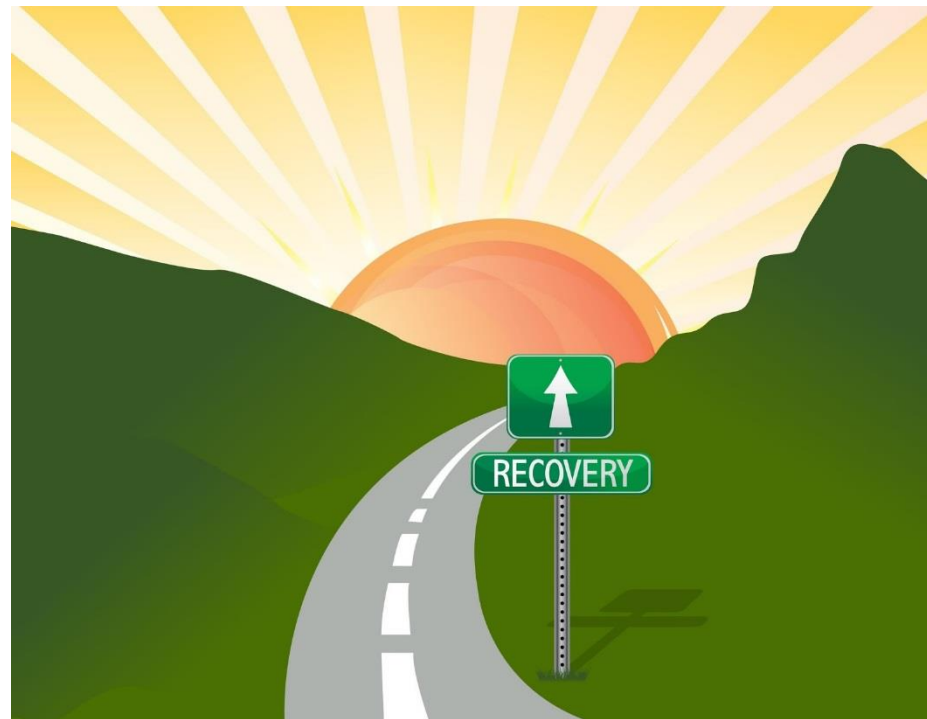




South Lanarkshire Council

Recovery School Improvement Planning August 2021



Woodhead Primary School and Nursery Class

Improvement Priority 1 - Continuity of Learning

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<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</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.</p>	<p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>

<p>2.2 Curriculum</p> <p>Theme 1: Rationale and design Our curriculum is grounded in our commitment to securing children’s rights and wellbeing. It takes account of learners’ entitlements and the four capacities and reflects the uniqueness of our setting.</p> <p>There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum.</p> <p>We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.</p> <p>Our creative and innovative approaches to curriculum design support positive outcomes for learners.</p> <p>Theme 2: Development of the curriculum Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community.</p> <p>Theme 3: Learning pathways The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all</p>	<p>Schools should:</p> <ul style="list-style-type: none"> • Consider the curriculum rationale and how this should/could be adapted for the forthcoming session, considering the varied experiences learners have had during session 20-21. • Consider how cross curricular themes can support the delivery of different curricular areas. • Think creatively, innovatively and “outside the box” to ensure provision of a wide and varied curriculum. • Ensure all curricular areas are being covered. • Prioritise, through self-evaluation, any curricular area which should be reviewed or refreshed, considering those that were utilised well during remote learning. (eg. Digital learning, IDL) • Ensure the curriculum provides all children and young people with breadth and depth in their learning, including experiences which include skill development in a range of contexts and environments. (including outdoors) • Ensure that identified learning pathways are flexible enough to support <u>all</u> learners – no matter their experience during remote learning or level of engagement over the last session. 	<p>Following the publication of our HMIE Report in August 2020 and from self-evaluation in May 2021, a clear theme for our continued school and nursery improvement is to continue to develop our whole school curriculum rationale and pathways.</p> <p>Improvement in Literacy, Numeracy and Health and Wellbeing continue to be the main focus. As well as being national and local priorities, we aim to continue and embed the progress made in these areas pre-lockdown.</p> <p>Our Health and Wellbeing curriculum will be refreshed using the resources developed during Remote Learning, evaluating those which was most effective for promoting pupil emotional literacy and wellbeing. This has been an ongoing priority for the past two years and progress was interrupted during lockdown.</p> <p>There is a varying degree of confidence in Class Teachers when making judgements about how to support children through Stage 1 interventions. The challenges of remote learning introduced different ways to support learners e.g. one to one meets, use of digital resources.</p>	<p>Revisit Maths and Literacy Pathways and use these consistently across the school for planning assessment, learning and teaching (August to December 2020, SLT and Teaching Staff)</p> <p>Roll out of Emotion Works as a core curriculum resource for Health and Wellbeing across P1-7 (August 2021 to March 2022, PT and Teaching Staff)</p> <p>Stage 1 pedagogy will be revisited during inset training. (August to September 2021, HT, DHT and Class Teachers)</p>	<p>Pupils will experience high quality learning and teaching in all aspects of Literacy and Maths which meets their current needs. (SLT Quality Assurance)</p> <p>Class Teachers will use the SLC Pathways for Literacy and Numeracy to ensure progression and challenge for all learners. (SLT Forward Plan Monitoring)</p> <p>Children will develop their emotional literacy and be able to recognise the impact of emotions on the body. (Teacher Assessment of Learning)</p> <p>All classes will benefit from Emotion Works programme as a main driver of the Health and Wellbeing Curriculum. (SLT Quality Assurance)</p> <p>Greater consistency in Stage 1 interventions. Class Teachers will be able to identify and implement a wider range of strategies in class and use these to evaluate pupil progress,</p>
