



South Lanarkshire Council

Recovery School Improvement Planning August 2021



Woodpark Primary School

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 	<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>1: Rationale and Design Review of curriculum rationale part of 2019-20 improvement plan but not completed.</p> <p>Theme 2: Development of the Curriculum Self evaluation of progress of previous school improvement evidences the following as next steps in our development of the curriculum:</p> <p><u>Literacy: Writing</u> Embed Talk for Writing (fiction and non-fiction) P1-P7 Develop Talk for Writing (poetry) across P1-P7</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>1: Rationale and Design Review curriculum rationale, engaging with staff, pupils, parents/carers. Lead - HT All teaching staff Pupils/parents participate in self evaluation using HGIourS part 1 and 2 Sept 2021 - Feb 2022</p> <p>Theme 2: Development of the Curriculum Talk for Writing: Who: Lead: Literacy Coordinator All teaching staff What/when: T4W fiction and non-fiction used across all stages from August 2021 Develop T4W poetry across all stages: Staff development August – October 2021; all aspects of T4W used in all classes by March 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>1: Rationale and Design Curriculum rationale reflects the context of the school and our learners, and takes into account the experiences of 2020-21.</p> <p>All curricular areas reviewed across a 5 year cycle.</p> <p>Attainment in literacy and numeracy increased as result of greater engagement in, and enjoyment of, learning – Leuven scale</p> <p>Theme 2: Development of the Curriculum Talk for Writing pedagogy fully embedded across all stages by March 2022. Improvement in attainment in writing increased universally by at least 3% to 78% by June 2022. Summative assessment (eg Scottish Criterion Scale); teacher professional judgement; moderation activities on achievement of level in writing at school and learning community levels. Pupil engagement and enjoyment in writing increased, measured using Leuven scale. Minimum of 5%</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>	<p>engagement over the last session.</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><u>Numeracy:</u> Audit of current pedagogy, numeracy curriculum, resources to identify 3 year improvement plan in numeracy across nursery to P7 stages.. SLC Framework for Numeracy and Mathematics Maths Recovery</p> <p><u>HWB:</u> Self-evaluation and staff feedback indicated that review of HWB curriculum required. Mental and physical wellbeing of children identified by staff and parents as key priorities.</p> <p><u>STEM:</u> Engaging in SSERC Primary Cluster Programme as part of Learning Community</p>	<p>Numeracy: see 3.2 Raising Attainment and Achievement Theme 1</p> <p>Review of HWB curriculum across all stages, with key focus on mental and physical wellbeing, also incorporating updated RSHP. Lead DHT Working party Sept 2021 – Feb 2022</p> <p>Nursery: focus on development of emotional literacy skills Audit current practice/resources Training and staff development – all EY practitioners October 21- April 22 Lead - EYTL</p> <p><u>STEM:</u> SSERC Primary Cluster Programme year 2: CPD opportunities to engage in STEM training New materials support creative and stimulating STEM learning and teaching Lead: Science Coordinators LW &LD Sept 21 – May 22</p>	<p>increase in pupils observed at Leuven scale 4-5 from September 2021 to May 2022.</p> <p>Numeracy: see 3.2 Raising Attainment and Achievement Theme 1</p> <p>Pupils' mental wellbeing supported universally/targeted as appropriate. Emotional literacy and awareness enhanced, leading to improved ability to engage in learning and consequently improved attainment. Pupils' physical wellbeing enhanced. Wellbeing indicators Observation Boxall profile Formative/summative assessment Closing the Gap data</p> <p>Updated Proud to be Me resource embeds LGBTQ+ outcomes.</p> <p>Most staff engage in STEM CPD opportunities Staff knowledge, understanding and confidence in planning and delivering STEM activities increased Pupil engagement, skills and confidence in STEM increase</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>Theme 1: Learning and engagement</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>Digital technology IT provision to pupils by Scottish Government and Lesmahagow Development Trust has enabled children to fully access curriculum during remote learning periods. Very good use of our website and app was made throughout these periods to communicate with pupils and families.</i></p> <p><i>Self-evaluation dialogue highlighted need for further staff development in using digital technologies to support children's learning in nursery.</i></p>	<p>Theme 1: Learning and engagement</p> <p><i>Further develop knowledge of, and confidence in, using Leuven Scale of Engagement (wellbeing, involvement) as part of targeted assessment.</i> Lead: HT All teaching staff Inset 2 1 hr Inset 4 1 hr Nursery: Inset 3 1 hr – KH lead</p> <p><i>Lead: ICT Coordinator</i> Continue to ensure website is up to date with relevant information for parents/carers Aug 2021- 22</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> Aug 2021 – June 22</p> <p><i>Curriculum delivery enhanced through creative use of digital technologies across all stages. Targeted support for identified children incorporates use of digital technology where appropriate.