



South Lanarkshire Council

Recovery Standards and Quality Report June 2021



Woodpark Primary School and Nursery Class

Standards and Quality Report Session 20/21

Our School (*Roll/context etc*)

Woodpark Primary School and Nursery Class is situated in the semi-rural village of Lesmahagow within the Clydesdale area of South Lanarkshire. Our catchment area comprises of social and privately owned homes. The current school roll is 191, with a 3-5 year old nursery capacity of 54 and a 2-3 nursery capacity of 15. This session we continued to deliver a combination of 1140 hours and 600 hours ELC for 71 children.

The local area is classed as an area of deprivation, with few amenities. The percentage of children sitting in SIMD1/2 and/or entitled to free school meals is 58.42%.

School attendance from August 2020 to May 2021, excluding periods of remote learning was 93.27%. Full engagement in our remote learning offer during period January to March 2021 was 46.38% across the whole school; full engagement of P4-7 from 22 February to 8 March was 37%. The overall percentage of children engaging regularly/fully in remote learning was 80.5%.

The percentage of children identified as having additional support needs and/or staged intervention within the school sits at 44.5%.

Our PTA and parents are supportive of the school. We foster links with local businesses including Tesco and our local store. We benefited from the support of Lesmahagow Development Trust who provided digital hardware for pupils to support home learning.

We are part of Lesmahagow Learning Community and benefit from strong links with our local schools. Within the context of Covid-19 we endeavour to provide strong transition from primary to secondary and nursery to primary school.

Key Successes/Challenges and Achievements Session 2021/22

During the initial lockdown period March to June 2020 teaching staff quickly responded to the need to provide home learning via Google Classroom. Skills in using Google Classroom were developed, and further enhanced during the second lockdown period, ensuring continuity of learning using a range of resources, creating recorded teaching sessions, providing regular live engagement sessions which also included a weekly remote assembly. From August to December, and on return to in-school learning in February/March 2021, we held weekly virtual assemblies, enabling us to come together as a school within the constraints of Covid-19 restrictions. In order to ensure compliance with Covid-19 restrictions, the structure of the school day was amended to ensure class groups remained in their 'bubbles': staggered start and finish times; staggered break and lunch times.

We quickly identified that the initial lockdown period had impacted, in varying degrees, on the mental health and wellbeing of children. Pupil Equity Funding was directed to staff training in, and resourcing of, nurture approaches and a programme of nurture time to support individual/small groups of children was established. Nurturing approaches will continue to be a priority in session 2021/22 as part of our health and wellbeing programme.

We provided parent consultations on pupil progress via telephone appointments in October 2020 and March 2021. We also continued to provide termly ASN reviews to parents via Google Meet/telephone conversations with parents, teaching staff, ASN coordinator and SMPS.

Our Closing the Gap data for session 2020-21 indicates that achievement of a level in reading across all stages was 81.5%, an increase of 2.04% from session 2019-20; writing across all stages was 75.09%, a decrease of just under 1%; talking and listening was 92.2%, a decrease of 3.85%; and numeracy across all stages was 78.02%, a decrease of 5.95% from session 2019-20.

We benefited from local community offers of IT provision distributed to identified children, further enhanced by the Scottish Government digital offer as well as school resources (keyboards/mouse/tablets) ensuring that all children in the second lockdown period had access to the digital technology needed for remote learning. From September to December all classes provided weekly homework activities via Google Classroom, ensuring children were able to access digital learning. During the second lockdown period January to March 2021 engagement in remote learning was robustly monitored each week, with contact made to families where children did not engage, or rarely engaged, offering support, which also included digital devices, and encouragement to increase engagement.

Staff skills in planning for and delivering our remote learning curriculum increased during the second lockdown period, which saw support staff engage with identified pupils online to support learning, as well as undertaking supervision of our remote playtimes.

Having identified that engagement in online learning began to decline during lockdown period January – March 2021 we introduced HT Wellbeing Wednesday tasks to promote health and wellbeing and provide activities that were not computer-based. Wellbeing Wednesdays continued in school when pupils returned following lockdown.