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<p>learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.</p> <p>We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.</p> <p>All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.</p> <p>Theme 4: Skills for learning, life and work</p> <p>All staff and partners provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning.</p> <p>We emphasise enterprise and creativity across all areas of learning.</p>	<ul style="list-style-type: none"> Consider the importance of learning through meaningful and real-life contexts (reflecting on the success of this within remote learning period) Consider the ways to further develop skills for learning, life and work through a variety of contexts. 			<p>further informing TPJ. (SLT Tracking of Attainment/FP Meetings. ASN Meetings, Stage Intervention Paperwork)</p>
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<p>2.3 Learning, teaching and assessment</p> <p>Theme 1: Learning and engagement Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities.</p> <p>Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.</p> <p>Theme 2: Quality of teaching We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies.</p> <p>Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.</p> <p>We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> • Take into account previously recorded levels of engagement and build upon these, considering how they can support and influence future learning and teaching. • Ensure learners' experiences include appropriate levels of <u>challenge</u> and <u>support</u>, linked to current assessment information. • Consider which elements of learning and teaching, which were adapted and utilised well during remote learning, could be continued and integrated into common practice. • Establish a clear overview of current learning and teaching processes, drawing on robust self-evaluation. • Provide opportunities for staff CLPL to ensure effective delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment (Moderation) Cycle. (eg. LI/SCs, questioning, feedback...) 	<p>Overall engagement during Remote Learning was around 80-95%. Around 5% of families have been identified from requiring additional support with engagement and attendance. 30 children have attendance below 85% for the school year. 8 children have been issued with Letter 3 of the Max Att. Letters and 2 children have been issued with Letter 5.</p> <p>Small Tests of Change for recording engagement levels were used with children in targetted Equity Groups. This can now be rolled out to further classes. Monitoring of engagement in Home Learning allowed SLT to offer support to</p> <p>Effective Learning and Teaching CLPL will be the core thread of school improvement around Continuity of Learning. Key targets from HMle feedback and from SLT observation have been identified and a programme of staff development will be implemented during liaison time.</p>	<p>Targetted support from 1.0 FTE YFCL Worker from August 2021 targetted to 5% of families who require additional support to engage in home learning or where attendance is of concern. (YFCL Worker, From August 2021)</p> <p>Further develop systems for recording engagement and prioritising children for whom this is a barrier to learning. (PT, Health Working Party, October 2021 to March 2022)</p> <p>Programme of CLPL developed for the school year, focussing on effective learning and teaching (SLT, August 2021)</p> <p>CLPL focussed on purpose of learning, improved pedagogy to promote engagement and leadership of learning for pupils (SLT, Class Teachers, August 2021 to May 2022)</p>	<p>Increased attendance of targetted children from 85% to 95% through direct work with YFCL.</p> <p>Use of Progress and Achievement module in Click and Go to monitor effort and skills progression.</p> <p>Children for whom engagement to learning is a barrier discussed at Tracking Meetings with SLT. Strategies to intervene agreed and implemented.</p> <p>All learners will benefit from consistent learning and teaching, which provides appropriate pace, challenge and differentiation. (SLT and Peer Classroom Visits)</p> <p>Class lessons will promote engagement and active learning. Children will be able to explain and demonstrate what they are learning and why (SLT and Peer Classroom Visits)</p>
