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**South Lanarkshire Council**

**Recovery Standards and Quality Report June 2021**



**Victoria Park School**

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| **Standards and Quality Report Session 2020/2021** |
| **Our School**  Victoria Park School is situated in Carluke in the Clydesdale area of South Lanarkshire. Our location is within range of a number of small towns and villages and is primarily rural. We cater for pupils from across South Lanarkshire who present with a broad range of severe and profound learning, communication and health needs.  Our pupil role for this session is 61 primary aged pupils, P1 to P7. Our pupils are allocated a placement from the ASN Primary Allocations process. Our pupils benefit from smaller class sizes and higher staff ratios to support their learning. We work in partnership with multi-agency teams to ensure that we are getting it right for every child. To ensure that our learners have appropriately planned learning experiences we follow Curriculum for Excellence (CfE) using Education Scotland’s Milestones to Support Learners with Complex Needs, CfE Experiences and Outcomes and Benchmarks to inform our teaching, planning and assessment. We adapt the curriculum to meet the needs of all pupils using active learning, real life contexts and practical tasks and the community to make learning meaningful to our children. Our use of ICT and Augmentative and Assistive Communication strategies support our children in having their voices heard and sharing the understanding of their learning.  Our pupils have access to soft play, a sensory room and hydrotherapy pool to support their wider learning and well-being. Pupils have access to an internal courtyard for breaks and play. We share a campus with High Mill Primary School and share a common goal of providing as many meaningful opportunities for inclusion for our respective schools as possible.  Our vision is that in our safe, happy, fun school we all grow to be the best we can be. We promote our values of equality, kindness and respect through our curriculum and through our nurturing relationships throughout the school and beyond. Our transition programme for P1 and P7 and between primary stages aims to ensure best possible experiences for children and families.  We are forward looking and have successfully recruited a full complement of teaching and support staff for the start of the new session and we are confident that this will give us the capacity to continue to improve outcomes for all learners.  Our parents play a vital role in pupils learning. We consult with our parents on a wide range of issues relating to their children’s learning. We have very active parent group “Friends of Victoria Park” who engage with children’s learning and the life of the school as well as supporting additional activities for all pupils through fund raising. We continue to develop family learning through parent focus groups. We are active members of our wider community with pupils developing the four capacities through their community involvement including our school choir, our relationships with other schools and agencies and businesses in the local area. |
| **Key Successes/Challenges and Achievements Session 20/21**  Being able to maintain community and strong connectedness during challenging times for everyone. Managing the challenges of physically distancing on return to in school learning. Being able to keep all learners as safe as possible.  Living and embodying our vision for all our learners, children, families and staff alike. Ensuring the most vulnerable in our school community were as safe as possible.  Increasing our use of technologies to support learning and connectedness. Learning the importance more than ever of compassion and kindness to others and self. |
| **Remote Learning Jan-March 2021**  *A highly effective remote learning offer was delivered through the second lockdown with measurable improvement in the offer compared to March 2020. Tracking pupil engagement while learning at home enabled quick identification of families requiring more or tailored support leading to enhanced knowledge of our family’s needs. Our relationships with our families were strengthened.*  *Our teachers and support staff embraced learning around technologies to support our remote learning offer. New skills were developed and technology was used to support high quality learning and maintain connections.*  *We successfully supported individual families remotely with strategies for minimising distressed behaviour based in our solid understanding of Promoting Positive Relationships and Understanding Distressed Behaviour. We maintained strong links with our colleagues in Health to support children and families developing further our school community’s connectedness.*  *Teachers and Support Staff continued to develop skills, knowledge and understanding of high quality strategies to meet the needs of learners with complex needs. Our website was developed and pupils individual MS Teams set up, which were populated with challenging motivating and individualised learning activities which were responsive to feedback from learners and parents.