47%**   **P4 – 41%**   **P5 - 40%**   **P6 - 47%**   **P7A - 35%**   **P7B - 57%**

Parent and child feedback via an online questionnaire evidences the positive impact of all of the above and some evaluative statements are included further into this report. We also offered Google Meet sessions for our nursery children and staff had pre-prepared live activities they did at these times, involving a story, acting out nursery rhyme, talking to the small group of their peers who were present in nursery via the Hub opportunity. Further feedback from nursery parents was that they found these sessions very beneficial and that it was lovely for their child to hear the voices of adults in our nursery and see them again.

We offered support for individual children and arranged weekly one-to-one Google meets with the class teacher and a support assistant. We also worked with our children who receive support in school and supported them with Progress in Learning, Toe by Toe and IDL material all done virtually by the support assistant who would be working with that child in school. We received support and guidance from our Specialist Support Teacher. Generally, our school community preferred recorded learning and activities that they could access at times that suited their family circumstances.

Challenges
-Full attendance at school was not possible due to children and families being tested and then having to isolate. This posed particular problems for the continuity of learning as some children engaged with learning whilst isolating and others were not able to.
-It was very challenging to manage classroom learning and online learning and support all children effectively
-Not all families engaged in remote learning.
-Limited opportunities for peer learning amongst the children which we tried to build on via Google Meets
-Difficult to support learners who had to isolate over several periods
-Difficult to maintain relationships with our children when we were not seeing them every day.
-Transitions within nursery and from nursery to school not supported as they normally would be.
-Limited outdoor play and restricted to pod areas within nursery playroom which has limited the amount of space available.
-Ensuring children were engaging and supporting them as best we could whilst at the same time promoting and maintaining an appropriate work life balance for our highly committed staff
-Not having face-to-face meetings and having to do these virtually.
-Not able to form the same relationship with new parents

-Google Classrooms, Check-ins and Google Meets initially felt like a lot to manage and seemed quite daunting but in time, confidence grew and staff worked well to embrace all these aspects successfully
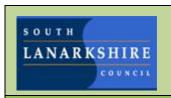
Opportunities
-Allowed parents opportunity to see what activities their child completes and what is expected.
-Wider knowledge of ICT skills for both children and staff
-Allowed staff chance to interact with children in ways they would not normally have
-Encouraged greater team work and empathy amongst staff
-Given us the chance to really engage with parents in a meaningful way as we have all been through the same situation
-More chrome books were given to our school which was hugely beneficial to many of our children
-Increased staff digital skill and allowed for effective sharing of good practice between staff
-Increased our awareness of our families and their own challenges
-enabled us to review our curriculum and to plan in different ways to suit the needs of our learners

Learning arising from this period/next steps.
-Clearer knowledge of our families across our school and nursery and our positive relationships have been enhanced.
-Better understanding of the support required for families and children – Hub gave us the opportunity to develop this further and the feedback from our children was that they enjoyed working in small groups/individually. Also gave support staff the chance to really get to know a range of children across the school which has been beneficial to all.
-Staff skill set has been developed, especially digitally
-Greater focus on wellbeing and mental health has been positive
-we have an increased understanding of various approaches for supporting learners and being able to tailor this to suit their needs more effectively.
-We have increased our use of technology and in particular Google Classroom and will continue to use this as a vehicle for supporting our children and families.
-We have a growing awareness of the need to amend our curriculum in line with the needs of our children and perhaps employ more diverse approaches to enable learners to continue to learn independently. This is an area we will continue to reflect on next session.