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<p>Theme 3: Effective use of assessment We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.</p> <p>Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people.</p> <p>Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.</p> <p>Theme 4: Planning, tracking and monitoring As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas.</p>	<ul style="list-style-type: none"> Consider current assessment calendar and assessments used and how these should be adapted to support recovery, establishing new assessment guidelines which take account of the varied learning experiences pupils will have had during last session. Ensure a range of assessments (both formative and summative) are used to ascertain the learning needs for each learner. Consider how moderation can be used – internally and across the Learning Community – to support their adapted/refreshed learning, teaching and assessment processes. Ensure tracking and monitoring processes are well utilised to inform both day to day planning for learning and teaching and longer-term assessment of progress. 	<p>Teacher Professional Judgements are strong and robust, but evidence to support this could be analysed further. TPJ will continue to be informed by Summative Assessment at the beginning of the year, validation of ACEL data from May 2021 and ongoing assessments of application of skills.</p> <p>Continue moderation work focussing on Assessment of Writing from Session 19/20. Regular moderation sessions planned for in-service days. Following HMLe feedback, we will further develop our programme of Peer Class Visits. We will continue to work in LC Moderation partners, with a shared focus on Numeracy Moderation from Session 2020/21.</p> <p>Tracking and monitoring procedures are already in place and inform high quality learning and teaching. The calendar of assessment will be revisited to create a consistent approach across the whole school and nursery class.</p>	<p>Summative Assessments of Reading, Spelling and Maths used in August 2021 and May 2022 to inform TPJ (Class Teachers, Aug 2021 and May 2022)</p> <p>Training of ACEL and Professional Judgement included in CLPL liaison sessions (SLT and Class Teachers, September 2021)</p> <p>Whole staff use of Scottish Accredited Criteria to moderate writing (Class Teachers, INSET Days)</p> <p>Classroom peer visits to quality assure learning and teaching and moderation of numeracy (Class Teachers, March 2022)</p> <p>Evaluate and revise the Tracking and Monitoring Calendar (SLT, August 2021)</p>	<p>Class Teachers confidence in TPJ will be further developed. They will be able to evidence achievement of the benchmarks in all learners on track or exceeding (Tracking Meetings)</p> <p>The overall quality of learning and teaching will be good or very good in all lessons. (SLT Classroom Visits)</p> <p>Achievement of a level in Writing and Mathematics will be moderated against the National Standards and compared to that of another class (School and LC Moderation Activity)</p> <p>Annual Calendar of Assessment in place.</p>
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<p>3.2 Raising Attainment and Achievement</p> <p>Theme 1: Attainment in Literacy and Numeracy Raise attainment in literacy and numeracy for all learners</p> <p>Learners make very good progress from their prior levels of attainment in literacy and numeracy.</p> <p>Theme 2: Attainment over time Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.</p> <p>A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.</p> <p>Theme 3: Overall quality of learners' achievements Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.</p> <p>They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.</p>	<p>Schools Should:</p> <ul style="list-style-type: none"> Establish a clear picture of the literacy and numeracy landscape in their own context in order to establish the universal priorities for the year ahead as well as any targeted approaches for stages, groups and individuals. Provide opportunities for CLPL which supports staff to respond confidently to learners' needs, intervening timeously. Ensure tracking and monitoring enables earlier identification of young people who may be at risk of not attaining and apply relevant interventions. Consider how learner participation is emerging (audit) and plan appropriate next steps in the journey towards empowerment of children and young people in decisions about what matters to them most- in school, in the community and globally. Take into consideration experiences of learners whilst at home and how these impact on overall achievements of children and young people. Consider the key personnel and processes which will support learners to reflect on their learning pathway in the light of the varied learning experiences they will have had during 20-21 	<p>Achievement of a Level in Literacy and Numeracy is very good at P1 and P7 stages, but lower at P4.</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% 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>Staff are confident in most aspects of the NLC Active Literacy Approach. CLPL opportunities now need to focus on the Learner Pathway through the Core Literacy Curriculum, with key milestones identified to ensure appropriate pace. Routes for interventions will be clear to ensure class teachers know how/when to intervene for those children not on track. This will continue the work of the literacy working party from session 2019/20 which was interrupted due to school closure.