*  *Nearly 55% of learners were engaging in remote learning. 36% - Highly engaged, 18% Moderately engaged, 26% Low engagement. 19% of learners received in school learning. Evidence can be pointed to, of excellence in remote learning opportunities across our full range of learners needs. Evidence can be provided of high quality collaboration among staff, which impacted on and resulted in high quality learning opportunities being shared with parents. Evidence can be provided of creative use of SLC Scottish Government sourced, touch screen Chrome Books with an identified group of learners developing increased independent learning skills through this resource.*  *Carefully considered concrete learning resource packs were provided to children and families to support thematic learning linked to Health and Wellbeing.*  *All teachers undertook CLPL including Hirstwood Sensory Curriculum training which has had positive impact on remote learning and in school classroom practice. All staff participated in Attachment Strategy Training Phase 1 “Understanding the past to shape the future” which has supported our strong relationships across the school and our recovery planning.*  ***Challenges and opportunities****: Having worked through processes to come up with effective and supportive ways to engage our learners who were learning from home we are well placed to capitalise on our strengthened relationships with families and use this to lead improvements in family learning.*  ***Learning arising from this period/next steps:*** *We have re-evaluated our view of our previous model of curriculum for our learners. Professional Learning in how to maximise our children’s’ executive function and self-regulation skills through the curriculum will be taken into our SIP for Session 2021-2022* |
| **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)**  Revisit staff development work undertaken by whole staff around our values before lock down. Share this development with our stakeholders, parents and community. (Circulate/promote through display and settle on staff request for school song)   * HT/PT HWB   Create appropriate Pupil Voice resources to seek the views of a representative sample of our learners on their experience of school closure.  Update “Communicating With Me” school documents to reflect progress and development needs coming out of lock down   * PT AAC/Total Communication * Class Teachers * SSA   Continue to work closely with our colleagues in NHS /Allied Health Professionals to share information regarding our learners health and wellbeing and update school care plans to reflect any changes since lock down   * HT/DHT * SSA Team Leaders   All staff to have engaged with training modules presentations from SLC on Attachment Informed Practice  Carry out whole school audit of Attachment practices in place to inform planning.  Revisit Autism Lens training for staff as refresher and for those new to this approach.   * HT / DHT/ EP   Share Attachment Informed approaches through Parent Focus groups   * DHT/Parent Group   Senior Leaders and SSA Team Leaders create Staff Peer Support Groups for pastoral support and wellbeing “check ins”.   * HT * DHT/PT’s * Team Leaders | **Desired Outcomes and Impact**  **Measure:** Feedback from pupils, staff and our community evidences the following:   * Our vision and values are embodied by our staff and school community, supporting belongingness and connectedness. * We know our pupils presentation, thoughts and experiences and are better placed to support their emotional wellbeing and mental health. * Our planning leads to connectedness and quality relationships * We can evidence that our high quality interactions and relationships across the school are Attachment Informed supporting the wellbeing of all of our learners. * We are connected with our families and are supporting positive wellbeing and learning outcomes in school and at home. |

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| **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. | Use our data gathered from parents during school closure to support and provide a wellbeing driven curriculum for the recovery phase.  Revisit and re-embed PPRUBD Guidance across the school. BASPS and Autism Lens planning tools to be updated to reflect any needs arising from distress/emotional needs resulting from school closure  Teachers will continue to liaise with parents /carers to support high quality home learning opportunities  Based on pilot during school closure, introduce a school wide pastoral/learning home visit schedule to support our families in the delivery of the “Blended Learning” model  Re-introduce PLOD (Possible Lines of Development) as a learner led approach to planning curriculum activity  Forward plans to be adapted to reflect the In School/ At home “Blended Learning” approach, with emphasis and weight towards Communication and Health and Wellbeing planning.  Lead – HT /Senior Management Team | * Our most vulnerable learners and our learners who can present distressed behaviour are supported to be the best they can be, through effective curriculum planning including BASP/Health Care Plans and Communicating With Me documents   **Measure:** Plan reviews, feedback from Parents/Carers   * All of our learners benefit from a motivating learning environment that supports their learning, emotional and wellbeing needs.   **Measure:** Planned Classroom visits, Professional Learning Trio findings, Parent /Carer feedback   * Our children and their parents are consulted throughout the process of recovery to ensure curriculum planning is fit for purpose * Our planning is informed by evidenced and appropriate psychological advice for recovery from adversity |