In June 2020 we provided a transition opportunity for new Primary 1 children to meet their teacher in the playground, in small groups and for parents to meet with senior management to share key starting school information. We created a video, shared on our school website, which allowed children and parents/carers to 'see' the school. We provided a comprehensive starting school activity pack to all children. We have endeavoured to build upon this for session 2020-21, making greater use of digital technologies to provide opportunities for children and parents/carers to participate in a range of transition activities.

Remote Learning Jan-March 2021

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

- ***What was achieved***

All class teachers provided a robust remote learning offer in literacy, numeracy, health and wellbeing as well as other curricular areas where appropriate, eg interdisciplinary learning topics. Greater use of teacher recorded sessions and resources from a range of providers was incorporated into the remote learning offer in each class. Most children accessed regular live checkins with teachers and support staff. Evidence: SMT monitoring of remote learning offer for each class; forward plans

We provided a weekly remote online assembly for staff, pupils and parents which was an extension of our in-school remote weekly assembly. Engagement in remote online assembly evidenced through observation of participation.

We continued to make use of our school app and website to sustain communication. All parents who responded to the questionnaire indicated the school communicated well/very well with parents.

We robustly tracked and monitored remote learning engagement weekly, and where appropriate, made regular phone calls offering support and encouragement to those engaging infrequently or not at all. The overall percentage of regular online engagement across all stages from January to March 2021 was 80.5%. Evidence: online engagement tracking; record of parental contacts made.

Resource packs, which included basic materials for learning as well as resources such as reading books/text books were prepared and distributed to all pupils at regular points throughout the period of remote learning. Most parents who responded to parent/carer questionnaire indicated they had the resources required to support home learning. All parents who responded to questionnaire indicated they felt supported by the school during lockdown periods: 'The school were very supportive and my children felt connected with their peers and teachers the entire time, which supported their transition back to face to face schooling.' 'The teachers were so encouraging. My child was really keen doing his activities because the teachers were so supportive.'

Children requiring digital hardware/mifi were provided with the resources required to support remote learning, supplied by both Scottish Government and Lesmahagow Development Trust, as well as some school resources (keyboards/mouse/tablets) Evidence: record of resources provided to support digital learning

- **Challenges and opportunities**

A key challenge was in trying to support a small number of non-engagers in remote learning, with frequent attempts to contact and support families. We raised the profile of online engagement through our weekly 'Engagement Award' as part of online assembly. We provided packs of physical resources for children with ASN whose families found it challenging to engage regularly in online learning. Recorded, rather than live, teaching sessions enabled children and families to access at a time that suited their home circumstances best.

Another challenge was in targeting support to identified groups/individuals remotely. Support staff began to use Google Classroom to work with children, however, it was noted that more training in the use of Google Classroom would be beneficial for support staff.

We continue to seek ways to share our successes and key events with parents/carers using digital technology, for example, P1 and P7 transition activities, P7 leavers' assembly and our end of year Celebration of Achievement.

Whilst staff feedback regarding the ability of children to settle back into school following the second lockdown period was mixed, it was clear that, for a number of children, the second lockdown had had a significant impact on their health and wellbeing. We continued to develop our nurturing groups

approach in order to support a greater number of children returning to school, however, it was noted that more children than could be accommodated would have benefited from accessing this targeted support.

- ***Learning arising from this period/ steps.***

We continue to provide opportunities for the school to link as a community via online weekly assemblies. We will use digital technologies to allow us to provide transition activities, also end of session celebrations shared with our parents/carers.

It was evident that there was an element of 'digital fatigue' amongst learners on returning to school in March. We have stepped back from providing online homework activities for the remainder of the session as a result, however, will incorporate at least one homework task delivered/completed digitally from August 2021 to ensure all pupils are confident in accessing and turning in tasks via Google Classroom in the new session. Refresher sessions in use of Google Classroom in 2021-22 will ensure all staff are confident in its use.