</i> Aug 2021-22</p> <p><i>Use of ipads, website and SWAY in nursery to support children's learning</i></p>	<p>Theme 1: Learning and engagement</p> <p><i>Staff knowledge, and confidence in use, of Leuven scale used to track pupil engagement for identified pupils/class engagement in order to identify appropriate support, intervention, ensure appropriate pace and challenge. Children's engagement increases, thereby impacting on attainment, achievement and health and wellbeing.</i> Observation; assessment Closing the Gap data 2021 -22</p> <p><i>Parental engagement further enhanced through digital means.</i></p> <p><i>All pupils able to access and use Google Classroom, in event of return to remote learning.</i></p> <p><i>Pupil engagement in learning activities increased.</i> Teacher observation; Leuven scale</p> <p><i>Increased attainment of targeted pupils – summative/formative assessment; Closing the Gap data 2022</i></p> <p><i>Learning activities incorporate greater use of digital technologies in nursery.</i> Staff knowledge, understanding and confidence in using/accessing range of digital resources to support children's learning is enhanced.</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>Theme 2: Quality of teaching</p> <p><i>Analysis of attainment data 2019-20 and 2020-21 identified that from P1 – P3 attainment in reading, writing, talking and listening, and numeracy decreased across all areas, with the exception of P3 writing.</i></p> <p>Theme 3: Effective use of assessment</p> <p><i>Formative and summative assessments used effectively to support teacher professional judgement within school. Following consultation with learning community head teachers re use of NGRT to support teacher professional judgement in reading, reintroduce NGRT P2-P7 to ensure data collected is in line with LC.</i></p> <p><i>Moderation of NGRT – at establishment and LC levels to</i></p>	<p>Theme 2: Quality of teaching</p> <p><i>Targeted literacy and numeracy support; Catch Up Literacy and Numeracy; 5 Minute Box Lead: DHT Who: SSAX2, additionality teacher; class teachers August 2021-June 2022 Teaching additionality will support class teacher in providing targeted literacy/numeracy intervention/support for identified pupils P1-3</i></p> <p><i>P1-2 5 Minute Box interventions for identified children 2x SSAs P3-4 Catch up Numeracy/Literacy interventions for identified children 2x SSAs 1xSSA to undertake Catch Up Numeracy training</i></p> <p>Theme 3: Effective use of assessment</p> <p><i>NGRT P2-P7: October 2021 Class teachers/DHT P2-7 NGRT reading assessments provide class teachers with baseline reading ages; use of Bent PS spreadsheet to identify next steps in learning to ensure literacy curriculum provides coherent learning experience.</i></p> <p><i>Moderation of NGRT: Time to be agreed with LC By class teachers – stage partners across learning community</i></p>	<p>Theme 2: Quality of teaching</p> <p><i>Attainment in literacy and numeracy P1-3 will increase by minimum of 5% by May 2022 Attainment in numeracy at P4 stage will increase by minimum of 5% by May 2022 Closing the Gap data analysis Summative/formative assessment Teacher professional judgement</i></p> <p>Theme 3: Effective use of assessment</p> <p><i>Almost all pupils make expected, or above expected, levels of progress in reading in one year – measured using NGRT in September 2022; also using summative/formative assessments/teacher professional judgement by May 2021. Progress evidenced in teacher forward plans/tracking and monitoring.</i></p>
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		<p><i>ensure consistency across all establishments.</i></p> <p><i>Review of our assessment approaches identified we do not currently use a P1 baseline assessment. Teacher feedback indicated that there was less information available for children starting P1 this year. More time taken in first term to get to know children, socially/emotionally as well as assessing learning.</i></p> <p><i>Reading book band trackers were not consistently used across all stages in session 2020-21. Trackers must be used for all reading groups to track progress through book band levels.</i></p> <p><i>Talk for Writing introduced across all stages during the past two school years.</i> <i>Moderation of writing across all stages to ensure consistency, develop staff confidence in assessing progress in writing taught via Talk for Writing.</i></p>	<p><i>P1 baseline assessments: By end September 2021 By class teacher/DHT</i></p> <p><i>All class teachers use Book band tracking sheets for each reading group across all stages August 2021 – June 2022 Lead: Literacy Coordinator Monitored by SMT – tracking and monitoring dialogues</i></p> <p><i>Moderation of writing within establishment 2x sessions: November 21/April 22 Lead: Literacy coordinator All class teachers</i></p>	<p><i>Moderation of NGRT across learning community ensures shared understanding by all teaching staff.</i></p> <p><i>P1 baseline assessments provide detailed information to enable class teacher to effectively plan next steps in learning, ensuring all pupils are provided with a relevant, progressive learning experience, evidenced in teacher forward plans/tracking and monitoring dialogues.</i></p> <p><i>Consistent use of book band tracking sheets ensure appropriate progression in reading for all children P1-7.</i></p> <p><i>Moderation of writing ensures staff confidence in assessing progress is further enhanced; in turn this ensures that teachers plan appropriately for pupil next steps in learning. Almost all pupils make expected, or above expected, levels of progress in writing in one year – measured using teacher professional judgement, supported by summative writing assessment – Talk for Writing hot tasks/Scottish Criterion Scale. Progress evidenced in teacher forward plans/tracking and monitoring.