Planning for and Evaluating improvement *As children and young people returned to our buildings in August 2020 following the first National lockdown, we prioritised three key areas for development: Health and Wellbeing, Equity and ensuring Continuity of Learning for children/young people. These priorities formed the basis for our School Improvement Plan. What follows is a copy of this plan and a review of our successes in delivering on what we set out to achieve.   As part of this review, we have identified new priorities, and these will form the basis of our new School Improvement Plan for Session 2021/22.*

	Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff		How will we know we've been successful?
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	**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	**Actions and focuses we will take** **1. Staff** -staff meetings to focus on wellbeing -no additional workload will be expected from staff -buddying of staff to help provide support – 3 groups of staff – teaching; support; nursery. -emotion works activities to be included for staff wellbeing too. -theories of attachment to be reviewed and developed with staff -rebuild sense of school community through regular reminding of expectations of behaviour and attitude to learning. -children will be involved in sharing experiences of lockdown -staff will continually monitor children's wellbeing	**Desired Outcomes and Impact** .Staff and pupils - feel comfortable in school and have transitioned back smoothly. -staff and pupils are feeling safe and secure and there is a clear focus on learning. -wellbeing is positive and strategies are in place to help provide support as needed. -staff have a fuller understanding of children's experiences during lockdown and, as a team we are better equipped to support emotional wellbeing. -staff feel well supported

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.	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	**2. Staff and Pupils** -Support our staff through regular catch up and quick meetings. -support children to transition back in to school. Be aware that children's experiences of learning over the past few months will vary greatly and they will have gotten out of the way of learning. **3.Staff and Pupils** -staff to be familiar with SLC attachment strategy. -staff to be supported to deliver aspects of strategy to children and families. -staff to have opportunities to share ideas with one another. -key focuses to be identified for pupils each week/fortnight of school to help focus attention on these aspects of attachment. -focuses to be shared with families via social media, online leaflets. -continue telephone/email contact with parents **4.Staff** -Educational Psychology input for all staff to help refocus the staff team and to promote empathy and understanding as key themes underpinning our return to school **5.Staff** -support staff will be allocated to help provide support for most vulnerable children. -mixed working groups to continue.	-staff and pupils have shared experiences of lockdown with others and continuous support is in place in many forms across the school – phone calls to parents, buddies for staff, key link person for staff and pupils. -families feel supported, connected and understood and staff have key set of skills and strategies to be able to do this successfully. -staff are empathetic towards children and families and continue to provide support in a range of ways. -collegiate working amongst staff is well established and effective, involving all.

	which allow staff to be included and consulted.		
		6. Staff Ed Psych, Support for Learning staff to continue to support our school.	-partners provide effective support to our establishment
		7. Staff -Communication with parents will be in the form of working closely with Parent Council, videos for information, posts on Google Classrooms and updates on social media. Google Forms to be used to gain views of parents and children.	-families feel well supported and informed.
		8.Staff -SMT to continue to have focus groups. -Key contact person for all staff to remain in place. -Emotion works strategies to be utilised for staff wellbeing – kindness days, physical health, mental health focuses -Teams meetings to continue to take place to include part time staff.	-staff feel well supported.
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	**Schools need to:** • Contextualise the 'Reconnection & Recovery' guidance to develop a recovery curriculum within a unique context.	**Actions and focuses we will take** **1.Staff** -share ideas and strategies to build on a blended model of learning and ensure resources for home support and complement learning in school.	effective learning is taking place between home and school with children feeling well supported.

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.	• 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.	**2. Staff** -emotion works planning to continue to be used by all staff. -extended use of technology in school to help support model of blended learning, particularly for P5-7 pupils -curricular planning for Num, Lit, HWB for direct teaching **3. Pupils** -pupil groups to be established and groups to meet virtually. -evaluation of pupil issues to be ongoing and continuous. -google forms to be used as a way of collecting information from pupil groups.	-emotion works strategies are more embedded within our practice. Staff skills with technology are shared and developed amongst the team and used effectively to support and develop planning of learning. MicrosoftTeams and Google Classroom platforms are well established and pupil voice is a key driver in decisions we make

