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**South Lanarkshire Council**

**Recovery Standards and Quality Report June 2021**



**St. Mary’s Primary School and Nursery Centre**

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| **Standards and Quality Report Session 20/21** |
| **Our School**  St Mary’s is a Roman Catholic Primary School. We serve the community of Lanark and the extensive Clydesdale area, stretching as far south as Abington and east to Biggar. The current school role is 138 split over 6 classes. We also have a nursery centre for children aged 2-5. This has a current role of 60. The Senior Management Teams consists of Head Teacher, Principal Teacher and an Early Years Depute who is responsible for the nursery centre. The principal teacher’s remit includes support for pupils with Additional Support Needs. We have a teaching complement of 6 permanent class teachers in school and one nursery teacher. Further support is provided by 10 classroom assistants who are split between the school and nursery.  We are part of the Holy Cross Learning Community but our P7 pupils transfer to Lanark Grammar School, Biggar High School or St Aidan’s in Wishaw (NLC).  We pride ourselves on our faith traditions and our Roman Catholic beliefs permeate all aspects of school life. We have strong links with the parish of St Mary’s and our school chaplain, Father McShane, plays an important role in the life of the school.  Our school has a very active and supportive Parent Council and strong partnerships with a variety of agencies and local businesses.  **Vision**  Pupils, parents, staff and wider stakeholders were all involved in the recent review of our school vision, values and aims. Our Vision is ***the future, in our hands.*** Following extensive consultation, we identified our core values as: **Kindness, Education, Inclusive, Faith, Respect** and **Helping Others.**  These shared values lie at the heart of St Mary’s vision of itself as a community. They reflect our identity and traditions, our vision for education and life.  **Aims**   * we are passionate about sharing the power of learning – encouraging every child to be their best. * we are a community rooted in our Catholic faith – welcoming, respectful and inclusive to all. * we are kind and responsible in our words, thoughts and actions – making choices that will have a positive impact for ourselves and our community, both now and in the future. |
| **Key Successes/Challenges and Achievements Session 2020/21**  St. Mary’s worked in partnership with staff/children and parents to create new values and vision for the school, establishing a renewed shared sense of connected community. During the January lockdown, each value was taken in turn (one per week) in order to reflect as a school community, sharing our learning online and giving due recognition to each one.  Regular opportunities have been created to enable the children to come together (albeit remotely) to celebrate our Faith as a community, through online Masses throughout the whole of Lockdown (during Lent), prayer services, Sacraments delivered within school, question and answer sessions with the Parish Priest.  During Advent and Lent, St. Mary’s Primary have demonstrated the value of helping others, through continued successful fundraising efforts for Action for Children and SCIAF.  Sacraments of First Reconciliation, First Holy Communion and Confirmation have all taken place both within school and in our local Parish of St. Mary’s.  Through the use of digital technology, online assemblies have been made possible’ bringing the whole school community together. Allowing the children to connect with other classes that is not possible during this time. In addition P5 children have also continued to access Music lessons through instrumental teacher-led online lessons.  Connection being maintained through pastoral phone calls with parents enabled effective communication and a sense of compassion.  A continued effort in connecting with the community has been maintained in a number of ways, including: Tesco Lanark Easter Egg Design, (whole school designs displayed in local Tesco – 3 winners), Keep Christ in Christmas, Knights of the St. Columbus winner, participating in Lanark Grammar’s World Book Day competition set within the community in the form of a spoon trail, the design of a horse wooden horse template to support the altered celebration of Lanimers (a local festival), with all children being involved in the design.  A key challenge during this time, has been brought about by the required response to Covid-19 in the form of the abundance of documents to read//review/digest/share and then action. Staff absence related to Covid-19 has created enormous challenges for ensuring that continuity of learning is maintained.  Balancing staff wellbeing with the operational daily demands during this time.  The teaching of writing proved to be challenging during Lockdown. |