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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?** |
| Our vision and values have become embodied by our staff and school community in all that we do. Our school visions and values are displayed throughout the school and are regularly referred to within classes. Our vision and values are enhanced by our attachment informed charters which are personalised to each class, giving all stakeholders a sense of belonging.  All staff across the school undertook the Attachment Informed Practice training delivered by SLC Psychological Services. We audited our practice using the tool provided.  Our Senior Leaders and SSA Team Leaders had regular check ins with identified Pastoral Support Groups throughout both lockdowns. We held monthly wellbeing Tuesday CAT meetings within class teams after school to support staff health and wellbeing.  During the second school closure, teachers made weekly calls to parents/carers to discuss how their child was coping with home learning. Through these discussions, teachers were able to create personalised learning plans for their pupils and support with the transition back to school. Systems were put in place to flag up pupils identified as vulnerable due to the absence of routine and structure.  The school forward planning format has been adapted this session to reflect home and school learning and allows for reflective planning based on PLOD through pupil interest. Learner have been motivated to engage in thematic learning experiences.  The school remained open to vulnerable children and those of Key Workers. We worked with Education Inclusion colleagues to responsively plan to support “In School Provision” for pupils identified by multi-agency teams as being vulnerable to the effects of isolation and for whom home learning was having a detrimental impact on mental wellbeing.  Pupils’ views were gathered using appropriate supports e.g. photos, symbols and using chat mats. These were displayed in a variety of ways. Staff were able to identify any actions required in supporting pupil’s wellbeing after completing this activity. Pupils were supported to feel happy and safe in school after returning from lockdown.  “Communicating with Me” documents were updated for all pupils, through consultation with parents and observations on pupils return to school. Staff were able to use the information to plan appropriate supports for pupil’s communication needs ensuring they have a voice to become effective contributors in class and around the school.  Evidence within self –evaluation against our recovery plan and our tracking and monitoring of distressed behaviour for individual learners and across the whole school, points to learners returning after lockdown 1 and 2 as “enthusiastic” on returning to school. For 77% of our pupils this has remained the case throughout the period since returning to in – school learning  Data from incidents of distressed behaviour tracking from November to May 2021 compared with data from November and December 2020 has evidenced a sharp increase in incidents of distressed behaviour among a significant number of individual pupils and groups. Anecdotal evidence, our data and research evidence points to:   * This trend being true for 23% of our school population. * The time frame for this change correlates with the “COVID Slide” in learning (Kuhfield and Torasawa 2020) * Of these pupils 71% are in receipt of FSM due to entitlement to the relevant benefits. * The lack of structure over periods of school closure having negative impacts on the social and emotional development of children with additional support needs, exacerbating mental health problems. The negative impact of loss of social contact due to school closures on children with autism has also been identified. * Our learners experiencing the negative impact of a disrupted year with a hiatus in February/March 2021 but a peak in numbers of incidents of distressed behaviour in May 2021.   **We have already responsively capitalised on our positive partnerships with our Allied Health Professional colleagues to undertake Staff CLPL and develop class based interventions to support learners who experience sensory differences and we are as a multi-disciplinary team looking forward to effecting increased improvements for this group of learners** | **Whole Staff Consultation March / April 2021**  **Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff**  *“Consistent approach to ensure safety”*  *“Safe healthy environment for pupils”*  *“Everyone feels valued in school-we work together towards a common goal”*  *“New vision and values were well received by parents”*  *“Staff feel supported at work through the peer support groups”*  *“Consistent approach to support strategies-reduction