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?
Evaluative Comments on Health and Wellbeing from our Teaching Staff -Children are more aware of mental health now and we should build on this and embed daily mental health activities into our day. -We could have interesting dialogues about health and well-being with children as they engaged in Google Classroom. -Twitter is an effective platform for sharing learning and successes with parents and we also posted Twitter messages and videos from staff as well as having Twitter competitions and photographs of children's work-this was well received. -Encouraging the children to get outdoors and to play -HT awards at assembly, continued to recognise achievement and tried to have a consistent format was helpful for the children and families -Google meet HWB input was effective for supporting children – we implemented a Wellbeing Wednesday and Fun Friday each week -Daily physical exercise and/or the daily challenges we set the children -Three 'Check-ins' each day provided good opportunities for children to touch base with their teacher. -Daily check-ins allowed us to touch base with the children, even if for a chat. This was a good way of getting to know what was going on in their lives. -Emotion works has allowed open discussion and to build strategies for coping with different situations -Emotion check ins were beneficial and allowed us to address particular issues with a child privately. -Giving the children the opportunity to discuss what lockdown was like to them and discussing the positives as well as the negative aspects. -Live google meets to engage children were successful	**Evidence** -Feedback from parents and families in the form of emails, questionnaires, phone calls and posts on Google Classroom/Learning Journals. -Questionnaires completed by children allowing them to evaluate what has worked best for them this year during remote learning as well as how they like to learn. Oral feedback gathered from nursery children and floorbooks created to record information -Tracking of engagement with online/virtual events – Pancake Day, World Book Day – children happy to be part of this virtually and	**Priorities identified byTeaching Staff** -Resilience training -Build on emotion works theory and try to support children and families as we move forward from this. -Continue to develop social skills amongst the children -Continue with Wellbeing Wednesday and keeping mental and physical wellbeing as a focus -Further embed attachment strategy approaches as we move forward.

Evaluative Comments on Health and Wellbeing from our Support Staff -Individual one to one virtual meetings with vulnerable pupils were excellent and a great way to support them. -Chatting to children about their lockdown experiences, how they feel and knowing how best to support them has been helpful. -Working well as a team and supporting each other as well as children. -Being aware of children's individual needs -Checking in with colleagues on meetings/text. -Learning online and all the training opportunities that we were able to access helped to upskill us and make us more confident with technology, etc. -Monitoring emotional check in. -Staff meeting regularly virtually and then in the hub kept a team focus and was a good way of touching base. -Engaging verbally with children. -Working from home helped alleviate worry about becoming unwell. ***Evaluative Comments on Health and Wellbeing from our Nursery Staff*** -Smaller groups have allowed staff to build really good relationships knowing each child really well -Opportunities for daily outdoor play -Settling children back into the 'new normal' -Settling in periods for new children have been more focused and better for the children as it is not as daunting coming into smaller pods -Being able to take children for 1:1 time for nurture etc. -Working within the pod allows staff to really get to know children, children feel safe to talk and share information. Open's up conversations about home environments etc., can help staff gain info of keeping children safe, cp issues. -Providing children with good quality learning experiences -Food banks for vulnerable children -Keeping in touch with children and families and regular phone calls to parents -Staff planning for children's health and wellbeing needs on a weekly basis -Attachment training -Building positive relationships with children in your pod -Children and families loved seeing video clips from staff and loved the google meet sessions. They felt connected to us. -Communicating with parents through learning journals as children settle back into nursery was highly effective and parents enjoyed this.	contributed pictures and videos to share with us. WeeklyTracking and monitoring sheets from staff. Support staff involvement allowed different opportunities to engage with children and to monitor wellbeing -feedback from families telling us they felt supported and appreciated the help we gave them. -Individual Google Meets were really successful in helping to maintain contact and to hear teacher/support assistant which children and parents told us was very important. -Regular weekly meetings with staff enabled ideas/worries to be shared and addressed. -Jamboard evaluations from staff provided platform for quick and honest evaluation from staff.	**Priorities identified by Support Staff** -IT problems. -Working from home. -Working remotely at times challenging accessing systems. -Getting support from staff meetings. -IT issues. -Working remotely. **Priorities identified by our Nursery Staff** -Continue to develop emotion works across the establishment -Emotions and feelings wheel in every room -Nurture training to be extended across school and nursery -Training at home (attachment course, S&L, girfec etc) gave time and space to concentrate and this was really beneficial. -In service days with health and well being focuses would be great as we enjoyed the one we had during lockdown and it helped us to focus on ourselves.

