

South Lanarkshire Council

Recovery Standards and Quality Report June 2021



Woodhead Primary School and Nursery Class

Standards and Quality Report Session 20/21

Our School

Woodhead Primary is a non-denominational co-educational school situated to the south of Hamilton. The school serves a catchment area comprising private and local authority housing and covers Woodhead, Meikle Earnock, Torhead Farm, Avon Grove and part of Fairhill.

The school currently has a roll of 349 pupils across 13 classes. Our free school meal entitlement is 21.5% which is above the authority and national average. Average attendance is 95.6%, which is above the national average.

Our pupils live in the following deciles of the Scottish Index of Multiple Deprivation (SIMD)

Decile 1	Decile 2	Decile 3	Decile 4	Decile 5	Decile 6	Decile 7	Decile 8	Decile 9	Decile 10
10.1%	9.9%	21.4%	14.5%	5.2%	2.0%	0%	21.7%	9.6%	4.9%

Our senior leadership team comprises of a Head Teacher, 2 Depute Head Teachers and 1 Principal Teacher. The staff comprises 14 FTE teachers, a School Support Team Leader and 9 School Support Assistants.

Woodhead Primary Nursery Class opened in August 2019 and operates on the 1140 hours model of early learning and childcare with a roll of 56 FTE places. The nursery team consists of 1 FTE Teacher, 1 Early Years Team Leader and 6 Early Years Workers.

HM Inspectors visited the school and nursery class as part of a short-model inspection in February 2020. The report was published in August 2020 can be viewed at <https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=5223>

Key Successes/Challenges and Achievements Session 2021/22

Successes/Achievements

- Focus of School Improvement on Closing the Attainment Gap and ensuring high quality Home Learning. Liaison times used to ensure consistency of approach within departments and across the whole school.
- Revised Home Learning policy to use Google Classrooms to set weekly homework. Ensured a consistent approach across the school.
- Remote Learning Policy created following consultation with stakeholders. Available at <http://bit.ly/WPSRemoteLearningPolicy>

- Increased stage partner collaboration during period of remote learning. Increased staff confidence in Digital Technologies to support learning, both in school and remotely.
- Use of new digital learning resources including JamBoard, Google Docs, Kahoot and Google Meet to enhance learner experience.
- Focus on Health and Wellbeing post recovery. Class lessons focused on emotional literacy and wellbeing, supported by the use of Emotion Works.
- Parental Engagement via Parent Council maintained – meetings held virtually each month.
- Use of School Support Assistants and Part-time ‘Pupil Equity Teachers’ to offer targeted recovery interventions from March – June 2021.
- Achievement of a Level for Numeracy, Reading, Writing, Listening & Talking at P1 and P7 sustained despite period of remote learning.

Challenges

- Assessment of pupil progress – pupils experiences of home learning varied based on parental engagement/confidence/time.
- Drop in attainment at P4 stage in Reading, Writing and Numeracy from last session. Focus on P5 as an equity target year group from August 2021.
- Ensuring all aspects of the curriculum were accessible during remote learning.
- Maintaining pupil motivation and parental engagement in learning over the duration of remote learning.
- Managing 3 distinct services simultaneously (Hub Provision, Remote Learning and in school learning during phased re-opening in Feb/March 2021).
- Some staff reporting increased workload/working hours during remote learning.
- Challenge of time to provide work to children who are required to isolate if a close contact when other children are in school.
- Acting Principal Teacher of Equity teaching commitment increased, limiting impact of interventions to close attainment gap.

Remote Learning Jan-March 2021

Provide a brief, evaluative commentary on this period. This should cover:

What was achieved

- From January to March 2021, remote learning was delivered via Google Classrooms to all children in P1-7 and via Learning Journals to all children in the Nursery class.
- Class teachers provided progressive, differentiated learning for Literacy, Numeracy and Health & Wellbeing.
- Daily Check-ins were used to monitor pupil engagement in remote learning and to offer pastoral support to learners.