| **Remote Learning Jan-March 2021**  Feedback from stakeholders, sought in January, regarding the remote learning offer was overwhelmingly positive (60% family return rate, 100% were extremely pleased). This was subsequently used to shape our offer for the remaining period. Weekly teaching staff meetings reviews of remote learning were conducted, combined with class Learning Conversations with pupils about their experience(s) has provided an informed position about views on remote learning.  St. Mary’s Primary School provided a high-quality, continuous learning offer for all pupils, with consistency of offer across the school. As teachers became more confident in the use of digital platforms, the use of live interactions/check-ins and pre-recorded lessons increased significantly over the time period. The inclusion of targeted intervention/ support for some learners also occurred mid-way through the period. These increases are reflected in the two school audits that were carried out for the authority and 96% of parents who responded agreed the pre-recorded offer was beneficial in supporting their child’s learning.  Staff were available daily for pupil interaction and guided group/class discussions. In addition, each parent/carer was contacted by their child’s class teacher and the Head Teacher on at least one occasion for a pastoral check-in over the period of remote learning.  The number of pupils who benefitted from access to Scottish Government’s Digital Inclusion fund or school devices was 10. This meant that all pupils had access to an appropriate form of digital technology. Stationery resources were distributed to all pupils in October and again in January and access to additional, or a top-up of, resources was available via a collection point at the school office. Teaching staff were all mindful of the types of follow-up activities that they were posting to ensure that no printing or additional art/ science resources were necessary.  Our weekly lessons were posted on a Friday at 3pm and pupils could hand in work until the following Friday. This was to help accommodate those parents who were out at work and therefore could not always manage the lessons during the Monday-Friday school week. This was commented favourably upon in parental feedback.  Robust tracking and monitoring was a key feature of our remote learning. Tracking of participation, effort & engagement and return of work was carried out daily by Class Teachers (utilising a MS Excel spreadsheet created by staff) and a weekly analysis of data was conducted by the Head Teacher. This analysis subsequently informed actions and interventions such as contacting families and offering further support/ advice, offering alternative or supplementary resources or a place at the in-school provision as necessary. The choice of follow-up actions was presented on a Monitoring and Engagement Flowchart which was shared with colleagues across different Learning Communities. Each week, Class Teachers chose a selection of lessons which the Head Teacher reviewed as part of quality assurance processes. Features of effective practice were shared with the wider staff group. A ‘Remote Learning - Quality Assurance Position Statement’ was created which detailed the different aspects of quality assurance carried out to ensure a high quality learning offer.  Staff undertook extensive CLPL training during this period of remote learning. The main areas of increased knowledge of was in: features of Google Classroom, how to effectively video record and edit lessons, how to use Google Meet and how to give effective feedback.  This helped to ensure that pupils benefitted from well-planned lessons which were engaging and progressive.    Supporting pupils and parents/carers with remote learning was a challenge; however, 98% of parents surveyed were happy with the information, communication and support received. Guides/ handouts were posted on our school app and short ‘how to’ videos from staff were also shared. Before long, video links to support Google Classroom (created by SLC colleagues) were available for sharing and when required a ‘trouble shooting’ drop-in session was scheduled for some parents/pupils.  98% of parents who responded to the survey knew who to contact if they experienced any difficulties. The Parent Council at St. Mary’s Primary continued to have online meetings during this time. The Parent Council was happy with the communication and supporting guides/documents from the school.  Like many schools, we introduced Wellbeing afternoons to try and give pupils and staff a balance of learning away from digital devices. Classes still celebrated achievements and recognised hard-work and effort at our Online Whole School live Assemblies. This also allowed the sharing of any news and events with the whole school. A weekly challenge task for pupils/ families which aimed to promote our school values, develop a sense of togetherness and enthuse and involve pupils was created.  Ensuring that children and staff continued to access their Faith, in consultation with our Parish Priest, live Mass was delivered each week, along with Q and A sessions, and other informative sessions with him.  