</i></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 	<p>Theme 1: Attainment in Literacy and Numeracy</p> <p><i>Numeracy: Comparison of Closing the Gap data 2019-20 and 2020-21 evidenced that from P1-P6 achievement of level in numeracy decreased this session overall by 5.95%. This reflects the national picture that numeracy has been more greatly affected by lockdown/home learning than reading. Current practice in Mental Maths and Problem Solving was evaluated with teachers in session 2019-20.</i></p> <p><i>Comparison of Closing the Gap data 2019-20 and 2020-21 evidenced that levels of attainment in numeracy from P1-3 decreased this session by 11.6% overall, indicating that learning in the lower stages was more significantly impacted by lockdown/remote learning.</i></p>	<p>Theme 1: Attainment in Literacy and Numeracy</p> <p><i>Attainment in numeracy, and review/refresh of numeracy curriculum, will be key areas of focus from session 2021-22 to session 2023-24.</i></p> <p><u>Numeracy year 1:</u> <i>Mental Maths/Problem Solving Early/First level numeracy pedagogy</i></p> <p><i>Lead: Numeracy Coordinator Teaching staff working parties: 1: Nursery-P3 numeracy teaching strategies (Maths Recovery) at early/first level Aug 2021-Feb 2022 2: P4-7 mental maths Aug 2021 – Nov 2021 P4-7 problem solving Jan 2022-Apr 2022</i></p> <p><i>1: Audit and develop pedagogical practice in Maths Recovery across Nursery-P3 stages.</i></p> <p><i>2: Audit and develop pedagogy and resources to support mental maths and problem solving P4-7, using SLC Framework for Numeracy and Mathematics to form the basis of our audit/evaluation of current practice, planning and implementation of mental maths and problem solving strategies. Online survey to gather current staff views on confidence in each aspect of Framework for Numeracy and Mathematics to plan 3 year improvement cycle in maths.</i></p> <p><i>Embed problem solving planning within mathematics and numeracy planning across all stages, following</i></p>	<p>Theme 1: Attainment in Literacy and Numeracy</p> <p><i>Pupil attainment in numeracy/maths increases by a minimum of 5% across all stages by May 2022. Summative assessment (SEAL) September 2021/May 2022 – sample groups from each class Confirmatory assessments – all pupils - May 2022</i></p> <p><i>Staff confidence in Maths Recovery across nursery-P3 developed; pupils make good/very good progress in maths from prior levels of attainment. Confirmatory, formative, summative assessments, teacher professional judgement Closing the Gap data 2021-22</i></p> <p><i>Children demonstrate greater fluency/flexibility in application of mental maths to support numeracy learning. Closing the Gap data 2021-22 Teacher feedback, observation/ formative assessment indicates a strategic approach in teaching and learning of mental maths, children demonstrate greater fluency and confidence</i></p> <p><i>Teacher feedback demonstrates increased confidence in strategically planning, and teaching, problem solving. Forward plans, progression pathways evidences problem solving embedded within planning. Children observed to approach problem solving activities using range of appropriate strategies; work collaboratively, demonstrate perseverance and increased engagement. Leuven scale.</i></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>the varied learning experiences they will have had during 20-21 and, where necessary, reignite learner responsibility for their learning and achievement.</p>	<p><i>Literacy:</i> Comparison of Closing the Gap data 2019-20 and 2020-21 evidenced that levels of attainment in reading from P1-3 decreased this session by 6.69%, in writing by 4.22%, and in talking and listening by 12.81%, evidencing the impact of lockdown/remote learning at these stages.</p> <p>Comparison of Closing the Gap data 2019-20 and 2020-21 evidenced that at P5 stage, attainment in writing decreased by 31.45%.</p>	<p><i>SLC Framework progression pathways.</i></p> <p><i>Numicon resource and training for early years and P1-3 staff TBC</i></p> <p><i>SLC staff training: Framework for Numeracy and Mathematics pedagogies/Maths Recovery (CPD) Aug 2021 – May 2022</i></p> <p><i>November inset 1.5 hrs</i></p> <p><i>Inset 2 1 hour: view/demonstrate new resources to support mental maths/problem solving</i></p> <p><i>Intervention: Catch up Numeracy – targeted pupils P3-P4</i> <i>Additional Catch Up Numeracy training 1xSSA</i></p> <p><i>Catch up Literacy intervention – P3 and P4 stages</i> <i>Lead DHT</i> <i>SSA x1</i> <i>5 Minute Box intervention – P1 and P2</i> <i>Lead DHT</i> <i>SSA x2</i> <i>Class teachers</i> <i>Targeted support by additionality teaching staff for identified pupils/groups P1-3</i></p> <p><i>Targeted support in writing at P6 stage for identified pupils</i> <i>Lead DHT</i> <i>Additionality teacher</i> <i>Class teacher</i></p>	<p><i>Pupils appropriately challenged and able to apply strategies with increasing independence to successfully complete problem solving activities.</i></p> <p><i>Attainment of pupils with targeted intervention (Catch Up Numeracy) increases by minimum of 5% - May 2022</i></p> <p><i>Attainment of pupils with targeted intervention increases by minimum of 5% - May 2022</i></p> <p><i>Overall attainment in writing at P6 stage increases by minimum of 10% - May 2022</i></p>
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Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