Evaluative Comments on Health and Wellbeing from our Children and Parents		Priorities identified by our Children and Parents
-The Remote Learning Offer is well organised with a variety of tasks. -It's good that teachers are available for support if required. -I get to ask my teacher questions. -I would like less yoga and more dance videos. -Assemblies are very informative. -I enjoy the class assemblies. -Check-ins give families a focus for getting tasks completed and reporting on progress. -I love saying what number I am on my class Feelings Chart every day. -I love seeing my friends and the teachers as I miss them. -We are really pleased with what has been offered, the amount of tasks is reasonable and they are varied and interesting… thank you to all the staff for providing such a good home learning experience during this time, we really do appreciate it. -As a parent I feel there has been a great balance of everything - teaching videos, -- Google Meets/Assemblies, videos, games, written work. -I like working at my computer desk at home where I can have quiet.		-The daily mile is good -keep the wellbeing Wednesday and the Fun Friday -Feelings check in is good and means your teacher know how you feel each day and can help you. -Quiet spaces to work in would be good. -More computers would help us, and more headphones.

	Improvement Priority 2 - Planning for Equity		How will we know we've been successful?
Quality Indicator	**Recovery Priority**	**Key Recovery Tasks (School specific)**	**Desired Outcomes and Impact**
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	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 is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.	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;
	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:
		Actions and focuses we will take
		
		1.Staff
		-discuss experiences with pupils and parents.
		-data and information from teachers evaluations of Google Classroom engagement to be shared with all staff
		-identification of vulnerable children to take place and targeted support to be provided.
			Desired Outcomes and Impact
			
			-staff have fuller understanding of children's experiences and progress in learning and targeted children are identified and supported.

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.	- 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.	-baseline assessments to provide data re learning & progress. 2.Emotion works profiles for each child and social stories to help staff understand and begin to analyse the new gap in our school **Wellbeing**-Observations, HWB assessment, Boxall Profile and What I Think tool to be used **Attainment**-MALT assessments, literacy assessments, class work **Engagement** –Leuven Scale of Engagement, feedback from pupil observations. **Participation** – monitoring of data **3.Staff** -review and analyse data from assessments and tracking of learning journals/google classrooms - HWB pre and post -NGRT pre and post -MALT pre and post -Google classroom engagement	-gap has been identified and support is in place -regular communication with parents to be maintained. -children are continuing their learning journey effectively. -shared understanding of the new gap in our school and nursery and support targeted effectively.

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.	**Actions and focuses we will take** **4.**We hope to support blended learning through using technology for learning in school and will consult with learners and parents. 5.-read and share evidence and strategies from other bodies. **6.Staff** -each member of staff to regularly discuss their class with SMT. -information about attainment and wellbeing to be shared amongst staff to help ensure full support for children. **7.Staff** -skills to be shared in line with particular need ie ICT upskilling 8.Build on new ways of including partners through digital and virtual learning 9. Analyse data of target children, use pre/post assessments/ data re engagement with home learning activities 10-provide various options for ways that children can complete work. -provide printed learning for children who do not have access to technology.	**Desired Outcomes and Impact** -children will be confident and skilled in accessing a range of learning and activities. -staff to feel knowledgeable about ranges of approaches and strategies suggested from national bodies, etc. -a team approach to helping to close the gap will remain and shared with all staff. -staff well skilled -variety of partners are engaged with our school and nursery and offer support for learners and staff through digital learning. -target children will make effective progress and feel confident and secure with their learning -continue to provide families with a range of support -telephone consultations with parents have continued and have been effective in identify need.