We will continue to develop staff knowledge and understanding of principles of nurture through further training opportunities for staff, including support staff, next session. Begin to work towards Nurture UK school accreditation.

Analysis of data indicates that across almost all stages, attainment in numeracy fell by 5.95%. Numeracy will be a core focus in our recovery planning 2021-22.

Parents who responded to questionnaire indicated the following as key priorities for session 2021-22 (in decreasing order): supporting children's mental wellbeing; supporting children's physical wellbeing; parental engagement; numeracy; literacy; lunch/after school activities; home learning.

Analysis of data indicates that attainment in reading, writing, talking and listening, and numeracy, decreased most significantly in the P1-P3 stages. Recovery additionality will be deployed to provide targeted support at these stages in 2021-22.

Analysis of data indicated that at P5 stage there was a significant decrease in writing attainment. Recovery additionality will be deployed to provide significant support in writing at P6 stage in 2021-22.

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 personalised</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. Plan how best to promote an attachment -informed ethos and environment that nurtures 	<p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> Audit of staff knowledge and understanding of Attachment Theory: all staff – August inservice day Professional learning focusing on Attachment Informed practices: June 2020 – all staff Staff development/ collegiate activity time sessions as required. <p>Intervention programme: Using Psychological Services Attachment Theory information, additional professional enquiry</p>	<p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> School ethos as a nurturing, caring environment is quickly re-established All staff use Attachment informed practices to support children's wellbeing across all stages. Children identified as benefiting from individual and/or group interventions access this from early stage for as long as is required. Children feel safe, secure and able to sustain positive relationships, demonstrate

<p>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>	<p>reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.</p> <ul style="list-style-type: none"> • Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. • Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. • Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and 	<p>undertaken by all teaching staff</p> <ul style="list-style-type: none"> • Teachers identify children who would benefit from individual/small group interventions following Covid-19 closure, using wellbeing indicators • Interventions delivered eg by PEF funded teacher/support staff and specialist support teacher; tailored according to issues and needs identified. Impact of interventions reviewed on 4 weekly basis to identify next steps. <p>Whole school wellbeing:</p> <ul style="list-style-type: none"> • Rebuild community and foster connectedness. • Curriculum will focus primarily on literacy, numeracy and wellbeing. • Tracking and monitoring of CfE levels and outcomes covered throughout Covid-19 closures passed on to new class teachers to ensure continuity of learning • Seek ways in which to encourage participation in whole school events whilst adhering to social distancing restrictions. <p>Staff wellbeing: Regular opportunities for staff to connect with other staff, engage in activities to support wellbeing of self and others</p>	<p>emotional resilience and engage in learning.</p> <ul style="list-style-type: none"> • Children feel able to complete home learning activities with the correct resources readily available • Staff feel supported, consequently able to support their children effectively
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	<p>which allow staff to be included and consulted.</p>	<p>HT/SMT ensure one to one, informal conversations with staff; aware of and responsive to personal circumstances</p> <p>Family wellbeing:</p> <ul style="list-style-type: none"> • Raise awareness of importance of supporting childrens/families wellbeing – ensure methods of communication shared with parents • Vulnerable children/families identified and regular contact made by SMT • Raise awareness of supports available eg Money Matters via website/app • Ensure resources are available for home learning activities, eg jotters/ pencils/ support media 	
<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</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"> • ‘Reconnection and Recovery’ guidance underpins our planning; shared and understood by all staff. • Revisit PPRUDB guidance with all staff • Planning formats effectively support learning and teaching for each group; SMT monitor 	<ul style="list-style-type: none"> • HWB curriculum is responsive, takes into consideration pupil voice; is tailored to individual and group needs in order to ensure all children are engaged, motivated, ready to learn and build on prior learning regardless of their experiences during period of closure. • Teachers able to track children’s emotional