</p> <p>CLPL in maths will focus on further embedding Numicon into daily practice, introducing Number Talks as a whole school approach and</p>	<p>Universal priorities of Improving Writing in P1-7 and Numeracy at First Level. Targeted approach in Reading at 2021/22 P5 cohort.</p> <p>CLPL training in Reading progression pathways and curricular rationale (SLT and Class Teachers, September to October 2021)</p> <p>Whole school focus on Developing a Reading Culture, identified by HMle as a priority for improvement attainment and also as a recovery priority based on class teacher assessment of learning during lockdown. (TLC, August 2021 to March 2022)</p> <p>CLPL training in Maths pedagogy, progression pathways and curricular rationale (SLT and Class Teachers, September to October 2021)</p>	<p>Increase of 5% in P1s achieving early level and P7s achieving second level in all areas.</p> <p>Increase of 20% in P4 achieving First Level in Reading, Writing and Numeracy.</p> <p>Increase of 20% of pupils on track to achieve in P5 cohort in all aspects of learning.</p> <p>Children will benefit from a clear curriculum pathway through the reading programme. Approaches to support pupils not on track will be more consistent. (SLT Forward Plan Discussions)</p> <p>Children will benefit from promotion of a reading culture through whole school and class events. Increase in children reading for pleasure (Pupil Focus Group Feedback)</p> <p>Children will benefit from a clear curriculum pathway through the maths programme. Teaching and Learning will be more active and</p>
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<p>As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.</p>	<p>and, where necessary, reignite learner responsibility for their learning and achievement.</p>	<p>revisiting the SLC progression pathway. This will continue the work of the maths working party from session 2019/20 which was interrupted due to school closure.</p> <p>Pupil Learning Focus groups will be restarted to give pupils an input into their learning experience. There will be opportunities to discuss their learning after observed lessons.</p>	<p>Pupil Learner Focus Groups to meet with SLT member to discuss learner experience after each class visit (SLT and Pupils, October 2021, January 2022 and March 2022)</p>	<p>engaging for learners. (SLT Forward Plan Discussions/Classroom Visits)</p>
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Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>Theme 1 Wellbeing</p> <p>As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families.</p> <p>Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> <p>We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>All staff and partners feel valued and supported. Our learners benefit from the</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>Schools should:</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 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. Provide opportunities for CLPL which allow staff to focus on individual and 	<p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p> <p>Overall pupil wellbeing has been maintained despite lockdown. Pupils have been eager to return to school and commented positively on their experiences of remote learning. Ongoing GIRFEC and Staged interventions will be used as when necessary for all learners experiencing distressed behaviours.</p> <p>A health and wellbeing focus upon return to school in August 2021 developed children’s emotional literacy and allowed them to focus on their emotional wellbeing.</p> <p>This was underpinned by Emotion Works, accessed by some teachers as a discrete learning opportunity.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p> <p>Develop the Health and Wellbeing Curriculum further through a whole school approach to using Emotion Works. (Class Teachers, August to March 2021).</p> <p>Continue to expand the tracking of Health and Wellbeing across all learners and include this in tracking procedures (Class Teachers, September 2021, February 20202 and May 2022).</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p> <p>Children will experience a progressive emotional health curriculum and be able to discuss their own emotional wellbeing and its effect on their physical wellbeing. (Class Teacher Assessment, SLT observations)</p> <p>Children’s health and wellbeing will be tracked and monitored and where necessary, appropriate interventions will be targetted to children as required (SLT Tracking Meetings)</p>