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.	**Actions and focuses we will take** -create and use Google Forms to get feedback from staff, pupils, parents and other agencies at the start of term and plan accordingly. -continue to build on the racking and monitoring that was previously in place for HWB, literacy and numeracy.	-effective tracking and monitoring of data means children are well supported and progressing well with their learning.
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.	**Staff** -as a staff team, we will revisit our CoSD Statement Paper and have already begun to prepare to do this. We continue to have this as a key focus for us in our work. We will continue to strive to minimise cost for all families and provide as many resources as we can to help eliminate hardship for any of our families. **Families** -Parent Council are fully informed re CoSD and will continue to amend fundraising activities accordingly.	-there will be no additional costs or expenditure for any of our families. -regular posts of support offers through our social media platforms will have impacted positively on families seeking help

Improvement Priority 2 - Equity

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
Evaluative Comments on Equity from our Teaching Staff -Paper packs, pencils, whiteboards, etc. provided for all children -Different resources have been/are available for children as needed ie headphones, textbooks, printed out materials. -We tracked and monitored IT provision across our school and then ensured that devices were provided for children who needed them – all children had access to a device. -Uniform has been given to parents and families -Parents more aware of the strengths and challenges their child faces -Regular check in with children online or by phone and phone calls to parents to offer help and support -Trying to engage children in remote learning to help ensure they were ok -Regular phone calls/emails were sent to parents to offer help and support -Children having access to resources/materials/opportunities that they may otherwise not have had access to -Children offered chrome books to engage in learning at home -St Lizzie's larder was open to all children and contributions came in from across our school -Access to pods for key worker children to help ensure continuity for their learning -We tracked and monitored IT provision across our school and then ensured that devices were provided for children who needed them – all children had access to a device. -Being able to understand parents view and how we can best support children from their perspective -Allowed parents greater opportunity to see what activities their child completes. -Wider knowledge of ICT skills for both children and staff -Google Classroom is an effective communication link between school and home.	**Evidence** -Feedback from parents and families in the form of emails, questionnaires, phone calls and posts on Google Classroom/Learning Journals. -Questionnaires completed by children allowing them to evaluate what has worked best for them this year during remote learning as well as how they like to learn. Oral feedback gathered from nursery children and floorbooks created to record information -feedback from families telling us they felt supported and appreciated the help we gave them. -Individual Google Meets were really successful in helping to maintain contact and to hear teacher/support assistant which	**Priorities identified by our Teaching Staff** -Providing non digital resource packs for learners in the future would be beneficial -Consultation with parents about best way they can support their child's learning as a result of any identified gaps. -Workbooks to be sent home for children if this would help them with their learning. -Paper copies of homework provided for some children if we know accessing a device is an issue. -keeping an eye on our more vulnerable families and accessing appropriate support as required.

-Use of google classrooms within the classroom continues to help maintain confidence for all children and staff
-Given us the chance to really engage with parents in a meaningful way as we have all been through the same situation
-Use of google classrooms within the classroom continues to help maintain confidence for all children and staff
-Breakfast Club is open to all children to attend as requried

Evaluative Comments on Equity from our Support Staff
-We all managed to adapt to new skills in short time to make sure kids were well supported.
-Support children's learning regularly and this allowed us to touch base with the children and see how they were getting on.
-Remote meetings and getting to give feedback was successful and it was good to support children remotely with learning support and then also pick this up in school.
-Increase of equipment and internet issued to use was helpful to families.
-Increase of digital equipment in school due to pandemic has been beneficial.
-Check ins on Google classroom also emailing children and asking them to tell others to join was really good and the quizzes and bingo games were great!
-Provision of chrome books was great for families.

Evaluative Comments on Equity from our Nursery Staff
--Staff posted children's achievements on learning journals to help those parents who struggled to do this.
Children were provided with paper packs prior to lockdown
-Small pods allow staff to ensure learning links to children's interests more easily and effectively, providing greater depth to focuses
-Observations and stories on learning journals were posted for every child by staff.
-Interaction with families on Learning Journals was positive and we feel it allowed families to open up a bit more in a relaxed way.
-Learning packs were provided to all children for lockdown
-Children have access to the same resources within the nursery playrooms as all pods ensured provision was equal.

children and parents told us was very important.

-Regular review with teaching staff enabled us to keep a close eye on particular children and families.

-Staff would share emails from parents regarding request for further resources

-Box of resources left at school gate and put in local shops for families to access.