<p>engagement and motivation, readiness to learn, 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">• Pupil voice incorporated into planning – teaching staff <p>Ensure robust tracking and monitoring of progression across all HWB outcomes using Suggested Outcome Trackers, discussions held with SMT through Weekly Report relating to any concerns</p>	<p>wellbeing and meet to discuss with SMT regularly</p>
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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><i>All teaching, support and nursery staff attended Attachment Strategy training parts 1 and 2. Staff are confident in attachment strategy practices to support identified children.</i></p> <p><i>The ethos of the school is nurturing and caring. Health and Wellbeing placed at the centre of our recovery, with PEF teaching staff additionality used to deliver targeted nurturing approaches for identified children, either individually or in small groups.</i></p> <p><i>A nurturing room was quickly established within the school, following Nurture UK training, to support children unable to access nurture provision, also those who required 1-1 or small group support. 84% of 25 children accessing this support are in our targeted group. The positive impact of this intervention is evident anecdotally via staff feedback/observation. Staff noted that more children would benefit from accessing this intervention. Boxall profiling used to identify appropriate targets for individual children. Most staff have now undertaken, or have been shown how to complete, a Boxall profile.</i></p> <p><i>PEF support staff additionality enhanced class, group and individual support.</i></p> <p><i>Most children feel safe and secure and able to sustain positive relationships in school, however, a small number of children display significantly distressed behaviours which impacts on other children in their class.</i></p> <p><i>Staff report that the majority of children demonstrate emotional resilience and demonstrate high levels of engagement (Leuven) in learning.</i></p> <p><i>Children were provided with the equipment required to support home learning.</i></p> <p><i>Staff felt supported throughout periods of home learning.</i></p> <p><i>Three members of teaching staff completed Nurture UK training this session.</i></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><i>Almost all staff (95%) indicate they are confident in attachment practices.</i></p> <p><i>All staff agree that the school is a nurturing, caring environment.</i></p> <p><i>81% of staff indicated that they felt children received the support required. Some staff indicated that some children who would benefit from accessing the nurturing room had not been prioritised.</i></p> <p><i>All staff agreed/strongly agreed that the interventions in place for children had a positive impact.</i></p> <p><i>Almost all (95%) of staff agreed/strongly agreed that children in their class feel safe and secure and able to sustain positive relationships.</i></p> <p><i>All staff strongly agreed/agreed that school provided the equipment/resources pupils required for home learning.</i></p> <p><i>All staff agreed/strongly agreed they felt supported.</i></p> <p><i>Almost all staff (95%) agreed/strongly agreed that PEF was appropriately used to support</i></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> <p><i>Further develop knowledge of, and confidence in, using Leuven Scale of Engagement (wellbeing, involvement) as part of targeted assessment.</i></p> <p><i>Provide a minimum of one weekly homework task via Google Classroom in order to ensure all pupils, staff, parents/carers are confident in using and are able to access GC.</i></p> <p><i>Expand opportunity for staff to undertake Nurture UK training –teaching and support staff.</i></p> <p><i>Further develop knowledge, understanding and confidence in using Boxall profiling in order to</i></p>