<p>high-quality education which we provide for all children and young people.</p> <p>Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.</p> <p>All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.</p> <p>We consider each child and young person as an individual with his/her own needs, risks and rights.</p> <p>We ensure children and young people are active participants in discussions and decisions which may affect their lives.</p> <p>Theme 2: Fulfilment of Statutory Duties</p> <p>We comply and actively engage with statutory requirements and codes of practice.</p> <p>Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.</p> <p>Theme 3: Inclusion & Equality</p> <p>All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best.</p> <p>Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.</p> <p>We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment,</p>	<p>collective wellbeing needs of their children and young people, especially their most vulnerable.</p> <ul style="list-style-type: none"> Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. Have overt plans in place to support the wellbeing needs of staff and learners. Ensure all staff are aware of and fully trained in all current SLC and National Child Protection advice and guidance. Ensure a sharpened focus on learner wellbeing and responsiveness to changes in circumstances. Consult with all stakeholders to gain an understanding of need based on experience during lockdown. Consider the universal Rights of the Child and where the work of the school could be influenced by it. 	<p>Staff are trained and show an understanding of PPRUDB policy and Attachment theory. The planned training in 6 principles of Nurture and Nurturing Classroom planned for previous session should now be revisited.</p> <p>% of children's whose 'effort' (i.e. participation in learning) is either assessed as 'Sometimes works well' or 'Rarely works well' at each stage:</p> <p>P1 – 4% (2 children) P2 – 13% (6 children) P3 – 4% (2 children) P4 – 2% (1 child) P5 – 3% (2 children) P6 – 0% P7 – 2% (1 child)</p> <p>Overall – 4%</p>	<p>CLPL opportunities to further develop staff practice in Nurturing approaches. (YFCL Worker and PT, October 2021 to February 2022)</p> <p>Targetted support to 4% of children who show limited participation in learning:</p> <ul style="list-style-type: none"> Emotion Works PPR Strategies 1-2-1 Support with SSA YFCL Worker Support (YFCL Worker, PT, Class Teacher and SSAs, October 2021 to February 2022) <p>Annual CP Training delivered by HT (August 2021) CP Learn Online undertaken by all staff (August 2021)</p>	<p>Staff will be more confident and consistent in applying nurturing approaches in practice.</p> <p>Reduction in children who are assessed as '3' or '4' for Effort in Progress and Attainment reports reduced from 4% to 0%.</p> <p>100% of staff will complete CP training online and in person.</p>
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<p>marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.</p>	<ul style="list-style-type: none">• Identify opportunities to celebrate diversity.			
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Improvement Priority 3 - Planning for Equity

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>1.3 Leadership of Change</p> <p>1.5 Management of Resources to Promote Equity</p> <p>2.4 Personalised Support</p> <p>2.5 Family Learning</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising Attainment and Achievement</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>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>

Closing the Poverty-related Attainment Gap

<p>3.1 Ensuring, wellbeing, equality and inclusion</p> <p>Theme 3: Inclusion and Equality</p> <p>We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.</p>	<p>Schools should:</p> <p>Identify groups/learners/stages requiring targeted additional support and identify which barriers are poverty-related through a rigorous analysis of all relevant available data (quantitative and qualitative) which takes account of:</p> <ul style="list-style-type: none"> - Learners' wellbeing (Boxall profile, observations, wellbeing indicators) 	<p>14 learners currently have a health and wellbeing targets in ASPs, including 6 children who are care experienced.</p>	<p>Use of Boxhall Profile Action Plan tool with all children to create SMART targets to Improve Health and Wellbeing (DHTs and CTs, September – October 2021)</p> <p>Wellbeing Toolkit created for all children with H&WB ASP (DHTs and CTs, September – October 2021)</p>	<p>Termly reviews of ASP targets linked to Health and Wellbeing show that all targets are achieved.</p> <p>Wellbeing indicators identify next steps and targetted support put in place as required, including Emotion Works, Draw and Talk and Pupil Counselling as required.</p>