-on-hand guidance given to individual families if required ie talked them through the logging in process for accessing Google Classroom/Learning Journals

Priorities identified by our Support Staff
-Google Forms.
-Ensuring IT equipment is kept in one place and returned so that we can all access as we do not have enough for each class.
-Better playground toys and resources also try and teach kids to value these.
-Trying to keep tabs on chrome books etc.

Priorities identified by our Nursery Staff
-Continue to build funds for our nursery to be able to buy resources that children will need
-Ask parents to possibly add an achievement each month for their child onto Learning Journals
-Do a monthly story with an activity pack for our Learning Journals

-Staff providing a nurturing, safe space for children to learn. Pods are allowing this to happen. Consistency, children feeling safe and secure
-Providing resources to children
-Families were given resources if and when needed and were also supported to use devices, etc by staff working individually with them.

Evaluative Comments on Equity from our Children and Parents

I have really enjoyed the meetings, seeing you and spending time with you all.
There's not too many problems so I'd have to say the remote learning is okay.
I like it when my teacher replies to me on the check-in.
I think the Remote Learning Offer is ideal for my family.
It's good to see my friends on the Class Meets.
I like that I can decide when to take a break and how I can plan my day.
I find my work easy to find and do.

-Keeping-in-touch phone calls to parents to continue to get to know families.

Priorities identified by our Children and Parents
-Bring back the larder idea, that was great.
-Good to be able to pick up uniform
-Box of resources was a good idea – can that be there every day please?
-Thank you for the chromebooks, I couldn't have done work with out it.
-Thank you for the scarf and hat, it is really cool.

	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*	**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.	**Actions and focuses we will take** Classes configured in line with guidance. Risk assessments and Safe Systems of Work shared with all staff.	**Desired Outcomes and Impact** -children and staff return to safe establishment

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*	*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/	Capacity audit undertaken and shared with staff. 2. Spaces for learning have been identified and utilised in line with all guidance. 3. Not able to utilise communal areas due to access routes to playground.	-space has been utilised effectively -not applicable
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**	• 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)	4. HWB, Literacy and Numeracy to be key focuses for school. 5.Google Meets and Teams meetings will be used for staff to meet and plan on a Wednesday. -staff consultation to take place 6. Planning will be responsive and clear longer term focuses identified and shared once staff have an understanding of children's experiences and where they are now at in their learning.	-children to be supported and their learning to be developed in these key areas. -staff working highly effectively together. -effective short and longer term planning is in place
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.	• 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.	7. Reconnection and recovery will be our key focuses over this period.	-the learning and teaching is highly supportive of our recovery ethos across the establishment.

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 .	• 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.	8. Assessment approaches to be considered in line with the needs and experiences of our individual children initially in order to establish where they are in their learning. 9.webinars to continue to be used to help deliver CLPL for all staff 10.HWB, literacy and numeracy to be key areas for face to face teaching. -outdoor learning to be a key factor –technology to be used in school to help support learning so that learners are confident to continue to use this at home. 11.Google Classrooms, Google forms, App, Twitter and Facebook pages. Microsoft Teams/Zoom used to help engage and inform parents and learners. 12.as above	-the assessment of learning is highly supportive of our recovery plan across our establishment. -effective staff development will continue to take place -learners and staff feel confident in delivering key areas in a range of ways and technology is used effectively in and out of school. -parents and learners are well informed. -as above
Theme: Learning At Home **Rationale:** A blended model of in-school and in-home learning is reliant on consistent,	**Schools need to:** • Consider how you will facilitate home learning given the staffing you have available both within your establishment and across	**Actions and focuses we will take** 1.Two face-to-face teaching days and 3 days with a rolling programme of learning in other	**Desired Outcomes and Impact** -Children's learning will be supported as best as possible

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.	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	curricular areas, using material produced by Education Scotland 2.Learning Journals to be supported by a shielding member of the nursery team 3.Chrome books and practical materials to be available for supporting home learning 4.Microsoft Teams meetings to continue, webinars, education Scotland materials 5.Google Classrooms to continue to be used as a vehicle for this. 6. Conduct a fresh audit on return to school for pupils and staff. 7. Google Forms, Microsoft Teams to be used. 8. Range of social media to continue to be used as well as Google Forms and Teams -Google Classrooms data	within the guidelines we are working within. -effective sharing of learning experiences in nursery -children and families have access to appropriate resources -staff share ideas and strategies to help support learning -google classrooms used effectively to support learning. -all children and staff have access to ICT. -pupil voice integral to decisions -parents well informed. -robust tracking of engagement in place