<p><i>Many staff indicated that our HWB curriculum needs reviewed, and should incorporate a greater focus on mental health and wellbeing, and that training to develop staff knowledge, understanding and confidence in supporting children is required. A greater focus on physical and mental health and wellbeing was also identified by parents/carers as a priority for next session.</i></p>	<p><i>children's health and wellbeing during recovery.</i></p> <p><i>Boxall profiles for identified children. Nurturing group/individual timetable for identified children. Staff report positive impact on children's wellbeing in class as a result. Staff knowledge of, and confidence in using Boxall profile is developing. Parent/carer survey strongly indicated a need to focus on mental and physical wellbeing as a priority in 2021-22.</i></p>	<p><i>identify appropriate targets and interventions.</i></p> <p><i>Further develop staff knowledge, understanding of PPRUDB; review school behaviour management system.</i></p> <p><i>Review our HWB curriculum with greater focus on mental health and wellbeing, physical wellbeing, updated Proud to be Me SHARE/LGBT. Staff training.</i></p>
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 <h2 style="text-align: center;">Improvement Priority 2 - Planning for Equity</h2>			<p>How will we know we've been successful?</p>
<p>Quality Indicator</p>	<p>Recovery Priority</p>	<p>Key Recovery Tasks (School specific)</p>	<p>Desired Outcomes and Impact</p>
<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>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>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>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; 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>	<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 • 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>	<p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> • Continue to use Google Classrooms and existing school resources to facilitate blended learning. Set up new Google classrooms for each group, ready for use from 17 August 2020. • Use engagement data spreadsheets from all classes, collated during the Covid-19 closures, to identify groups that may need further support at home and in school during the phased return period. • Boxall profile will be used by SMT with targeted children to focus on individual needs and identify appropriate interventions to support wellbeing. • Educational Psychologist and SST involved in supporting targeted children and families 	<p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> • Children will continue to access Google Classrooms for home learning, ensuring learning is fully supported, from 17th August. • A mixed approach of ICT and resource learning will ensure children experience a range of learning styles. • Boxall profile will give qualitative data to help support children through any wellbeing issues taken place throughout Covid-19 closures and subsequently related issues. • Teachers feel supported in making professional judgments throughout the

	<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"> • Continued use of school app and website to maintain strong home-school communication with parents • June 2020: Attainment tracked using CfE Suggested Outcome Trackers, professional judgement supported by a mix of existing evidenced work and standardised assessment data. Children's progress has been evidenced and all pupil work passed on. Teaching staff met to pass on all necessary information including: CfE levels and Benchmarks, ASN information and associated paperwork, groupings, standardised assessment data, wellbeing information and home learning engagement data • SMT continue to track and monitor home learning engagement and maintain regular phone contact with vulnerable families and those needing extra support for technical advice. • Direct email address set up for any home learning technical issues and staff available to give help/advice to parents • Analysis of Closing the Gap data from previous year to data collected throughout 19/20 including period of closure 	<p>process, having a wide range of data and evidence collected throughout Covid-19 closures to create next steps for learners.</p> <ul style="list-style-type: none"> • Parents/families are kept in constant communication with the school and feel confident using home learning resources.
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<p>Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning.</p> <p>Rationale: As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the current needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and therefore need to be altered and adapted following the re-identifying of the gap, and the need to take account of the new blended learning taking place. Note, any changes, to SAC/PEF plans must still adhere to the guiding principles in which this funding was intended.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. • Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. • Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. • Review staff training needs. • Review current partnership working. • Consider how you will measure and evidence impact; plan this into home and school approaches. • Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this. 	<ul style="list-style-type: none"> • Google forms will be used regularly to gain views of stakeholders throughout the decision-making phase • Audit current data with staff and decide on implications for current school PEF model of interventions, create next steps and discuss alternative solutions to Close the Gap in numeracy • Curriculum focus on Literacy, Numeracy and HWB - staff training required on how to fit this effectively into a new weekly school pattern. Review current procedures and create a plan of action for the first term of blended learning: in school learning, online learning and resource based learning. • Using EEF website resources, undertake staff training exercises around how best to plan for the new model of learning and support parents. Staff will be given time to browse the list of resources on the Summary of Resources list and create a plan best for our particular school context 	<ul style="list-style-type: none"> • Parents feel involved in decision making around the recovery phase and evidence this on google forms. • PEF is used to directly close the gap through creating a numeracy programme that has progression and breadth. Possible interventions available put into place as soon as possible. • EEF resources are used to create a clear, focused curriculum is set for all stages throughout the recovery phase. Suggested Outcome Trackers are used effectively to create next steps for learners.
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<p>Theme: Tracking and monitoring impact of equity approaches.</p> <p>Rationale: To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy. • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. • Consider points in planning section to find alternative approaches. 	<p>Regular tracking and monitoring of above by teachers and SMT: Professional dialogue; assessment; consultation with pupils and parents</p>	
<p>Theme: Cost of the School Day</p> <p>Rationale: The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren't before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Revisit Child Poverty Action Group Website • Read CPAG article on impacts of school closures. • Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families. • Consider how you will equip learners with the tools required to undertake home-learning. • Consider how our actions can inadvertently alienate families in poverty. • Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts. • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider staff training needs – ensure all staff are consistent in their approach to poverty. 	<ul style="list-style-type: none"> • Review our CoSD position statement • Ensure new staff aware of CoSD position statement, CPAG website and article, and understand how this impacts on practice – ensure consistent approach across school and nursery • Enable home learning activities are supported by providing the resources that are required. No resources brought to school from home other than those provided by school. • Families requiring IT equipment identified; resources provided eg via Lesmahagow Community Council donation of equipment/ SLC provision of IT equipment 	<p>No cost to families incurred by school</p> <p>Approach to school uniform eases financial pressures on families.</p>