A challenge for St. Mary’s Primary School was the relatively high number of children (27%) who were entitled to in-school provision and the staffing of this whilst maintaining our remote learning offer. Support Staff were required to be present for the in-school provision and they were supported by a member of teaching staff (rota). This then impacted on the level of intervention/ support being offered to individuals.  Another challenge was trying to keep up-to-date with the plethora of learning materials on offer. Whilst the sharing of online resources/ sources was welcome it could also become overbearing at times for staff.  Learning and next steps:  Use of Google Classroom provided an opportunity for parents/carers to be more readily engaged in their child’s learning. This has been continued through the use of Google Classroom for homework.  The sharing of resources and ideas between staff greatly increased and we have endeavoured to keep our digital sharing files open to each other.  Increased use of digital technology by Support Staff to support learners. |
| **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)**  All staff to take part in SLC Attachment Strategy Training  Identify a member of staff as “Attachment Ambassador” in preparation for further training from SLC and as point of contact to support staff, pupils and parents  Use combination of SLC Attachment strategy, GL PASS Assessments and SHANARRI indicators to identify pupil attitudes to return to school.  For individual children, Boxall profiles may be more suitable to give a full understanding of a child’s emotional and social aptitude.  Focus on Healthy Minds/Resilience during weekly, mini assemblies.  Staff to ensure daily check in with pupils – any concerns passed to SMT  Liaise with Ed Psych and other partners as appropriate to support children/families  Build on partnership working with Parent Council to support the parent body during this time  Staff Consultation/communication to take place through weekly check in meetings.  SMT to ensure all staff aware of supports available through Personnel if required.  HT to complete PRD for all teaching staff prior to Sept weekend – focus on own health and wellbeing.  All recovery plans shared and proportionate to ensure whole team approach. | **Desired Outcomes and Impact**  All staff training together on attachment strategy and relationship based practice.  Staff will recognise and utilise this in their daily interactions with children.  Children feel safe and secure – building trust and attachment with key adults.  Data and evidence from pupil attitude surveys used to identify children who need specific HWB plans.  All children have a PASS profile  Children are able to use what they have learned about mindfulness and resilience when they are feeling overwhelmed.  Children who can self -evaluate using SHANARRI indicators can openly talk about their wellbeing.  Ed Psych support school with identified children and signpost parents to appropriate resources to assist at home.  Feedback and input from Parent Council to ensure we have understanding of needs/views of the whole parent body – Google survey.  Staff attitudes survey – do they feel supported, consulted and have access to supports if required. |
| **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. | Reduced forward planning to ensure focus is on Wellbeing with aspects of Literacy and Numeracy in Phase 1 of Return (first four weeks of term).  To ensure HWB at the Heart of our recovery curriculum use NHS Healthy Schools, Knowing Me Knowing You 2, Amazing People School website and Zippy’s Friends (lower school) to embed wellbeing.  Use HGIOURS Part 2 to ensure that children’s voices are heard and they are playing a valued part in school self -evaluation. Use information gathered to create an action plan.  SMT to engage with individual children (identified as vulnerable by staff/parents) on a weekly basis.  Support staff used to support HWB activities as directed by class teachers, SST or SMT | Forward plans and feedback from staff tdemonstrate a positive attitude to return to school  Wellbeing approaches/lessons visible in all classes. Practice from across the school evident on our Roadmap to Recovery Wall in the open area.  Children can talk about resilience and coping mechanisms. These can be seen in practice by teachers and support staff (playtime)  Measures outlined in HGIOURS and learning conversations will inform next steps.  Pastoral notes kept. ASN plans in place, targets set, parents involved.  Plans/evaluations reflect teaching approaches and focus on HWB and aspects of Literacy and Numeracy |