in incidents of distressed behaviour” (for some learners)*  *“All staff have a clearer understanding of attachment and are better equipped to support the needs of our pupils”*  **Parent Survey – Return to Schools September 2020**  Families and pupils feel connected and supported by the school  **Pupil surveys**  ***Pupil Wellbeing Check data August to November 2020***  **Learner Questionnaire BGE Primary (P4-7) – Looking Forward – A vision for 2021 – Helping to shape our Central Service**  **Distressed Behaviour Tracking**  Evidence from data collected across our school since April suggests the gaps in schooling through the past two sessions has meant the full return to school and consequent increase in social interaction is made more challenging, especially for children with anxiety associated with a diagnosis of autism and sensory processing differences. | ***Intensify targeted support for pupils identified through GAP Analysis to improve overall mental wellbeing***   * *Engage in CLPL relating to developing learners skills in executive function and self-regulation* * *Develop our curriculum model so that it is based in play pedagogy and opportunities to develop executive function and self regulation skills* * *Further develop Attachment Informed strategies to support learners through an extended period of recovery* * *Work with AHP partners to develop skills across the school in sensory regulation strategies and play based pedagogy to support executive function skills and self regulation skills* * *Work with our families to share this work and to maximise opportunities for pupils’ learning in this area.*   ***Further develop ASP’S, to monitor intensified support to effectively plan to support targeted pupils in overcoming barriers to learning*** |

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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)**  Appoint Acting PT Equity employed to support schools recovery priorities (in previous column) for equity. Remit will include:   * Parent/Carer communication * Data collection/analysis * Leading delivery of pastoral/learning home visit schedule to support our families in the delivery of the “Blended Learning” model   Lead – HT /DHT/PT Equity  Undertake whole school audit of learners communication needs in recovery. Use data to inform Total Communication needs/resources to develop “Lending Library” for AAC to support “Blended Learning”  Lead – PT Total Communication  Partnership working - Additional Support Plans to be written in consultation with our NHS colleagues. SLT are involved in decision making around learners’ AAC needs and working with us to support families to best utilise low and high tech AAC.  Lead - DHT  Partnership working - Additional Support Plans to be written in consultation with our NHS colleagues. Physio and Occupational Therapists are involved in decision making around learners’ health and wellbeing needs.  Lead - DHT | **Desired Outcomes and Impact**  We have reconsidered our “gap” and re-assessed to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.  **Measure:** Our revised Gap Analysis supports evidenced improvement.  We have identified need and resourced to meet our learners communication needs to ensure all of our learners have access to appropriate AAC for home learning, use Scottish Govt. AAC Legislative framework for self - evaluation.  **Measure:** Audit after delivery of Lending Library approach.  Parent/Carer consultation results.  Our Additional Support Plans identify targeted support that is leading to improved outcomes for our learners across all stages within the school.  **Measure:** SMT Monitoring of plans, Review meeting notes, Assessment grids, pupils reports, QLO observations |

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| **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](https://educationendowmentfoundation.org.uk/covid-19-resources/) resources helpful when considering this. | Newly appointed Acting PT Equity employed to support schools recovery priorities (in previous column) for equity. Remit will include:   * Parent/Carer communication * Data collection/analysis * Leading delivery of pastoral/learning home visit schedule to support our families in the delivery of the “Blended Learning” model   Designate SSA PEF role for 3 staff members to support and enhance health and wellbeing curriculum through Total Communication and Postural Management strategies. Continue partnership working with NHS professionals to support this work.  Lead – HT /DHT/PT’s | We have adapted our equity plans following the re-identifying of the gap, taking account of demands of “Blended Learning” model.  Our equity plans reflect and are responsive to our learners’ current wellbeing needs and aim to support their immediate emotional and mental wellbeing needs.  **Measure:** Teacher professional dialogue records, pupils assessments, NHS colleagues own data collection and analysis on clinical impact of interventions. Parents/Carer feedback on impact of interventions. |