- Guidance and input was clear, concise and targetted to individuals as appropriate. Teachers used a variety of methods to do this including pre-recorded videos and narrated PowerPoints, commercially available and teacher-made resources.
- Teachers ensured a variety of ways to engage with learning and submit tasks i.e. editable Google Documents, Google Forms, Kahoot Quizzes, Twinkl Resources (1 year subscription funded by PTA), photographs of work etc. (practical tasks and written tasks).
- Teachers provided regular feedback on pupil learning through comments in the stream and private comments on 'handed-in' work. This was used to assess learning and inform next steps.
- Stationery and jotters were placed in local shops for families to collect as needed.
- All classes delivered three live lessons per week using Google Meet. These focussed on pastoral 'check-ins', whole class learning activities and games. Teachers provided further input on learning tasks set in Google Classroom and offered time for 1-2-1 support as/when required.
- Teachers were available to answer questions and provide support daily through the Google Classroom 'stream', via email and in person during Google Meets
- Weekly House Captain meetings took place with the SLT to ensure pupil were involved in the evaluation of remote learning.
- Non-Class Contact teachers created 'Learning in a Context' activities to offer other curricular experiences that were appropriate and adaptable for all ages/stages and to allow siblings to work together at home.
- Nursery staff worked collegiately to provide appropriate early years experiences linked to emerging literacy, storytelling, singing and emerging numeracy through pre-recorded videos and inspiration for home learning ideas, shared via Learning Journals.
- Nursery delivered weekly live storytelling sessions with the key worker using 'VScene'.
- From February 2021, SSAs and a member of teaching staff provided targetted interventions via Google Meet to children on Spelling, Literacy and Numeracy interventions including 5-Minute Box and Toe-by-Toe.
- IT support was provided through help sheets and videos posted online, a dedicated email address for technical assistance and password recovery, and 1-2-1 calls from IT Coordinator and designated SSA when required.

Any evidence that sits behind this e.g. around pupil engagement, digital learning

- Average engagement in Remote Learning in P1-7 was 80-95% across the period of remote learning. SLT monitored engagement weekly and contacted any families who appeared not to be engaging to check-in and offer support.
- Engagement in P4-7 dropped to 75-90% from 22nd February when the phased return to school began with P1-3 returning in person.
- In all classes, 80-90% of pupils accessed at least 1 Google Meet per week. 75-80% accessed all 3 Google Meets each week.
- 51% of families engaged in Remote Learning provided by the Nursery Class. This was monitored by fortnightly calls from the Key Worker.

- 41% of nursery families uploaded evidence of remote learning to Learning Journals in the form of videos, photographs or comments.
- SLT quality assured remote learning and teaching through weekly monitoring of Google Classrooms and sampling of Google Meets.
- A [Staff Guide to Remote Learning](#) was produced to ensure consistency of approach.
- A [Parent Guide to Remote Learning](#) was produced and shared online to offer further guidance to parents/carers.
- Chromebooks were provided to 33 pupils (including 10 donated by a local business).
- 2 families (6 pupils) were provided with Mifi Devices.
- 7 pupils engaged in targetted interventions provided by Support Assistants via Google Meet. This involved 5-minute box or Toe-by-Toe.
- Parent Questionnaires showed a high level of satisfaction with Remote Learning provision for both the school and nursery class
- Click on the links below to view a summary of the results and feedback
 - [Primary 1-7 Parents](#)
 - [Nursery Parents](#)
- Based on feedback from parents, we adjusted the times we posted work to support family commitments and provided additional learning packs for parents who found IT access more challenging.
- P1-7 Pupils also had the opportunity to provide feedback on Remote Learning via a Google Form questionnaire.
- Click on the links below to view a summary of the results and feedback
 - [Primary 1-7 pupils](#)

Challenges and opportunities

- Sustaining motivation and pupil engagement over time. Staff in P4-7 noticed a decrease once P1-3 returned to school in February 2021.
- Ensuring a consistent approach across all Google Classrooms – different methods of posting, setting and sharing work.
- Continuing ASN inputs and interventions – learning packs and resource parks were provided and 1-2-1 offered via Google Classroom.

Learning arising from this period/next steps.

- Continue to use Google Classrooms to provide Home Learning.
- Use of Google Meets for parent workshops and engagement between classes.
- Continue to use Google Meets for Assembly – noted increase in pupil interest.
- Increase range of interventions for equity and support for learning available online.

Planning for and Evaluating improvement

As children and young people returned to our buildings in August 2020 following the first National lockdown, we prioritised three key areas for development: Health and Wellbeing, Equity and ensuring Continuity of Learning for children/young people. These priorities formed the basis for our School Improvement Plan.