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<p>3.2 Raising Attainment and Achievement Theme 4: Equity for all learners</p> <p>We have effective systems in place to promote equity of success and achievement for all our children and young people.</p> <p>We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.</p> <p>1.3 Leadership of Change Theme 3: Implementing Improvement and Change</p> <p>Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.</p> <p>1.5 Management of Resources to Promote Equity</p> <p>Theme 1: Management of finance for learning</p> <p>We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate.</p> <p>Financial expenditure is carefully planned to improve the quality of learning and teaching and increase</p>	<ul style="list-style-type: none"> - Attainment (standardised assessments, class work, use of benchmarks, in-school assessments, SNSA) - Attendance and Punctuality (in-school at hubs) - Engagement (Leuven scale, observational data) - Participation (remote learning participation data) 	<p>TPJ of attainment is supported by information from MALT Assessments, SNSAs, SWS, NGRT, Active Literacy Assessments, and class work. Benchmarks are used by class teachers to support judgements and as a basis for professional dialogue.</p> <p>(See Continuity of Learning Section for ACEL Data)</p> <p>Gap Analysis (% of Children on track in Decile 1-2+FME compared to % of children on track in Decile 3-10)</p> <p>2020/21 Primary 1</p> <ul style="list-style-type: none"> • Reading – 7% • Writing – 7% • L&T – 13% • Numeracy – -2% <p>2020/21 Primary 2</p> <ul style="list-style-type: none"> • Reading – 21% • Writing – 30% • L&T – 14% • Numeracy – 28% <p>2020/21 Primary 3</p> <ul style="list-style-type: none"> • Reading – 4% • Writing – 11% • L&T – 15% • Numeracy – 28% <p>2020/21 Primary 4</p> <ul style="list-style-type: none"> • Reading – 40% • Writing – 41% • L&T – 17% • Numeracy – 44% <p>2020/21 Primary 5</p> <ul style="list-style-type: none"> • Reading – 27% • Writing – 35% • L&T – 36% • Numeracy – 33% <p>2020/21 Primary 6</p> <ul style="list-style-type: none"> • Reading – 33% 	<p>Improved pedagogy focussing on raising attainment for all will be a focus of CLPL for teaching staff:</p> <ul style="list-style-type: none"> • Creating a Reading Culture (Class Teachers and TLC, from September 2021) • Using Numicon and Number Talks as a whole school approach. (Class Teachers and DHT1, August 2021) • Talk for Writing P1-7. (Class Teachers and DHT2, January 2022) <p>Targetted intervention will be focussed on:</p> <ul style="list-style-type: none"> • First Level Numeracy • P2-6 Writing • Reading at P2, and P4-7 • Listening and Talking at Primary 5 <p>PEF teachers will support learners through target groups and by releasing teachers to deliver interventions. (PEF Teachers, PT, August 2021 to March 2022)</p> <p>14 children from Decile 1-2+FME in P3 and P5-7 will be included in the following targetted interventions for reading: 5 Minute Box, Catch-up Literacy, IDL Cloud (PEF Teachers, PT, August 2021 to March 2022)</p> <p>12 children from Decile 1-2+FME in P3 and P5-7 will be included in the following targetted interventions for writing: IDL Cloud, Talk for Writing. (PEF Teachers, PT, August 2021 to March 2022)</p> <p>3 children from Decile 1-2+FME in P5 will be included in the following</p>	<p>All classes will use Numicon as main teaching resource to improve pupil engagement. (Class visits by SLT)</p> <p>All children will experience at least one Number Talks lesson per week to improve mental application of number concepts. (Class visits by SLT)</p> <p>P1-7 will use Talk for Writing strategies from January 2022 (Class visits by SLT, FP Discussions)</p> <p>Closing the Gap Targets</p> <ul style="list-style-type: none"> • Increase of 30% of targetted children (Dec 1-2+FME) in P3 on track for Reading (4 children) • Increase of 20% of targetted children (Dec 1-2+FME) in P3 on track for Writing (3 children). • Increase of 16% of targetted children (Dec 1-2+FME) in P3 on track for Numeracy (2 children). • Increase of 10% of targetted children (Dec 1-2+FME) in P4 on track for Numeracy (2 children). • Increase of 23% of targetted children (Dec 1-2+FME) in P5 on track for Reading (4 children). • Increase of 17% of targetted children (Dec 1-2+FME) in P5 on track for Writing (3 children). • Increase of 17% of targetted children (Dec 1-2+FME) in P5 on track for Numeracy (3 children). • Increase of 8% of targetted children (Dec 1-2+FME) in P6 on track for Reading (2 children).