| **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. | * Senior Leadership team to lead and distribute leadership for improvement during school recovery period * Parent/Carer communication in relation to Blended Learning model * Data collection/analysis * PT Equity Leading delivery of pastoral/learning home visit schedule to support our families in the delivery of the “Blended Learning” model   Lead – Acting PT Equity | We have a “checking in” calendar for our equity plans to ensure they continue to be responsive to our learners’ current wellbeing needs and that their immediate emotional and mental wellbeing needs are being met.  **Measure:** Teacher professional dialogue records, pupils assessments, NHS colleagues own data collection and analysis on clinical impact of interventions. Parents/Carer feedback on impact of interventions. |
| **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](https://cpag.org.uk/cost-of-the-school-day?gclid=EAIaIQobChMI79SKvszE6QIVyrTtCh1m-gmlEAAYASAAEgImRPD_BwE) * Read [CPAG article](https://cpag.org.uk/file/4912/download?token=ytkETSll) 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. | Appoint Acting PT Equity - employed to support schools Cost of the School Day recovery priorities (in previous column) for equity. Tasks will include:   * Review of COSD position statement to reflect impact on our community of Coronavirus * Manage our Social Media Posts for financial support sign posting. * Consult with parent groups to ensure our approaches do not single out children or families or cause inadvertent distress. * Awareness raising among whole school staff   Lead – Acting PT Equity | We have poverty-proofed our approaches, with particular emphasis on our learning approaches, aiming to ensure that no learner misses out due to financial constraints. |

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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?** |
| **Through the appointment and leadership of a PT for Equity we ensured:**   * All children who were self-isolating or were isolating due to trace and protect were contacted by phone and by email to share Microsoft Teams and access information. * Regular contact was made with all families including of pupils who were soft shielding while South Lanarkshire remained in level 4 during term 1. During 2nd lockdown January till March Teachers made two weekly phone calls with families. These phone calls were monitored weekly by SMT. * Continued contact with families with children remaining at home due to parental choice from March onwards has been maintained, with monthly data on contact collected to inform appropriate next steps * Whole school audit was completed to identify learners preferred means of communication.   Class teachers liaised with parents/carers to offer advice and identify AAC needs at home. Through consultations with PT AAC, SALT and parents/carers, teachers were able to provided low tech supports and guidance for home e.g. symbols, Makaton signs.  PEF SSA for Total Communication worked in consultation with PT ACC, teachers, HT, DHT and SALT to provide a variety of communication supports around the school and for individual pupils. These supports included PODD books for individual pupils, emotion works symbols for all staff and classes, supports for individual pupils for a variety of situations e.g. visuals for PC to reduce anxiety during this activity. PEF SSA and PT AAC created symbolised school signage relating to COVID. These were displayed throughout the school.  The appointment of two Pupil Equality Funded members of staff, “has led to significant improvement and positive impact on the increased use of Standing Frames in school, since PEF posts have been in place. This allows an increased compliance on the Health and Wellbeing Needs of the most complex children who require daily use of a standing frame in school for their 24hour postural management. The use of standing frames has improved and on the days the PEF posts are in place the mean percentage of 64% use that demonstrates an improved equality for complex children when this fund is available”.  Parental views were collected through a variety of platforms throughout the session. Views on managing risk from Infection, support from school, Learning from Home and the impact of the lockdowns on families were gathered and will influence interventions.  Specialist input from Allied Health Professionals in newly deloping “Movement Hub” combined with regular programmes of movement led by PEF SSA led to positive outcomes for learners who had not had access to postural management programmes while learning from home  We have poverty-proofed our approaches as far as possible this session, with particular emphasis on our learning approaches, aiming to ensure that no learner misses out due to financial constraints. However a significant number of our families have experienced negative change to their financial circumstances due to COVID -19. Activities that focussed on use of public outdoor spaces were suggested for instances where children and families might not have private space. Free BT Mifi made available for instances where connectivity with internet was not available. Concrete learning materials and resources were provided for all learners through sensory packs. Learning bags were delivered regularly by teachers, safely to individual pupils. SLC Scottish Government sourced Chromebooks distributed to 13 children for learning at home.  