<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>School Rationale</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>Key Recovery Tasks (Action Plan)</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>Desired Outcomes and Measures</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>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>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 	<p>Theme 1: Wellbeing</p> <p><i>School/nursery closure and limited P1 transition opportunities as result of first lockdown period – staff reported children were less settled than in previous year. Increase observed in children with attachment/separation anxieties, also a ‘relaxed’ attitude of some pupils to learning across stages. A few children regularly display extremely distressed behaviours.</i></p> <p><i>All staff have undertaken Attachment Theory Part 1 and 2 training session 2020-21. Almost all staff (95%) indicate they are confident in attachment practices. All staff agree that the school is a nurturing, caring environment.</i></p>	<p>Theme 1: Wellbeing</p> <p><i>Make use of digital technologies to provide a more robust transition programme within Covid-19 guidelines for session 2021-22/2022-23. P1 & nursery teachers May – June 2021 & April – June 2022</i></p> <p><i>Further develop knowledge, understanding and application of attachment –informed practice (SLC attachment theory) to support identified children. Further develop staff knowledge, understanding of PPRUB Lead Ed Psych/HT All staff Inset 3 1.5 hrs</i></p>	<p>Theme 1: Wellbeing</p> <p><i>Mental wellbeing of P1 children enhanced; more settled start to school; able to engage fully in learning experiences Evidence: teacher observation; Leuven scale; wellbeing indicators; baseline, summative, formative assessments Closing the Gap data</i></p> <p><i>Children displaying distressed behaviours as a result of attachment issues feel safe, develop positive interactions with peers and staff, and engage in learning, thereby impacting positively on attainment levels. Wellbeing indicators Boxall profile Observation</i></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>focus on individual and 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. <ul style="list-style-type: none"> 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><i>81% of staff indicated that they felt children received the support required. Nurturing group/individual timetable for identified children. Staff report positive impact on children's wellbeing in class as a result.</i></p> <p><i>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>Staff have had the opportunity to complete, or have had training in completing, Boxall profile. Staff knowledge of, and confidence in using Boxall profile is developing.</i></p> <p>Theme 3: Inclusion & Equality</p> <p><i>We have been unable to provide a range of lunch/after school activities/committees since March 2020. Prior to this, participation levels were high. Every child was involved in the working life of the school through our committees. Celebrations of wider achievement were celebrated weekly at assemblies. However, under current Covid-19 regulations,</i></p>	<p><i>Provide further opportunities for teaching and support staff to undertake Nurture UK training. Nurturing approaches embedded in classroom practice</i></p> <p><i>Lead PT</i></p> <p><i>4x staff – training</i></p> <p><i>All staff</i></p> <p><i>Range of nurture resources (PEF) shared and modelled to support nurturing approaches in all classes</i></p> <p><i>Lead PT</i></p> <p><i>All staff</i></p> <p><i>Continue to provide targeted support for identified children (individually/groups) in nurturing approaches</i></p> <p><i>Lead PT</i></p> <p><i>SSAs</i></p> <p><i>Further develop knowledge, understanding and confidence in using Boxall profiling in order to identify appropriate targets and interventions.</i></p> <p><i>Lead PT</i></p> <p><i>Teaching staff/nursery teacher and EYTL</i></p> <p>Theme 3: Inclusion & Equality</p> <p><i>When Covid-19 regulations allow, re-establish whole school committee groups to enhance pupil voice.</i></p> <p><i>Lead DHT and acting PT Equity Pupils</i></p> <p><i>Parent focus group</i></p> <p><i>Partner agencies/local community links</i></p> <p><i>HGIOurS Part 1 and 2</i></p> <p><i>3 year plan</i></p>	<p>Assessments</p> <p><i>Closing the Gap data</i></p> <p><i>Appropriate targets/interventions for identified children via Boxall profile lead to improved attainment and engagement.</i></p> <p><i>Observation</i></p> <p><i>Summative assessment</i></p> <p><i>Closing the Gap data</i></p> <p>Theme 3: Inclusion & Equality</p> <p><i>Parents/carers and pupils fully involved in self evaluation activities to further inform our school improvement planning</i></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. 	<p><i>we have been unable to provide these opportunities. Pupils feel less involved in the life of the school as a result.</i></p> <p><i>For some children, the existing behaviour management strategies are not effective, evidenced in increased exclusion statistics and lower attendance figures this session.</i></p>	<p><i>Continue to develop our wider achievement tracker, promoting and celebrating children's wider achievements outside school</i> <i>Provide a breadth of opportunities for children to engage in activities – after school/lunch times</i> <i>Lead: acting PT Equity</i> <i>Active Schools Coordinator</i> <i>Teaching and support staff</i> <i>Aug 2021- June 2022</i></p> <p><i>Further incorporate children's voice through development of effective questioning/listening skills to inform nursery planning</i></p> <p><i>Review school behaviour management system.</i> <i>Lead HT</i> <i>All staff, pupils, parents/carers</i> <i>By Feb 2022</i> <i>Pilot, review May 2022</i></p>	<p><i>All pupils have the opportunity to participate in minimum of one after school/lunch activity in session 2021-22.</i> <i>Pupils' self-esteem and confidence increased.</i></p> <p><i>Revised behaviour management strategies effectively supports all pupils, leading to enhanced ethos, increased pupil engagement and attendance.</i></p>
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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
1.3 Leadership of Change 1.5 Management of Resources to Promote Equity 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment and Achievement	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.	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.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	This section outlines what the desired impact will be for our children and young people and how it will be measured.