	<ul style="list-style-type: none">• Consider what changes will need to be made to the school calendar in light of changes to family income.	<ul style="list-style-type: none">• School uniform: adopt a more relaxed approach ie polo shirts/sweatshirts and joggers/leggings; outdoor trainers• Where cost of an activity may be incurred, seek ways to heavily/fully subsidise either via school fund/PEF fund, or evaluate whether activity may be delivered in another way at no cost. FME/SIMD pupils fully subsidised.• Raise awareness of supports available eg Money Matters/Best Start grants via school website, app, fliers	
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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><i>Most children engaged regularly in weekly homework tasks via Google Classroom Oct-Dec2020.</i></p> <p><i>Boxall profiles used to identify targets for children accessing nurturing support in school.</i></p> <p><i>During Jan-Mar 2021 lockdown period engagement in online learning was rigorously tracked weekly and regular communication made to families to offer support in engaging with remote learning. Most children engaged fully/regularly in remote learning.</i></p> <p><i>Direct email for parents to access technical help/support in using Google Classrooms was established.</i></p> <p><i>Strong home-school communication via school app and website, also newsletters, phone calls.</i></p> <p><i>Throughout the session we have ensured no additional financial pressures placed on families – school fund makes contribution to charity on behalf of families eg Children in Need, Comic Relief; relaxed approach to school uniform this session and uniform swap shop still available.</i></p> <p><i>App/website used to promote financial supports eg Money Matters/Best Start grants for families.</i></p> <p><i>The establishment was used as a hub for key worker/vulnerable children throughout both lockdown periods, which allowed for regular contact with our children and families.</i></p> <p><i>Our overall attendance for session 2020-21 was 93.27%. The percentage of children below benchmark in literacy and/or numeracy with attendance below 90%</i></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><i>Weekly engagement tracking/ monitoring/ phone call update records</i></p> <p><i>School app/website notifications</i></p> <p><i>Attendance summaries: whole school and individual</i></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> <p><i>Continue to provide regular homework activities via Google classroom</i></p> <p><i>Homework review – find ways to increase engagement and participation by low/non-engagers</i></p> <p><i>Continue to find ways to reduce financial pressures eg run a stationery/healthy snack shop</i></p> <p><i>Seek ways to enable parents/carers to access support/ equipment/ resources discreetly</i></p> <p><i>Share financial advice and supports available to parents via website/app</i></p> <p><i>Re-establish link with Citizens' Advice</i></p> <p><i>Review Cost of the School Day policy</i></p> <p><i>Reintroduce low-cost shared school uniform standard for all pupils</i></p>

<p><i>is 11%. A small number of children's attendance was <50%. Strong home-school communication and adapted timetables, external support put in place, however, there should be a key focus not only in supporting those <50% attendance, but also to support those between 50-90% in improving their attendance next session.</i></p>		<p><i>Promote uniform swap shop</i></p> <p><i>Introduce Woodpark Winter Jacket campaign</i></p> <p><i>Seek external grants/funding streams to support outdoor learning/trips/wider experiences, in partnership with PTA</i></p> <p><i>Attendance: targeted supports for children with <90% attendance session 2020-21, with particular focus on the 11% below literacy/numeracy benchmark</i></p> <p><i>Improve overall school attendance by 4% to 97% in session 2021-22.</i></p>
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Improvement Priority 3 - Continuity of Learning

How will we know we've been successful?