During the first lockdown our pupils benefitted from learning at home that focussed on utilising outdoor spaces. Teachers and Parents worked together to tailor appropriate home learning. Our pupils lead their learning in this environment and being able to access outdoor spaces impacted positively on their | | Ongoing support was available to parents of children shielding during lockdown.  **Whole Staff Consultation March / April 2021**  **Improvement Priority 2 - Planning for Equity**  Pupils have access to the supports they require to communicate effectively at home and school and have a greater understanding of their environment.  *“Pupils supported through visuals to understand changes to routine and reduce anxiety”*  Pupils’ communication needs were supported to enable them to have a voice and support their understanding of language. They have increased opportunities to express themselves and a greater understanding of their learning environment.  The school has a clear and consistent approach to signage for all identified COVID procedures and guidance. This ensured learners and staff understand what is expected of them to keep themselves and others safe in the school environment.  COVID Protocol Folder in each class  Minutes of Operations Group Meetings  **Report on research by NHS AHP partners: “November 2020 Review Audit of One South Lanarkshire ASN School” (Authors: North & South Paediatric Physiotherapists November 2020 Linda Allan, Paediatric Physiotherapist March 2021)**  “Quality of movement, postural variety and assistance… gives HWB an equal footing as important as Maths and Literacy”  **Significant number of parents reporting negative change to financial circumstances due to Covid-19?**  Of 21 respondents: Yes – 43% No – 53%  Would Rather Not Say - 4% | | ***Improve educational outcomes for learners through further developing skills in the use of digital technologies***   * *Develop a Digital Learning and Teaching Strategy* * *Further develop staff skills in supporting learners access to individualised digital technologies* * *Develop the role of Digital Leader and Digital reps across the school*   ***Intensify support to ensure that improvements are made in outcomes for our pupils whose Additional Support Needs include movement difficulties***   * *Continue the high quality interventions afforded by having 3x SSA for Equity through PEF.* * *Develop the range of targeted supports for pupils through the change in grade to SSA Team Leader for one of the PEF*   ***Intensify support to ensure that improvements are made in outcomes for our pupils through our assessment and planning strategies***   * *Develop Parental Engagement in Participatory Budgeting* * *Develop Parental engagement in Family Learning*   **Further develop opportunities for Learning Outdoors to support mental wellbeing** |
| **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. | | **Key Recovery Tasks (School specific)**  This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets. | **Desired Outcomes and Impact**  This section should give a brief indication of what success would like and how it will be measured. |
| **Theme:** Learning In School  **Rationale:**  *The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment,*  *Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible*  *It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.”* **The Recovery Curriculum, Think Piece**  Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.  Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.  This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.  It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.  Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers . | **Schools need to:**   * Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision. * Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. * Consider if communal and social areas could be repurposed to provide additional learning space.   <https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/>   * Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. * Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. * Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks) * Review your school’s learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment. * Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide. * Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated. * 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)**  Working in partnership with our Campus Partners High Mill Primary School ensure staff across the campus community are confident in the measures in place to keep everyone safe. Support our staffs familiarity with and adherence to:   * Generic School Recovery Risk Assessments * School Capacity Audit * SSOW * Operational Signage   Lead - HT  Short life improvement group to be created to assess what aspects of school curriculum are to be focus for face to face teaching time to ensure equity of experience.  Lead – DHT /PT HWB  Further develop use of Emotion Works approaches across school community  Lead – PT HWB  When safety considerations allow -Develop learning programme in partnership with Equitots to support learners emotional and mental wellbeing and to develop individuals resilience to adversity.  