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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.***  Individual and whole staff discussions about their own mental health and wellbeing took place at various times throughout the session. During the January lockdown, weekly meetings were held to support staff, SLC services were signposted and information shared with staff.    Staff undertook training on Attachment and increased their knowledge of SLC’s Attachment Strategy. Part 1: Understanding the Past to Shape the Future. Part 2: Changing life Pathways and Relationships.    Pupils in P4-7 participated in an assessment of wellbeing (GL PASS) which highlighted pupils who have a particularly low value of their own learning capacity, and gave our current position in terms of P4-7 wellbeing.  One pupil has been undergoing Drawing & Talking  For those pupils who identified themselves as poor learners, support staff timetabling was adjusted in order to support the children      Pupils in P1-3 completed work on the eight wellbeing indicators and Learning Conversations.    Term 1 had a focus on our school values. During Term 3 (during Lockdown), the whole school focused on one value a week. During the course of the week, children engaged in experiences that enabled exploration of each value. The focus for the online live assembly was also on the identified value.    Class Teachers were mindful about trying to include pupil voice and decision-making within the classroom, particularly as they reconnected with each other and the routines of the school. PT taken responsibility to capture the voice of the children by beginning to embed the evaluative HGIOURS toolkit to identify thoughts on relationships within and across the school, with a view to using the responses to inform next steps. | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.***  Staff felt supported  Online delivery of training, increased staff understanding of attachment and its impacty upon learners.  Results from assessments informed decisions to implement support.  Staff idenitied as feeling more connected to values and majority of children now being able to state what the values are and describe how we can demonstrate them in school. | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.***  Seek to continue to support staff in an appropriate manner that reflects their needs.  Begin to embed attachment strategy and nurture into practice.  Ensure that staff are fully aware of the supports available.  Embed pupil voice thoughout 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)**  Gather data re volume of engagement per class and per pupil. Who could/could not access/ Where was there no access?  Diagnostic assessments carried out for all pupils following a settling in period using a variety of existing resources – SWST, reading benchmarking, NGRT, Big Writing assessments, GL Numeracy Assessments and PASS/GIRFEC Well Being Indicators Survey  Interventions begin around Sept/Oct to allow pupils to settle back in – emerging gaps identified by assessment and close observation of pupil engagement.  Analyse data with staff to establish any gap within each class. | **Desired Outcomes and Impact**  Individual pupils/groups identified and targeted for support in each class based on engagement  Assessment data collected for every child – inform planning, delivery of lessons and next steps in learning.  PASS/GIRFEC Wellbeing Indicators Survey used to identify potential barriers to learning.  ASN paperwork up to date, targets shared and agreed with pupils and parents. Input from Ed Psych as appropriate.  All staff have a clear picture of their class profile – identification of pupils not on track, on track and exceeding in their learning journey. Any identified gap informs interventions and cycle of learning/teaching/assessment. |
| **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](about:blank) resources helpful when considering this. | Initial PEF plans for 20/21 shared with pupils, parents and staff – stress the need to be flexible with it.  Staff use CLPL time effectively – make use of local and national resources eg: SLC and Scottish government Curriculum Recovery documents and Education Scotland’s weekly Practitioners newsletter.  PRD to discuss identified professional development. Staff will share evidence based approaches through personal and professional reading.  Identify learners who may be experiencing disadvantage (use local knowledge as well as SIMD and FME data) and work in partnership with parents/carers to ensure identified barriers are overcome and correct supports in place.  Review systems for partnership working with parents given current restrictions on face to face meetings. Constant review to ensure we comply with ever changing guidelines.  Invite parents to make suggestions/give regular feedback via Google forms | All stakeholders fully informed of the plan for spend – have the opportunity to give their views.  All teaching staff PRD completed using coaching model with focus on self- care and curriculum recovery activities. Staff feel supported and able to self-evaluate to identify own needs.  Review of support systems in place. Secure, centralised recording system for what support is required and evaluation of how effective it has been in meeting identified need.  Data gathered from Google forms used to identify areas of strength and development. |