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) - Attainment (standardised assessments, class work, use of benchmarks, in-school assessments, SNSA) 	<p>Theme 3: Inclusion and Equality</p> <p>Attendance <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% 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>Theme 3: Inclusion and Equality</p> <p>Attendance <i>Identify poverty-related barriers to attendance/punctuality; seek creative ways to overcome barriers</i> <i>Robust tracking and monitoring of attendance and punctuality across school/ targeted pupils.</i> <i>Attendance: targeted supports for children with <90% attendance session 2020-21, with particular focus on the 11% below literacy/numeracy benchmark</i> <i>Regular contact with identified families</i></p>	<p>Theme 3: Inclusion and Equality</p> <p>Attendance <i>Attendance of targeted pupils with <50% session 2020-21 increased to minimum of 80%</i> <i>Attendance of pupils with attendance of 70-90% session 2020-21 increased to 95%</i> <i>Attendance of pupils with 90% session 2020-21 increased to minimum of 97%.</i> <i>Improve overall school attendance by 4% to 97% in session 2021-22.</i> <i>Increased attendance and punctuality positively impacts on</i></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>	<ul style="list-style-type: none"> - Attendance and Punctuality (in-school at hubs) - Engagement (Leuven scale, observational data) - Participation (remote learning participation data) <ul style="list-style-type: none"> • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding, with a minimum of 5% of PEF subject to participatory budgeting. • 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. <ul style="list-style-type: none"> • Ensure sound financial management of all sources of funding 	<p><i>Greater focus on tracking latecoming and supporting punctuality required.</i></p> <p>3.2 Raising Attainment and Achievement Theme 4: Equity for all learners</p> <p>Well-established wider achievement and participation system was halted due to Covid-19. We endeavoured to continue to promote wider achievement where possible within current context. We strive to acknowledge a breadth of achievement under the four capacities, celebrated weekly at assembly and also at our end of session Achievement Awards ceremony.</p> <p>2.4 Personalised Support Theme 2: Targeted Support</p> <p>As per Continuity of learning</p>	<p><i>Lead acting PT Equity Aug 2021 – June 2022</i></p> <p>Theme 4: Equity for all learners <i>Lead: acting PT Equity</i> <i>Review current systems in place to promote equity of success and develop further to ensure all pupils are active participants in wide range of opportunities within and beyond school context.</i> <i>Ensure effective use of PEF funding to support equity for all learners</i> <i>Aug 2021 – June 2022</i></p>	<p><i>attainment, participation and engagement.</i> <i>Summative/formative assessment</i> <i>Closing the Gap data</i></p> <p>Theme 4: Equity for all learners With increased participation, success and achievement, pupils' self-esteem is raised, positive attitudes towards challenging situations develop which can be applied to learning thereby increasing attainment. Observation Tracking of opportunities provided and uptake; participation and achievement Closing the Gap data</p>
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<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 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"> • 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. 			
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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.