Lead – DHT / PT HWB  When safety considerations allow -Develop learning programme in partnership with Clyde and Avon Valley Landscape Partnership to support learners experience of Forest Schools approaches for emotional and mental wellbeing and to develop individuals resilience to adversity.  Lead – HT / PT HWB  Role out “Survival Through Story” Training. Explore potential impact of this approach that supports learners with complex language and communication needs in telling their own stories.  Lead – HT / PT HWB | **Desired Outcomes and Impact**  In-school provision is distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible  **Measure:** Appropriate review of Capacity Audit in line with Health Guidance  Our curriculum can be evaluated as positive relationships focused and as fit for purpose during recovery period.  Pupils continue to achieve and benefit from a nurturing and attachment informed learning environment  **Measure:** Learners Glow Profiles, Planned Classroom Observations, Professional Learning Trio statements using Engagement Model tools for evaluation. Forward Plan dialogue, minutes of Campus Meetings |
| **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 | | Further develop platforms for engaging pupils in learning remotely.   * Google Meet/ Microsoft Teams to be piloted while continuing to deliver through existing use of Website * Move from website to as much learning as possible for when pupils are not in school through such a platform   Lead – PT ICT/AAC  Complete audit of parents access to technology and compile data on learners AAC Needs for Home Learning (See Equity Planning)  Lead – PT ICT/AAC  Using lessons from school closure continue to provide high quality advice on home learning support for parents through our social media platforms. Incorporate agreed strategies in pupils’ ASP’s  Lead – HT /Management Team  Further develop pupils Glow Profile to incorporate home learning, supporting greater numbers of parents to be able to contribute to this profile    Lead – PT ICT/AAC | The majority of our learners are able to engage in remote learning using ICT.  The achievements and progress made by our learners while learning at home is celebrated and assessed through “I can …” statements  **Measure:** Learners Glow Profiles, Review Meeting minutes, ASP/Curriculum Assessment |

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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?** |
| We formed a health and safety Operations Group with representation from SMT, SSA Team Leaders and SSA. The group continues to meet fortnightly to review current guidance and to discuss any items highlighted by school staff. All staff within the school have regular opportunity to familiarise themselves with current Risk Assessments, guidance and school protocol through their class COVID-19 procedural guidance folders.  Classes work within “bubbles” to minimise movement and have regular timetabled access to outside spaces and additional spaces around the school such as the sensory room and soft play.  The school is currently participating in a pilot music therapy programme delivered through MS Teams by Nordoff Robbins charity. The class group sessions for all classes are focussed on promoting pupil creativity and providing a vehicle for pupils to express themselves through music.  This session, there has been a key emphasis towards planning for Communication and Health and wellbeing. Teaching staff use the Emotion Works HWB resource to plan and deliver learning activities focussing on emotional wellbeing. We have regular HWB IDL blocks and HWB focussed virtual assemblies based on the emotions happy, sad and angry.  PT ICT completed online training for Microsoft Teams and led staff to create a Microsoft Team for continuity of learning for every pupil in the school.  PT ICT led staff in establishing video conferencing through teams for identified learners.  Access to ICT Survey was distributed to parents with a good response with over 35 returns. Many pupils are using mobile phones to access the internet or pupil’s tablets. We ensured that information we shared on the website or through Microsoft Teams, was accessible across a variety of devices, by using an appropriate format e.g.PDF files.  Chromebook trials took place with identified pupils and 10 Chromebooks were distributed to enable learners to access continuity learning at home. Teachers and SMT were able to monitor the engagement of home learning through Microsoft Teams insights and weekly phone calls to families  Evidence of some of our pupils’ home learning was uploaded onto the individual Teams with support from parents or parents spoke with teachers to provide an update through phone calls. This evidence was then added by teachers to pupils GLOW profiles and learners reports.  All learners had the opportunity to access and experience personalised learning at home to develop their learning. Pupil progress was shown through Teams and Glow profiles.  A whole school “Monster Activity” established what worked best for families during lockdown and gave us a measure of engagement. Creation of an interactive book to record children’s responses. This activity informed teachers how best to help support learning and readiness  Continued monitoring of learning provided by teachers for children remaining to shield at home.  