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<p>attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners.</p> <p>2.4 Personalised Support Theme 2: Targeted Support</p> <p>Our targeted support builds on robust, embedded universal support. Learners' needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required.</p> <p>Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.</p> <p>Theme 3: Removal of barriers to learning</p> <p>Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised.</p> <p>Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty.</p>	<ul style="list-style-type: none"> • 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 for learners. • Ensure sound financial management of all sources of funding • Ensure equity approaches are additional and provide targeted, accelerated support to learners affected by poverty. Move away from universal to more targeted approaches. • 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. • Ensure barriers to learning are identified and regularly reviewed to reflect changing circumstances. 	<ul style="list-style-type: none"> • Writing – 33% • L&T – 8% • Numeracy – 18% <p>Attendance</p> <p>Our attendance data from August 2020 to March 2021 shows a clear gap between children living in Decile 1-2+FME. For detail, see: http://bit.ly/WPS Att Gap Mar21</p> <p>Of 13 children issued with attendance letters in May 2021, 11 are in Decile 1-2+FME.</p>	<p>targetted interventions for L&T: Talk for Writing, Emotion Works. (PEF Teachers, PT, August 2021 to March 2022)</p> <p>11 children from Decile 1-2+FME in P3 -P6 will be included in the following targetted interventions for Numeracy: 5 Minute Box, Catch-up Numeracy, IDL Cloud, Numicon. (PEF Teachers, PT, August 2021 to March 2022)</p> <p>YFCL Worker will offer support to the 11 identified families through 1-2-1 support and targetted nurturing start approach. (YFCL Worker, August 2021 to March 2022)</p> <p>Individual target setting will be used to measure the impact of interventions. No more than 2 intervention will be used at any one time to ensure evaluation of progress can be measured accurately. (PEF Teachers, PT, August 2021 to March 2022)</p> <p>Equity Team (PT and PEF Teachers) will meet with Class Teachers once per term to discuss barriers to learning and analyse progress in interventions. This will lead in to Tracking Meetings with SLT and inform TPJ. Use of Impact of Intervention record sheet to record and analuse impact (SLT, Class Teachers PEF Teachers, September 2021, February 2022, May 2022)</p>	<ul style="list-style-type: none"> • Increase of 8% of targetted children (Dec 1-2+FME) in P6 on track for Writing (2 children). • Increase of 12% of targetted children (Dec 1-2+FME) in P6 on track for Listening and Talking (3 children). • Increase of 17% of targetted children (Dec 1-2+FME) in P6 on track for Numeracy (4 children). • Increase of 23% of targetted children (Dec 1-2+FME) in P7 on track for Reading (4 children). • Increase of 23% of targetted children (Dec 1-2+FME) in P7 on track for Writing (4 children). • Increase of at least 5% attendance For 11 targetted families with attendance below 85% in session 2020/21 <p>All pupil interventions will be measured for impact after 4-6 weeks and plans adapted as/when required.</p>
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		<p>Participation/Engagement</p> <p>Overall participation and engagement was high throughout remote learning: Approx 80-90% for all stages.</p> <p>Use of Leuven Scale has been part of a small test of change in session 2019/20 with children involved in PEF Interventions. This will now be rolled out via the TLC as part of the work to improve Learning and Teaching.</p>	<p>Leuven Scale used to measure pupil engagement and participation in identified lesson (Reading?) (TLC, Class Teachers, September 2021 to February 2022)</p> <p>Targetted interventions to improve engagement for those children identified as not engaging in learning. (PT, PEF Teachers, YFCL Worker, January to March 2022)</p>	<p>Baseline data will be gathered in from September to December 2021 and used to identify target for improvement for January to March 2022.</p> <p>Engagement will become part of the planned Tracking discussion between class teacher and SLT link.</p>
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Being a poverty-aware school and reducing/mitigating the Cost of the School Day

Schools are being asked to undertake PB for a minimum of 5% of their Pupil Equity Funding. Please highlight in any colour the outcomes, measures, tasks and rationale related to PB in the following section.

<p>2.5 Family Learning Theme 2: Early Intervention and Prevention</p>	<p>Schools should:</p> <ul style="list-style-type: none"> Revisit Child Poverty Action Group Website and other relevant reading. 			