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?
Evaluative Comments on Continuity of Learning from our Teaching Staff -Focus on Literacy and Numeracy from the beginning of the session allowed us to really target these areas for our children. -Children were all revising sounds and key aspects of number at the start of the session. -Support assistants were also targeting key children and their work in spelling/reading/numeracy and this provided good support as well as assessment info regarding children's progress. -Difficult to maintain any progress due to children self isolating, becoming unwell in school, being kept off school by anxious parents – this was a continuous feature from August to December. Tried our best to constantly be reassuring families and children however situations happened that meant children were not present in school. -During these times, homework was sent home but it was difficult to monitor depending on family circumstances. -Weekly timetable for remote learning was simple but effective. -It was hard not to plan too much! -Sharing of strategies amongst us helped to reassure us we were doing the right thing. -Focus on phonemes, reading comprehension activities and number skills was good and helped the children to keep some progress. -Sacramental preparation was tricky but it was good the children already had their workbooks home and we could begin to prepare them.	**Evidence** -Uploading of work on Google Classroom and staff monitoring of this. -Achievement awards for children who had completed work successfully, given out at our virtual assembly each week -Some children uploaded work and others brought their jotter/work folder back to school when they returned. This was very helpful to see their work and progress. -Questionnaires completed by children allowing them to evaluate what has worked best for them this year during remote learning as well as how they like to learn. Oral feedback gathered from nursery children and	**Priorities identified by our Teaching Staff** -Numeracy and Literacy focus needs to continue as children's progress has not been as good as normal across the school. -Number skills to be reinforced for all children – this is not a strong area. -Consistent assessment material to help with progression across the school -Support assistants to help target and support the children who have not made appropriate progress.

Evaluative Comments on Continuity of Learning from our Support Staff
-Online Learning was progressive and helped children maintain key focuses
-Learning Online Webinars helped us develop skills and knowledge and be able to access materials for using with children, this was really good.
-Keeping Children in own zones has allowed us to get to know certain children really well and provide emotional support as well as academic.
-Children having learning opportunities in pods/smaller groups has helped them to concentrate better and use of a device is preferred to a workbook.
-Learning new IT skills has allowed us to grow in confidence and so support children better and more effectively.

Evaluative Comments on Continuity of Learning from our Nursery Staff
-Learning journals have been effective to help communicate with parents
-Smaller groups, allowing quality interactions
-Children not getting to see friends in other pods has been a challenge
-Seeing familiar faces on learning journals. pictures, videos etc.
-It has been a good opportunity to work more closely with being a smaller group.
-Online learning has been planned and activities provided for parents
-More focused settling in periods
-Sharing of skills and strengths amongst staff
-Smaller groups have helped children be more focused in their learning
-Working in key worker groups enables practitioners to identify gaps in learning for early intervention.
-Children interacting with staff, google meet
-Key worker groups enables practitioners more opportunities to support individual targets.
-The children are able to wash their hands correctly using the NHS guidance.
-Better focus on individual needs because of smaller pods
-Sharing learning with parents on learning journals
-Getting to know our groups and children more.

floorbooks created to record information

-Individual Google Meets were really successful in helping to maintain contact and to hear teacher/support assistant which children and parents told us was very important.

-Regular meetings with staff enabled ideas/worries to be shared and addressed.

-ongoing assessments are helping to provide us with a clearer picture of the gaps in learning across the school.

-ongoing discussions and chats with children are helping us identify next steps for next session.

Priorities identified by our Support Staff
-Keeping children in their bubbles works well in classrooms.
-Google classroom – continue to use this as an effective way of providing remote learning for our children ie for homework, etc.
-Google forms – good to use these moving forward
-Google classroom – good platform for the children to access.