What follows is a copy of this plan and a review of our successes in delivering on what we set out to achieve. As part of this review, we have identified new priorities, and these will form the basis of our new School Improvement Plan for Session 2021/22.



Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

How will we know we've been successful?

<p>Quality Indicator</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	<p>Recovery Priority</p> <p>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.</p>	<p>Key Recovery Tasks (School specific)</p> <p>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.</p>	<p>Desired Outcomes and Impact</p> <p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Whole School Wellbeing</p> <p>Rationale: School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community.</p> <p>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.</p> <p>Staff will have had a range of experiences during this period and will need a flexible and</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> 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. 	<p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> Adapt Health and Wellbeing audit tool used in PEF interventions for use across whole school (PEF Teacher, August 2020). Implement Emotion Works Recovery Programme across the whole school and nursery class to support children's emotional recovery through the identification and understanding of feelings and emotions. (All Staff, August to December 2020) Whole Staff Training on Attachment Informed Practice (June 2020) Resume PRD process for all staff to identify and support individual learning needs (SLT, August to October 2020) 	<p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> Identify and, where required, target specific support to individuals and groups to support the wellbeing of all learners. Pupils are able to discuss their emotions and identify how they feel. Children develop strategies to explore, verbalise and manage their emotions and feelings.

<p>personalised approach that emphasises the ongoing importance of self-care.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Implement Attachment Strategies through further staff training opportunities, professional reading and as a focus of all developments (All Staff, August to June 2020) • Further embed Principles of Nurture into staff development through the use of resources available that specifically link to recovery e.g. 6 Principles of Nurture Roadmap. (All staff, From September 2020). • Use of PT Equity to release class teachers to plan individual and small group focus work. (APT Equity, From September 2020) • Access support from SST and resources provided by SMPS to guide whole school planning and to target individuals as required (DHT, SST, From August 2020) • Parent/Carer information session via Parent Council Forum (HT and PC Chair, September 2020) • Use of website, newsletter and Social Media to provide further materials (HT, September-October 2020) • Promotion of 'Understanding Your Child' online course to improve parental capacity to support children's emotional wellbeing. (DHT2, PT, September 2020) • Roll out plans for EY focus groups, e.g. Solihull, Parent Forum, exploring the use of online meeting tools to continue this provision while adhering to Social Distancing (DHT2, EYTL, October 2020) • Share resources from Education Endowment Foundation to support parents 	<ul style="list-style-type: none"> • All staff support learners in a way that is attachment informed and allows children who displayed distressed behaviours to be supported sensitively and with compassion. • Staff demonstrate an increased understanding of Attachment theory and use this to support all learners. • Staff will continue to provide a safe, secure base for all children to enable progress in learning to take place. • Whole school recovery will be underpinned by specialist provision as and when required, meeting the individual needs of targeted learners. • A shared understanding of the whole school approach
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	<p>Engage with stakeholders in the wider school community.</p> <ul style="list-style-type: none"> • 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. 	<p>https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-to-share-with-parents/ (HT, August 2020)</p> <ul style="list-style-type: none"> • Delegated SLT link person for all staff (SLT, EYTL, SSA TL, August 2020) • Matched time for NCC with stage partners to foster peer support (HT, DHT, August 2020) • Use of email and staff noticeboard to share relevant resources (HT, August 2020). • Promotions of PAM Assist and COVID-19 specific support networks to all staff (HT, continued March 2020) • Implementations of Max. Att. Procedures and access to risk assessment for vulnerable staff (HT, continued from April 2020) 	<p>developed, with parents/carers able to contribute to this work.</p> <ul style="list-style-type: none"> • Parents/carers feel empowered to support their child appropriately and feel able to engage in school support as required. • All staff feel supported in returning to work and have options to seek support as required.
<p>Theme: HWB CURRICULUM</p> <p>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.</p> <p>Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn,</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Implement a whole school interdisciplinary focus: ‘My Emotions and Feeling Well’ (All staff, supported by SLT, August to September). • Adaptation and supplementing of school Health and Wellbeing programme to focus on resilience, emotional wellbeing (PT, APT Equity, September 2020) • Monitoring as part of self-evaluation calendar (SLT and CTs, Sep, Dec and Mar) 	<ul style="list-style-type: none"> • A structured and progressive series of lessons provides age and stage appropriate lessons focussed on emotional and physical wellbeing and connection. • School Health and Wellbeing programme reflects the current needs of children to support their emotional wellbeing.