| **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. | All staff part of equity consultation. Staff to monitor individual class engagement, SMT to oversee, gather data and analyse.  Termly consultation/questionnaires with parents and children to identify challenges faced with home learning  Amend self -evaluation cycle if required  Use hard and soft data to track and monitor impact of equity approaches  Class profiles to be collated and kept up to date.  Forward plans will be completed 4 weekly to ensure we are being responsive. These 4 weekly plans will reflect current guidelines with focus on HWB, key aspects of Literacy/Numeracy and RE. | In Term One, teachers identify those pupils with initial difficulties. Staff support as required to ensure all children can access home learning.  Analysis of data should begin to show increasing parent/child engagement with home learning.  New cycle to re-order QI’s giving priority to those linked to school recovery. Reflect changing needs and context of the school at this time.  Children identified as vulnerable or requiring interventions are making progress.  Forward plan monitoring by SMT to ensure appropriate pace and challenge for all pupils. |
| **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](about:blank) * Read [CPAG article](about:blank) 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. | Review COTSD Position Statement and amend as necessary (consider new financial situation of many families due to COVID 19)  Share COTSD statement with all stakeholders via school app  Ensure that due consideration is given to all activities and that they do not incur a further financial burden to families  PEF monies to subsidise costs where appropriate  Ensure equitable access to learning materials at home by creating link person in school. Families can contact them in confidence to discuss any difficulties they may be having.  Access local community grants/supports for schools and families | Effectiveness of the school in adhering to COTSD statement and commitment to keeping it under constant review  Increased knowledge of COTSD through the parent body  Evidence of free activities being organised  Effective and positive communication between HT (Link person) and families. Evidence of parents knowing they can approach in confidence  Money Matters, School Clothing grant information shared with parents in newsletters, on app and Twitter |

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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.***  Upon return following the summer, staff used this time to gather data, both qualitative and quantitative, to identify gaps in learning and to ensure continuity of learning – using SWST and NGRT Reading assessments. Supports were revised to relfect the needs of the children and their families, both in terms of literacy and numeracy and health and wellbeing.  GLPASS assessments were carried out to identify confidence in learning following the return to school  During theJanuary lockdown, each teaching staff member recorded engagement of each pupil in their class. Consideration was given to attendance online, engagement with live meets, work completed daily for both literacy and numeracy.  Average enagagement during Lockdown was 80%  Prior to the October holiday, all children were given a pack of materials, inlcuding maths/numeracy aids e.g. number lines, number fans, white show me boards, literacy materials e.g. pencils, literacy support booklets. This was done in preparation of a possible lockdown. These items were later topped up with  Prior to lockdown in December, parents were asked to get in touch with school to seek support in accessing digital learning. Pastoral calls were also made to all parents during January to ascertain issues around connectivity, access to a device, how to access online Google Classroom platform, space to concentrate and appropriateness of device, e.g. fit for purpose. Support was provided in a number of ways inlcuding provision of device (10 families), Wifi, IT support to gain access. 9 Vulnerable children were also offered a place in the HUB provision in order to access learning where appropriate in consultation with the CT and HT.  Telephone calls in place of face-to-face parents’ evenings were conducted in March to provide staff and parents an opportunity to discuss and agree progress and concerns around possible gaps in learning as a result of lockdown experiences.  Staff have carried out assessments (SNSA, SWST) of children since returning after Spring Break to gather summative data around levels to support teacher professional judgement. This will be used to compare previous data gathered prior to lockdown in January to support judgement on possible gaps.  Discussions were undertaken with the Parent Council and staff regarding how best to support children and families during the recovery phase and how to utilise the PEF funding appropriately.  Following consultation with a number of documents inlcuding HWB recovery support documents, and Closing the Poverty Related Attainment Gap Review from Scot. Gov 2016-2021, attainment data in both literacy, numeracy and HWB supports were analysed.  