Improve IT skills
Further development of IT skills

Priorities identified by our Nursery Staff
-Continue to build on staff skills and make more use of digital platforms for supporting learners and informing parents
-Parent workshops, cooking sessions, healthy eating....
-Staff skills to be shared with one another in more focused way.
-Continue to share good practice between staff to ensure all children are exposed to high quality interactions and experiences.
-An online parents group to involve parents and carers in nursery life.
-Home visits to identify need for support prior to starting nursery.
-Some staff need support in terms of using the learning journals.

-Better understanding of where children are at developmentally for tracking purposes -Can focus on areas of support/challenge because of small numbers -The children and parents can all access the learning journals and upload achievements from home. -Adults and children building positive relationships within pods. Getting to know children's needs/challenges very well, supporting them where needed -The smaller numbers make the room much calmer and more nurturing. -The learning has exceeded what's been achieved in previous years. -Staff working together and supporting each other -We have thought of more ways to engage with parents which has been good, thinking outside the box -Being interactive with videoing ourselves singing songs, reading stories etc. -Being able to see what the children are doing at home and their achievements -Some staff needing more IT help -Keeping parent's communication. -Stronger bonds and relationships between children and key worker due to smaller pod		-Continue to offer nurturing welcome time/ together time. -Restricted free play for outdoors -Not all families have engaged with remote learning -Sometimes working in small groups is challenging as children seek you more often. The workload isn't shared as we are being in pods. -Limited opportunities for peer learning. -Sometimes parents don't want to access help and support from staff. keeping in pods -It has been difficult to support learners who have had to isolate -Working on your own has taken away team work and sharing practice and ideas -Restricted outdoor play, old free flow allows children to play outdoors when they please. -Communicating with parents on LJ when they are not logging in -Not enough parent interaction, both face to face and online as some parents aren't accessing LJ -Transitions not able to be supported as they normally would be. -Children not able to build relationships with other staff as they normally would. -Finding appropriate outdoor areas while building work continues has been challenging with the number of

Evaluative Comments on Continuity of Learning from our Children and Parents		pods and then different classes accessing the outdoors.

Evaluative Comments on Continuity of Learning from our Children and Parents

The Offer has proved to be very helpful and gives the kids a structure to their day.
I enjoy the class meets when I can see my friends and my teacher.
I really enjoy doing Reading Eggs.
Feedback is given to the kids and there are prompt replies to any questions.
I have really enjoyed my Number work.
I like the daily question.
I like to see my friends and my teacher.
The amount of work is okay.
It would help me all the work was in the latest date order all the time.
I really enjoy Sumdog.
I love Oxford Owl, it's fun!
She has really enjoyed the videos of the reading books/teaching videos - she gets excited when she hears her teacher reading aloud.
I have enjoyed the Maths and I have even been moved up a group as I have been working hard at home.
I have really enjoyed multiplying by decimals.
The teachers are working incredibly hard, thank you for all that you are doing.
I think everything is AWESOME!
We get to say 'hi' to our teachers at Assembly and Meets.
I have really enjoyed my reading and fitness activities.
I miss my friends and being in the class.
I like the quiz on the Class Meet.
I like that the check-ins let my teacher know I am doing my work.
I have enjoyed everything in my Google Classroom and love when I have some colouring to do.
I have enjoyed Google Classroom as we still get to learn during Lockdown.
I think our Remote Learning Offer was really good overall.
My teacher showed me how to use Talk and Write on my chromebook and this has helped me do my work.
I like that we still use Google Classroom in school and it's been good that we have a classroom for High School.
I miss playtime with my friends and wish we didn't have to be in different zones.

pods and then different classes accessing the outdoors.
-Keeping children in areas for separate pods
-Outdoor play can be limited
-Stronger bonds and relationships between children and key worker due to smaller pod

Priorities identified by our Children and Parents

We liked Reading Eggs, it looks great!
Can we have more chromebooks please.
Can we play together in the playground again and get new resources.
I liked the Kahoot quiz, can we do that every Friday maybe?

Miss C MacPhee, June 2021