<p>connection to prior learning and metacognitive approaches.</p> <p>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.</p>	<p>support of mental, emotional, social, and physical wellbeing</p> <ul style="list-style-type: none"> • Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs. 	<ul style="list-style-type: none"> • Development of curriculum focus groups from Class Visits to monitor impact of H&WB curriculum (SLT, October 2020 and Mar 2021). • Develop pupil focus groups with a H&WB, Resilience and Nurture Focus (Linked to HMle Action Point) (SLT, VSE, October 2020 to March 2021). • Implement programme of Circle Time focussed on H&WB and resilience, delivered during class H&WB times (CTs, from August 2020) • Use of Big Buddy System, House Captain and Pupil Wellbeing Ambassadors to promote peer support. Explore the possibility of peer mentor programme (SLT and SSAs, from August 2020) 	<ul style="list-style-type: none"> • Plans are robust and meet the needs of learners. • Pupils views are gathered and used to inform school improvements and to ensure school developments meet their needs and personal requirements. • Children are involved meaningfully in the process of sustainable change. • Recovery programme informed by children's point of view and genuine needs.
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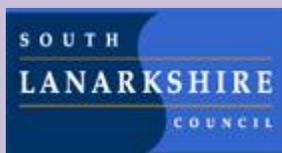
Improvement Priority 1 - Health and Wellbeing

Progress Report June 2021



What did we actually achieve?	How do we know?	What do we need to do next?
<p><i>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.</i></p> <p>Pupil Health and Wellbeing has been a priority of pupil recovery this year. A whole school approach to 'Me and My Wellbeing' was used across the school as a context for learning. All classes focussed on pupil emotional health and resilience following the return to school in August 2020 and again in February/March 2021.</p> <p>A range of techniques were used across the school, all underpinned by Emotion Works programme. These included Compliment Circles, Morning Meetings, Emotion Matrix, Circle Time and Emotional Check-ins.</p> <p>Parents/Carers were encouraged to use the Solihull Understanding Your Child programme and this was promoted in newsletters and online. A parent workshop on 'Supporting Your Child with Anxiety' was run in partnership with the Educational Psychologist. This was recorded and shared online for any parents unable to attend.</p> <p>All staff participated in SLC Attachment theory inservice training in February 2021 and May 2021.</p> <p>Staff wellbeing was supported through the link Departmental Lead and, where appropriate, through the COVID Self-Assessment process with the HT. All staff</p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p>100% of classes experienced a Health and Wellbeing focussed curriculum from August 2020 (SLT quality assurance)</p> <p>5 classes specifically used Emotion Works programme.</p> <p>6 parents/carers attended the Anxiety Workshop and feedback showed that 100% of them found it helpful and provided useful strategies.</p> <p>Staff questionnaires results showed that this training had an impact on understanding of attachment and how to support children with distressed behaviour.</p>	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <ul style="list-style-type: none"> • Further develop Emotion Works as a whole school resource and refresh H&WB Curriculum pathway. • Further develop tracking of pupil progress and attainment in Health and Wellbeing. • Further develop pupil voice through review of Big Buddy System, House Captains and opportunities for pupil leadership. • Seek further opportunities for staff development in Nurture and Attachment training.

<p>were supported in their professional development through the PRD and PU process and meetings took place in December 2020 and June 2021.</p> <p>Relevant information about Health and Wellbeing was shared with staff through email and via the dedicated COVID notice board.</p> <p>Plans for the PT Equity and PEF teachers to further roll out the Health and Wellbeing tracking/audit tool were not fulfilled due to the increased of teaching commitment for the PT to cover staff working remotely. The focus of the PEF teachers in April – June 2021 was on pupil recovery and continuity of learning.</p>	<p>100% of teaching staff engaged in PRD process this year. H&WB for pupils and staff was discussed all in meetings.</p>	
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Improvement Priority 2 - Planning for Equity

How will we know we've been successful?

Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p>2.4 Personalised Support</p> <ul style="list-style-type: none"> • Universal Support • Targeted Support • Removal of barriers to learning <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>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.</p>	<p>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.</p>	<p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Re-identifying the poverty-related attainment gap.</p> <p>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;</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider the experiences learners have had during the school closure period, drawing on for example: <ul style="list-style-type: none"> - Engagement data - Home-school communication - Home-learning submissions - Engagement at hubs 	<p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> • Analysis of engagement over school closure from SLT Check-ins, Access to Google Classrooms and TPJ of interactions online. (SLT CTs, August 2020) 	<p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> • Clearer picture of pupil experiences gathered allows accurate planning and gap analysis to inform next steps.

<p>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.</p>	<ul style="list-style-type: none"> • Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of: <ul style="list-style-type: none"> - 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) <p>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.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Questionnaire issued to parents/carers and pupils to determine engagement over school closure in the form of ‘SWOT’ headings. (APT Equity, Aug/Sep 2020) • Implement normal start of year assessments to establish new baseline: NGRT, SWS and MALT to determine age for Reading, Spelling and Maths (CTs, August 2020). • Where required, use of Boxall Profile for any children identified as needing specific nurture input (DHT and DHT2) • Review attainment data pre-lockdown and compare to summative/formative assessment information (CTs, Aug-Sep 2020) • Tracking Meetings with SLT to establish new attainment data (CTs and SLT, September 2020) 	<ul style="list-style-type: none"> • Gathered data informs next steps in learning and establishes group assessment data to inform accurate working groups. • Accurate picture of pupil attainment post lock-down established. School dashboard updated to reflect new information. Planning of learning and teaching can be targetted accurately.
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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?
<p><i>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.</i></p> <p>As part of our calendar of assessment, pupils in P1-7 normally undertake summative assessments for Reading, Spelling and Maths in August and May. This is to inform teacher professional judgement and to provide a means of analysis of progress for those pupils working 'within' a level or on individual milestones. These assessments were undertaken in August 2020 but it was decided not to use them in May 2021. We will resume this programme in August 2021.</p> <p>Throughout Remote Learning, SLT monitored the engagement of all pupils. (See Remote Learning section above).</p> <p>Tracking Meetings took place in May 2021 to record TPJ of attainment across the school. Attainment in P1 and P7 showed no significant dip from May 2020 to May 2021. However, there is a decrease in attainment in Reading, Writing. Maths at P4 by 20-30%. This year group will be a focus for Equity Interventions in 2021/22.</p> <p>X pupils currently have a ASP focussing on learning targets. 2 pupils have a BASP. The targets will be reviewed in September 2021.</p> <p>3 pupils have had Boxhall Profiles completed to inform wellbeing plans.</p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p>Information of assessments recorded in SLC Tracking Spreadsheet and used by class teachers for TPJ and during Tracking Dialogues.</p> <p>Average engagement of 80-95% for P1-7 during Remote Learning (SLT monitoring engagement)</p> <p>Achievement of a Level Data:</p> <p>P1 achieved Early Level in June 21</p> <ul style="list-style-type: none"> • Reading – 86% • Writing – 86% • L&T – 88% • Numeracy – 90% <p>P4 achieved First Level in June 21</p> <ul style="list-style-type: none"> • Reading - 57.1% • Writing – 61.2% • L&T – 91.8% 	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <ul style="list-style-type: none"> • Resume programme of Summative Assessment of Reading, Spelling and Maths to inform teacher professional judgement. • Target interventions to those children in Decile 1, 2+FME to close the poverty gap (reassessing attainment data from May 2021). • YFCL worker to target pupil engagement, attendance and family learning. • All pupils with Health and Wellbeing targets within ASPs will have SMART Targets