2.5 Family Learning

Theme 2: Early Intervention and Prevention

Our staff are aware of the factors causing child poverty within our community.

We work with parents and other agencies to help parents minimise the effect of poverty on our children.

Our staff has an informed understanding of local demographics that informs more targeted support when appropriate.

Schools should:

- Revisit [Child Poverty Action Group Website](#) and other relevant reading.
- Revisit their CoSD Position Statement in relation to:
 - 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.

This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.

CoSD Lead: DHT/acting PT Equity

Review our CoSD policy
Seek views of, and share with, all stakeholders
By September 2021

Ensure all staff aware of CoSD policy, CPAG website and article, and understand how this impacts on practice – ensure consistent approach across school and nursery.
By October 2021

Ensure home learning activities are supported by providing the resources that are required. Seek low-cost ways to provide resources eg stationery shop
August 2021-June 2022

Wide range of lunch/after school clubs offered across the year. Consultation with pupils to ensure wide range of interests captured.
September 2021 – June 2022

Reintroduce low-cost shared school uniform standard for all pupils. Promote uniform swap shop
August 2021

This section outlines what the desired impact will be for our children and young people and how it will be measured.

Financial demands placed on families by school will be significantly reduced, thereby ensuring that no child is disadvantaged educationally or socially in fully participating in the experiences on offer.

Children and families benefit from targeted support where appropriate.

Resources provided by school ensure all children can engage with home learning activities provided – both concrete and IT resources. Increased engagement in home learning activities evidenced through tracking of engagement.

Participation in lunch/after school clubs tracked across the session.

Shared uniform standard, school uniform swap shop, reduces financial pressures on families. Winter jacket campaign ensures children requiring appropriate

		<p>5% participatory budget funding will be used, following consultation with stakeholders, to support identified priorities in reducing poverty-related attainment gap.</p>	<p>Introduce Woodpark Winter Jacket campaign October 2021</p> <p><i>Seek ways to enable parents/carers to access support/ equipment/ resources discreetly</i> Raise awareness of supports available eg Money Matters/Best Start grants via school website, app, fliers August 2021-June 2022</p> <p>Seek external grants/funding streams to support outdoor learning/trips/wider experiences, in partnership with PTA August 2021-June 2022</p> <p><u>5% Participatory Budgeting = £ 5284</u> Consultation with parents/carers, staff, partners and pupils to identify priorities for PB budget August 2021 Review Feb 2022; May 2022 DHT/acting PT Equity <i>*Further information following consultation will be included</i> Aug/Sept 2021</p>	<p>outdoor clothing for cold weather have it.</p> <p>Parents/carers aware of supports available.</p> <p>Wider experiences provided to enrich our curriculum are accessible to all.</p> <p>PB funding used to support priorities identified by consultative group will reduce the poverty-related attainment gap.</p>
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