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<p>Our staff are aware of the factors causing child poverty within our community.</p> <p>We work with parents and other agencies to help parents minimise the effect of poverty on our children.</p> <p>Our staff has an informed understanding of local demographics that informs more targeted support when appropriate.</p>	<ul style="list-style-type: none"> • Revisit their CoSD Position Statement in relation to: <ul style="list-style-type: none"> - Getting dressed for school - Fun events - Eating at school - School trips - Learning at school - Travelling to school - Attitudes - School clubs - Travelling to school - Home-learning • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider what changes will need to be made to the school calendar in light of changes to family income and how you will communicate this. 	<p>Cost of the School Day position statement published in 2019 took account of costs related to uniform, school trips, activities and eating costs. It is available at http://bit.ly/COSD_WPS</p> <p>This will now be revisited to reflect new practices and procedures post lockdown as we recognise many families may be experiencing different circumstances.</p> <p>Our newly appointed YFCL worker will have a key roll in supporting families, both universally and sensitively targeted.</p>	<p>Revisit COSD Position Statement with all stakeholders (PT, HT and YFCL Worker, January to March 2022).</p> <p>Family support offered by YFCL on a universal basis and to targeted families in Decile 1-2+FME (YFCL Worker, from August 2021).</p>	<p>All school events and activities will take full account of the advice from Child Poverty Action Group to ensure that no child experiences a financial barrier to learning.</p>
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Improvement Priority 4 – IMPACT OF ADDITIONAL RECOVERY STAFFING

<p>Recovery Allocation (How much?)</p> <p>This section should identify your actual recovery staffing allocation e.g. 1fte teaching staff. This section can also include any additional support staff allocation.</p>	<p>School Rationale and Planned Interventions (What will they do and why?)</p> <p>This section should outline how your additional recovery staffing is used and your rationale <i>e.g. team teaching within P5 class based on CfE results.</i> Schools should ensure there are targeted inputs to address individual barriers to learning. All schools are expected to track and monitor the recovery progress of individual Care Experienced learners and ensure their ASN plans are regularly reviewed.</p>	<p>Desired Outcomes and Measures (What difference will it make and how will you know?)</p> <p>This section should outline what the desired impact will be for your children and young people and how it will be measured. It should focus on the key measures of attendance, attainment, exclusions, participation and engagement.</p>	<p>Actual Impact (What difference did it make?)</p> <p>This section should give an evaluative statement based on qualitative and quantitative data. This will be collected by central staff as part of SLC accountability to SG for recovery monies.</p>
<p>School recovery allocation to be filled in here.</p> <p>2 NQTs (1.4 FTE)</p>	<p>School rationale to be filled in here.</p> <p>Used to release PT and DHTs from Class Commitments.</p> <p>Additionally will ensure time for PT to focus on leading the Equity and Recovery Remit.</p> <p>This includes:</p> <ul style="list-style-type: none"> Working in partnership with YFCL worker. Strategic lead for PEF teachers delivering Interventions for Dec1-2+FME children not on track (see Equity section of IEP). 	<p>School outcomes and measures to be filled in here.</p> <p>Drivers – Attainment/ Engagement in Literacy/ Numeracy <u>Targeted interventions for children in Decile 1-2+FME who are not on track and are supported to make progress within a level.</u></p> <p>Baseline assessments completed prior to intervention. Data interpreted and appropriate interventions planned to address specific gaps e.g. fluency, comprehension, place value, number bonds etc. Assessments will continue during interventions and post interventions to compare reading/numeracy ages.</p>	<p>School impact to be filled in here.</p>

	<ul style="list-style-type: none">• Delivering targetted interventions to those children in Decile 1-2+FME who are not on track and are supported to make progress within a level.	<p>x7 Primary 6 pupils targeted to increase reading age by at least 6 months through IDL Literacy intervention</p> <p>X1 Primary 5 pupil targeted to increase reading age by at least 6 months through IDL Literacy intervention and return to core reading programme</p> <p>x4 Primary 5 pupils targeted to increase reading age by at least 6 months through Catch Up Literacy intervention</p> <p>X2 Primary 4 pupils targeted to increase numeracy age by at least 6 months through IDL Numeracy intervention</p> <p>X2 Primary 6 pupils targeted to increase numeracy age by at least 6 months through IDL Numeracy intervention</p> <p>X1 Primary 5 pupil targeted to increase numeracy age by at least 6 months through IDL Numeracy intervention</p>	
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