Supports are now being tailored to be much more targeted in meeting the needs of the identified children in order to reduce the identified gap through the use: of targeted one to one support, 44% of children who live in SIMD areas 1 and 2, and 43% of children who have FME are currently being targeted, staff gaining access to training e.g. catch-up literacy/numeracy with identified co-ordinators, regular timetabled support, monitoring of the recently introduced the Toast & Go breakfast club uptake of identified children.  Staff have regular review meetings with a member of SMT to discuss needs/learning of the children, and impact of support given. Partner agencies are regularly involved and/or consulted in order to ensure that approaches provide equity and parents have been consulted via telephone and email.  Following second lockdown, re-examination of family circumstances/needs were carried out to reflect the changing landscape of experience as a direct result of pandemic and supports were changed as a result in consultation with staff/parents.  A winter clothing grant was provided by SLC of £184. After contacting parents and families identified as receiving FME and living within SIMD area 1 or 2, 4 families requested a number of items, including winter coats, hats, gloves, scarves, wellies, jumpers. These items were purchased prior to Christmas and distributed immediately. | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.***  Results from assessments used to inform next steps for support  Excel spreadsheet records and subsequent analysis to provide information about which families to reach out to and offer appropriate supports.  All children given required materials to support ongoing learning.  Feedback from parents. Action taken to meet needs of families who identified issues/concerns around home learning.  Qualitative data gathered around progress in learning – to inform next steps.  Results of data to provide overview of attainment and identify gaps in learning.  Staff evaluations of PEF spending and suggestions regarding how to spend moving forward.  Tracking & Monitoring of Breakfast club  Qualitative and quantitative data being gathered through assessments, during forward plan meetings, parental discussions.  ASN review meetings held four times a year to discuss progress. SMART targets are set to reflect the needs in consultation with parents/carers.  Pastoral phone calls and sharing information as appropriate with staff.  Families provided much needed clothing during a difficult period both financially and emotionally. Families reported feeling less stressed and anxious as a result. | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.***  Support staff to be offer support to targeted children that reflect next steps  PEF teacher (CT) will liaise with class teacher regarding learning to allow the reinforcement of this to take place within class as much as possible.  Equity lead will engage with identified families to ensure access to support  Bespoke HWB programme created by PEF funded teacher allowing small groups of targeted pupils’ needs to be met.  Continued use of digital platform (Google Classroom) both in class and at home – ensure no access issues.  as above –  Targeted interventions necessary to support where there are identified gaps from assessment information.  Staff use knowledge of targeted children to support decision-making regards appropriate PEF spending |

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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/](about:blank)   * 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)**  Risk Assessments, Capacity Audit, Staffing, Class Configuration and Safe Systems of Work all completed.  School areas and playground spaces set up in accordance with current 2m social distancing guidelines.  Recovery curriculum focused on Health & Wellbeing, aspects of Literacy and Numeracy and RE.  Staff will initially forward plan for only 4 weeks to allow flexibility and responsiveness to needs of pupils  Staff will work collegiately with stage partners every Wednesday on curriculum recovery work, either in school or virtually  Ensure effective handover information is given from previous teachers which takes account of classroom performance and the engagement in home learning during school closures.  Ensure that all attainment information to identify gaps in learning is gathered, collated, evaluated and shared effectively (after short settling in period) to ensure direct teaching matches the needs of the pupils.  Continued CLPL in Google Classrooms and GLOW Meet, NHS Healthy Schools, Knowing Me Knowing You 2, Amazing People Schools and Zippy’s Friends (lower school)  School app and Twitter strongly established as means of communication with parents.  Google surveys, Parental/Pupil Questionnaires used to gather feedback | **Desired Outcomes and Impact**  Staff and pupil understanding and compliance with Risk Assessment documentation  Children and staff have 2m distances at all times. All classrooms have the same desk configuration.  Children line up safely and have clear marks for entering/exiting school safely  Evidence from Learning Conversations, Forward plan monitoring, produced work of high quality learning experiences in agreed curricular areas  Examples of sharing best practice, professional reading and dialogue.  Open lines of communication and evidence of supportive partnership working.  Effective professional dialogue around transition in June. Evidence of the impact this information has on preparing for new class  Staff feedback and professional dialogue on effectiveness of collating and sharing attainment data. Improved staff confidence and professional judgement in identifying gaps and next steps.  Teacher confidence high – based on staff evaluations/questionnaires/ feedback)  Parental views reflect feeling consulted and well supported. Levels of online engagement increasing.  Pupil achievement, confidence and welbeing reflected in engagement and participation. |