The school was in a better position to understand the learning needs of families during subsequent lockdowns.  Learning remained to be provided remotely through Microsoft Teams for children who continued to shield.  Quality assurance was ensured by high quality teacher collaboration during second lockdown, supporting personalised learning plans created by class teacher. Senior management team monitored personalised learning plans until new way of working was established.  Good two way communication has been maintained between families and school with robust record keeping by teachers and monitoring by SMT  Successful application for Winter Clothing Grant was applied for and £150 was awarded. Coats and wet weather clothes were purchased meant outdoor clothing is available to all children.  In collaboration with SLC Support Services and SLC Community and Enterprise Resources we have begun the journey of developing an outdoor classroom in our Greenspace adjacent to the staff carpark. Plans have been drawn up with costs to be met for this sensory, wooded outdoor learning space, from PEF underspend. Pupils and staff have been consulted on the plans for this project. The aim for the new session is to use this resource to support improvements in engagement and decreased incidents of distressed behaviour.  **Not able to achieve**:  When safety considerations allow -Develop learning programme in partnership with Equitots to support learners’ emotional and mental wellbeing and to develop individuals’ resilience to adversity.  Lead – DHT / PT HWB  When safety considerations allow -Develop learning programme in partnership with Clyde and Avon Valley Landscape Partnership to support learners’ experience of Forest Schools approaches for emotional and mental wellbeing and to develop individuals resilience to adversity.  Lead – HT / PT HWB  “Survival Through Story” Training was not followed up as the key member of the teaching staff moved school due to COVID related personal circumstances. | **Return to school Staff Survey**  **14/08/20 and 28/08/20**  Staff feel confident in the measures that are in place within the school to keep everyone safe.  ***qualititive* data**  **Whole Staff Consultation March / April 2021**  **Improvement Priority 3 - Continuity of Learning**  “…procedures and guidelines keep everyone safe within the school environment as whole school community are aware of them” SSA  *“Insights 50+% Pupils accessing resources from home”*  *“Some pupils have a better understanding of emotions and are able to identify how they are feeling. Some pupils are becoming independent at selecting resources to support self regulation”*  ***Teacher/SSA Feedback***  Teachers were able provide individualised learning for all pupils through the use of Microsoft Teams. Therefore, meeting individual needs during remote learning.  Teachers were able to provide face to face learning activities with identified learners, to support pupil’s wellbeing during remote learning.  **Parent Survey – Return to Schools September 2020**  85% Felt “Very Supported”  24% Felt “Supported “  1% N/A  *“fantastic support, especially the videos on the website”*  *“The school were great and kept in touch. The website had lots to offer and the lovely videos were a great touch so the kids could see some familiar faces during an unfamiliar time.”* ***Parents***  *“Keep up the communication and continue as you are doing. We think you are doing an excellent job despite all the challenges faced.”*  ***Parent***  *“With parents able to spend time on learning activities, parents were able to see how their children do learning activities at school”*  ***Teacher***  **Parent Feedback on Interim Reports and Learning at Home**  ***Satisfaction/Happy with Home Learning Offer:***  80% Happy with support and learning support offered.  20% Queried support from personal perspective, including reality of the challenges of home learning.  ***Anything we could be doing better?***  60% “No” Very happy  40% Supportive suggestions which can be taken into SIP for next session  **Pupil Voice**  **From a survey of 8 pupils’ responses to the question “What did you enjoy the most about learning at home during lockdown?”**  Being with my family. X 2  Learning on the computer. X 6  Learning outside. X 3  Seeing my teacher on the computer. X 0  Seeing my friends on the computer. X 1  Learning when I like X 1  learning by myself X 1 | ***Prioritise quality of teaching and learning for all***   * *Further develop Assessment for planning for progression / Acting PT Equity lead development of BSquared* * *Develop curriculum strategies to maximise engagement* * *Develop Staff understanding of Play for All and play pedagogy.* * *Build on approaches to home learning which worked well for pupils specifically learning outside.* * *Continue to improve involvement of families in their child’s learning based on positive relationships developed through school closures*   **Improve Health and Wellbeing opportunities through Learning Outdoors to support mental wellbeing**  **Integrate digital technologies to support learning and teaching** |