	<ul style="list-style-type: none">• Numeracy – 63.3% <p>Primary 7 Achieved Second Level in June 2021</p> <ul style="list-style-type: none">• Reading – 93.2%• Writing – 84.1%• L&T – 93.2%• Numeracy – 90.9% <p>Gap Analysis (% of Children on track in Decile 1-2+FME compared to % of children on track in Decile 3-10)</p> <p>Primary 1</p> <ul style="list-style-type: none">• Reading – 7%• Writing – 7%• L&T – 13%• Numeracy – -2% <p>Primary 2</p> <ul style="list-style-type: none">• Reading – 21%• Writing – 30%• L&T – 14%• Numeracy – 28% <p>Primary 3</p> <ul style="list-style-type: none">• Reading – 4%• Writing – 11%• L&T – 15%• Numeracy – 28% <p>Primary 4</p> <ul style="list-style-type: none">• Reading – 40%• Writing – 41%• L&T – 17%• Numeracy – 44%	<p>identified using Boxhall Profiles.</p> <ul style="list-style-type: none">• Targetted interventions to those children who are not on track in Decile 1,2+FME to close the poverty related gap by approximately 5-20% (see SIP 2021/22 for specific information). PEF Teachers focussing on those children in year groups where the gap is greater than 20%
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	<p>Primary 5</p> <ul style="list-style-type: none">• Reading – 27%• Writing – 35%• L&T – 36%• Numeracy – 33% <p>Primary 6</p> <ul style="list-style-type: none">• Reading – 33%• Writing – 33%• L&T – 8%• Numeracy – 18% <p>Primary 7</p> <ul style="list-style-type: none">• Reading – 23%• Writing – 13%• L&T – 12%• Numeracy – 9% <p>(Further detail is available If required)</p>	
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Improvement Priority 3 - Continuity of Learning

How will we know we've been successful?

Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> Rationale and design Development of the curriculum Learning pathways Skills for learning, life and work <p>2.3 Learning, teaching and assessment assessment</p> <ul style="list-style-type: none"> Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> Attainment in Literacy and Numeracy Attainment over time Overall quality of learners' achievements Equity for all learners 	<p>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.</p> <p>Links are included where appropriate.</p> <p>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.</p>	<p>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.</p>	<p>This section should give a brief indication of what success would like and how it will be measured.</p>
<p>Theme: Learning In School</p> <p>Rationale: <i>The implementation of physical distancing will impact upon the capacity</i></p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Consider your current position in terms of staffing and pupil numbers. Use Local 	<p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> Completions of LA Risk Assessments to identify ration of 	<p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> In line with SG Guidance, all pupils can return full time or

<p><i>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</i></p> <p><i>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</i></p> <p>Schools should consider the needs of children and young people after a prolonged period of remote learning and</p>	<p>Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision.</p> <ul style="list-style-type: none"> • 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. <p>https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/</p> <ul style="list-style-type: none"> • 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) 	<p>50% for phased return contingency planning (SLT, June 2020)</p> <ul style="list-style-type: none"> • Staffing needs communicated with HQ via Google Form and COVID-19 Class Configuration (HT, June 2020) • All learning spaces prepared for blended model as per facilities plans (HT Janitor, June 2020). • Communal areas adapted for break-out spaces as required and for additional dining area (HT Janitor, June 2020) • For blended model, focus on Literacy, Numeracy and H&WB during two days in school. Focus on other aspects of learning via Google Classrooms, led by staff who work from home. (CTs, from August 2020) • Specific staff remits re sharing of home/school learning (CTs, from August 2020). 	<p>on a phased, blended model in August 2020.</p> <ul style="list-style-type: none"> • EY Children can resume 1140 hours model through ‘Pod Approach’ • School estate is used in away conducive to Social Distancing and Blended model if required. • Children experience a breadth and balance of the curriculum over the week, with a focus on core subjects to minimise lost progress. • Staff have clear responsibilities to help ease unnecessary workload pressures.
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<p>absence from school. It will be important to promote reconnection and recovery within the curriculum.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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 .</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Implement recommendation from HMle to further develop holistic assessment to ensure breadth and depth of skills. (All staff, from August 2020) • Development of holistic assessment approaches to further develop TPJ confidence when making informed decisions linked to benchmarks (All staff, from August 2020). • CLPL focussed on Assessment, Learning and Teaching, led by formation of PLC as per HMle recommendations (PLC, Teaching Staff, from September 2020) • 2 day approach focussed on new skills and concepts, supported by consolidation via Home Learning. Balance of online and practical activities to support this (CTs, from August 2020) • Continued use of new communication channels: <ul style="list-style-type: none"> ○ Home Learning Hub on School Website ○ Interaction with CTs on Google Classroom and via email 	<ul style="list-style-type: none"> • Assessment of pupil learning is clear and accurate, informing Teacher Professional Judgement accurately. • Planning for learning is linked closely to pupil needs and next steps. • Assessment of pupil learning is accurate and robust • Teachers gather and analyse evidence to secure judgements. • Staff feel confident in the learning and teaching cycle, ensuring best quality provision for learners. • Pupils benefit from maximum teacher input when in school. • Opportunities for home learning take account of access to IT, expectations of parents etc.
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<p>Theme: Learning At Home</p> <p>Rationale:</p> <p>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.</p> <p>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.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Class Teachers will focus on core subjects of literacy, numeracy and H&WB during days in school. ● Class Teachers will provide 'Homework' to consolidate and revise taught concepts via Google Classrooms (CTs, continued from March 2020) ● Staff who are shielding will provide whole school, context-based experiences across other aspects of the curriculum (CTs, August 2020) ● Use of online resources e.g. Twinkl, Sumdog, RM Easimaths, Numicon Online to support home learning (CTs, continued from March 2020) ● Target and share opportunities for CLPL to class teachers via SLC2 Glow Tile and Education Scotland Newsletters/Sways (SLT, continued from March 2020) 	<ul style="list-style-type: none"> ● If it is required, children will benefit from 2 days teacher time with supporting work at home. ● Children's learning will progress, with a focus on core skills and over-arching curricular areas. ● Children will experience a broad, balanced curriculum with a range of methods of accessing learning. ● ICT will be used sensitively to support Home Learning. Families will be supported where access is limited or restricted.