| **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 | Home learning planned by each class teacher, directly linked to teaching in class.  Wednesday used as CLPL and CCC time to plan learning for the following week. This learning delivered to Thu/Fri cohort followed by 2nd cohort on a Mon/Tues.  Home learning packs issued to all pupils with all resources they will need to complete the activities.  New resource bought for Literacy – Reading Eggs with online access to allow for blended learning as well as existing Numeracy resource – BIG maths online.  Amazing People School website – all pupils have individual access giving access to resilience and wellbeing activities at home.  Chromebooks supplied to those without IT access  Shielding staff will work on supporting Home Learning (via GLOW Meet) and developing their agreed PRD/establishment priority work  Continue to use school app, Twitter and pupil/parent email as way to keep groups up to date.  Home learning tracked and monitored by handing in of work, feedback give, ICT Coordinator to monitor engagement levels on learning apps and websites. Traffic light engagement. Contact parents/carers of children not engaging to ask what assistance is needed | Evidence of continuity of learning between home and school.  Blended model to meet the needs of learners  Stage partners work collaboratively to plan and share resources as appropriate  ICT used effectively to consolidate learning  All pupils can access online learning – no pupil at a disadvantage over others.  Effective communication apparent across platforms. Parental feedback reflects they are aware of, and use, these platforms and know how to seek support if required.  Parents and children see the value that we are placing on blended learning. |

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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.***  Effective and timely communciation delivered to staff, pupils and parents re the Safe Systems of Work Risk Assessments in order to ensure that all clearly understood the guidance around covid safety guidance.  Class bubbles were introduced, pathways within the the building, effectvie clearning regimes, clearly marked 2m signage, reduced flow of visitors/parents, markings on playground, staggered breaks and lunches implemented to reduce mixing.  Additonal furniture was moved onto stage for storage in order to ensure adequate space for distancing within classes and corridors.  Areas identified outside classes utilised for individiual classes – not shared between classes. Outdoor spaces identified for learning within confines of alloacted space to reduce mixing.  As blended learning was not necessary in August 2020, staff were able to focus on the core 3 areas for recovery – HWB, equity and continuity of learning (with a focus on numeracy and literacy) from the beginning of the year. Staff spent time initially welcoming the children back into school after an extended period of time away from school (March – June 2020). A strong focus on HWB was deemed appropriate at this early stage.  A reduced forward plan format was created to alllow focus on learning and reduce bureaucracy, however upon reflection staff evaluated a need to alter this planning format to reflect learners’ needs and progression in learning. A new forward planning format was agreed in January.  Upon return to school in Feb (P1-3) and March (P4-7), staff used this time to assess all children to ascertain progress in learning and to identify any gaps in learning. The results are noted in the table below. | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.***  Transparent sharing of information throughout year of necessary actions and mitigations. Staff and parents satisfied with mitigations – information gathered through discussion in Parent Council meetings and during staff meetings.  Qualitative data from both teaching and support staff informed of success or if relevant changes were necessary in light of guidance.  Learner conversations with pupils to assess gaps in learning and HWB  Staff evaluations.  Regular timetabled meetings/professional working groups. | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.***  Consider future communication – ensuring parents are aware of all methods of communcation used by school.  Data analysed provides relevant and up to date information to ascertain next steps.  Ensure that the planning format is effective and fit for purpose. |