Quality Indicator

2.2 Curriculum

- Rationale and design
- Development of the curriculum
- Learning pathways
- Skills for learning, life and work

2.3 Learning, teaching and assessment assessment

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

3.2 Raising Attainment and Achievement

- Attainment in Literacy and Numeracy
- Attainment over time
- Overall quality of learners' achievements
- Equity for all learners

Recovery Priority

These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.

Links are included where appropriate.

Please note - there are 2 Head Teacher consultative groups currently working with senior officers to produce Local Authority suggested recovery phase 'curriculum models' for both the Primary and Secondary sectors. As soon as the recommended models have been assessed for operational practicalities (including services such as cleaning, transport, catering etc) they will be emailed to all Head Teachers.

Key Recovery Tasks (School specific)

This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.

Desired Outcomes and Impact

This section should give a brief indication of what success would like and how it will be measured.

Theme: Learning In School

Rationale:

The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum

Schools need to:

- Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision.

Key Recovery Tasks (school specific)

Risk assessment specific to establishment - HT

Assess classroom capacity – HT

Desired Outcomes and Impact

Classrooms accommodate maximum number of pupils adhering to 2m social distance ruling

<p><i>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 absence from school. It will be important to promote reconnection and recovery within the curriculum.</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) • 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. 	<p>Determine grouping configurations and allocate staffing in line with maximum classroom capacity, ensuring families attend same days – HT</p> <p>Communicate groupings/staffing/patterns of attendance with parents – HT</p> <p>Core curriculum initially focus on Health and Wellbeing; Literacy; Numeracy maximising use of outdoors space. Supporting learning activities provided – both concrete and via Google Classroom.</p> <p>Use all information available to assess children’s needs, wellbeing and learning including our Closing the Gap data – teaching staff. Identify which tools are appropriate to support assessment</p> <p>Close monitoring of pupil progress and engagement – teachers and SMT</p> <p>Identify children who would benefit from individual/small group HWB intervention and support</p> <p>Communication with parents via: HT newsletters Class learning newsletters</p>	<p>Groupings are created with special preference given to accommodating families on the same days and friendships to cater for pupils mental wellbeing</p> <p>Parents made aware of all new groupings through letters hand delivered to addresses and through school App</p> <p>Focused curriculum for term 1 created for all stages by staff through using transition data and ES/EEF resources.</p> <p>Google Classrooms set up for all classes by Week 2 (17th Aug) for full blended learning approach. Continuation of programme used through Covid-19 closures.</p> <p>Engagement tracked weekly and teachers/SMT regularly in contact with parents who need support.</p> <p>Boxall profile used with targeted children to identify interventions</p> <p>Google forms/ surveys/ questionnaires used to</p>
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<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"> • 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. 	<p>Home link diaries Website class pages School app Individually by telephone as required</p> <p>Parent/child views sought June: evaluate effectiveness of home learning provided Mar-June 2020</p> <p>August: key priorities for parents/pupils</p>	<p>evidence parent views and next steps created with all stakeholders, taking into account of pupil voice</p>
<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</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. 	<p>Home learning activities set to deepen understanding of concepts taught during in-school days. Activities provided will be a mix of concrete resources and online activities via Google Classroom, including use of Education Scotland Covid-19 resources.</p>	