<p>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.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Google Classrooms will be used as the main resource for Home Learning. Feedback to pupils of 'Homework Tasks' will be done when they are school. • Use of Comments/Replies in Google Classrooms from teachers working from home (CTs, from August 2020). • Continued use of new communication channels: <ul style="list-style-type: none"> ○ Home Learning Hub on School Website ○ Interaction with CTs on Google Classroom and via email ○ use of Google Forms to gather feedback ○ Dedicated email addresses for technical support, transitions and Home Learning help. ○ Use of Twitter to share relevant links and materials. (HT and SLT, continued from March 2020) • Analysis of engagement over school closure from SLT Check-ins, Access to Google Classrooms and TPJ of interactions online. (SLT CTs, August 2020) 	
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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?
<p><i>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.</i></p> <p>The June 2020 Recovery plan focussed on preparing for a Blended Approach for August 2020 that was not required. Many of the Key Recovery Tasks for that plan were not relevant.</p> <p>A holistic approach to assessing learning and teaching was used, informed by the benchmarks. Class teachers focussed on identifying learning gaps post lockdown in August 2020. Use of MALT, NGRT, SWS and Benchmarking to identify and analyse gaps in learning.</p> <p>Class teachers focussed their planning on Literacy, Numeracy and Health and Wellbeing as part of the recovery curriculum. IDL served as a context for additional Literacy and Numeracy skills to maximise learning time in these areas.</p> <p>Home Learning was provided on Google Classrooms which allowed a smooth transition to Remote Learning in January 2021. The Parent Forum was consulted on our Remote Learning offer at Parent Council meetings and this was used to inform our Remote Learning policy. Parents and pupils reported a high level of satisfaction in our Remote Learning offer.</p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p>Focus on Assessment and Remote Learning during liaison meetings (Liaison Meeting Minutes)</p> <p>Annalysis of Summative Assessment information.</p> <p>Classroom observation and FP monitoring.</p> <p>SLT quality assurance of Google Classrooms. PC Meeting Minutes Stakeholder questionnaires (See Remote Learning section).</p>	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <ul style="list-style-type: none"> • Revisit Literacy and Numeracy priorities from Session 2020/21 i.e. Assessment of Writing, Numicon and Number Talks. • Continue work begun on 'Promoting a Reading Culture' from HMle feedback and self-evaluation post recovery. • Revisit Assessment, Learning and Teaching Cycle and focus on pedagogy (HMle Target) • Evaluate and improve approaches to Staged Intervention to maximise impact of Stage 1 intervention.

A range of online resources were used to support Home Learning and Remote Learning including Twinkl, Sumdog, RM Easimaths, Numicon Online, Google Suite and Google Meet. Pupils reported enjoying the range of activities available.

Pupil Questionnaire Results.