<p>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 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"> • Can staff who are shielding work on developing and leading on online learning opportunities? • Take account of the existing resources you have access to and how these can be used to support learning at home. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated. • Review and plan how you will deliver and set work at home and how feedback will be given to learners. • Establish a baseline on the number of pupils and staff who have home access to ICT. • Consider how to take account of pupil voice in their learning at home. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home. • Consider how you will measure and track engagement with home learning 	<p>Teaching staff plan and prepare home learning activities to support in-school learning, using a balance of concrete resources and online. Feedback to pupils: online comments for Google Classroom activities</p> <p>Key resources including equipment and reading books will be provided for home learning.</p> <p>Most pupils have accessed online learning during closure period; ascertain any families requiring IT equipment to support – particularly new P1 families</p>	
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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><i>Planning for a blended learning approach in August 2020 was undertaken in June 2020.</i></p> <p><i>Risk assessments and safe systems of work in place to minimise risk of Covid-19 infection. All staff and children aware and regularly reminded of procedures. Parents/carers informed.</i></p> <p><i>Almost all staff indicated they used a range of data and information to inform planning for pupils' return in August. It was noted that, due to restrictions, P1 transition was less comprehensive than previous year.</i></p> <p><i>A focused curriculum in term 1 (literacy/numeracy/health and wellbeing) enabled teaching staff to assess learner needs and next steps in core areas. Teaching staff are confident in making professional judgements of children's progress using a range of data and evidence to identify learner next steps</i></p> <p><i>Numeracy: mental maths and problem-solving focus. Audit of current practice and resources undertaken.</i></p> <p><i>New Google Classrooms were set up and used Oct-Dec 2020 to provide regular homework activities, ensuring that on entering lockdown in January 2021 all children were able to access remote learning. Children who required digital devices during remote learning had access to these for homework tasks on return to school.</i></p> <p><i>Resource packs of stationery, equipment and specific resources eg reading books/text books, were prepared and distributed to all children at the start of lockdown, with periodic distribution of further resources. This has led to a deficit in resources following return, both of consumable items as well as textbooks and reading books.</i></p> <p><i>A number of children benefitted from targeted nurturing HWB support.</i></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><i>Staff feedback: Google form</i></p> <p><i>Standardised tests: Schonell reading/spelling, maths confirmatory assessments, SNSAs, P1 PAST etc</i></p> <p><i>Forward plans</i></p> <p><i>Tracking and monitoring of expected/achieved levels – Closing the Gap data spreadsheets</i></p> <p><i>Tracking and Monitoring dialogues</i></p> <p><i>Google Classrooms</i></p> <p><i>Tracking/monitoring of remote learning engagement; record of contact with families to offer support</i></p> <p><i>Audit of resources following lockdown</i></p> <p><i>Feedback from staff: improvement in children's HWB observed in class/ playground</i></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> <p><i>Further develop P1 transition programme</i></p> <p><i>P1 baseline assessment</i></p> <p><i>Early intervention P1-3 in literacy and numeracy</i></p> <p><i>Focus on parental engagement</i></p> <p><i>Targeted literacy and numeracy support, including Catch Up Literacy and Numeracy</i></p> <p><i>Literacy: Talk4Writing – embed fiction and non-fiction, develop poetry</i></p> <p><i>Numeracy: audit of current pedagogy, resources, 3 year improvement - Maths recovery staff development</i></p>

<p><i>Strong home-school communication sustained through app, website, phone calls.</i></p> <p><i>Formal parents' evening consultations were held by telephone in October 2020 and March 2021. ASN reviews for all children with staged intervention, ASP and ASD paperwork held in December 2020 and March 2021.</i></p> <p><i>Remote learning from January-March 2021 focused on continuity of learning. Teaching staff used a range of approaches and resources to provide an engaging, relevant and stimulating online curriculum. Staff recorded teaching sessions, provided voice notes/opportunities for live class check ins, made effective use of externally prepared resources including, but not limited to: SLC2, Education Scotland, West Partnership, BBC.</i></p>	<p><i>SMT observations of Google Classroom remote learning offer</i></p> <p><i>Feedback from staff via Google Form</i></p>	<p><i>Review HWB programme incorporating updated Proud to Be Me/SHARE/LGBT</i></p>
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