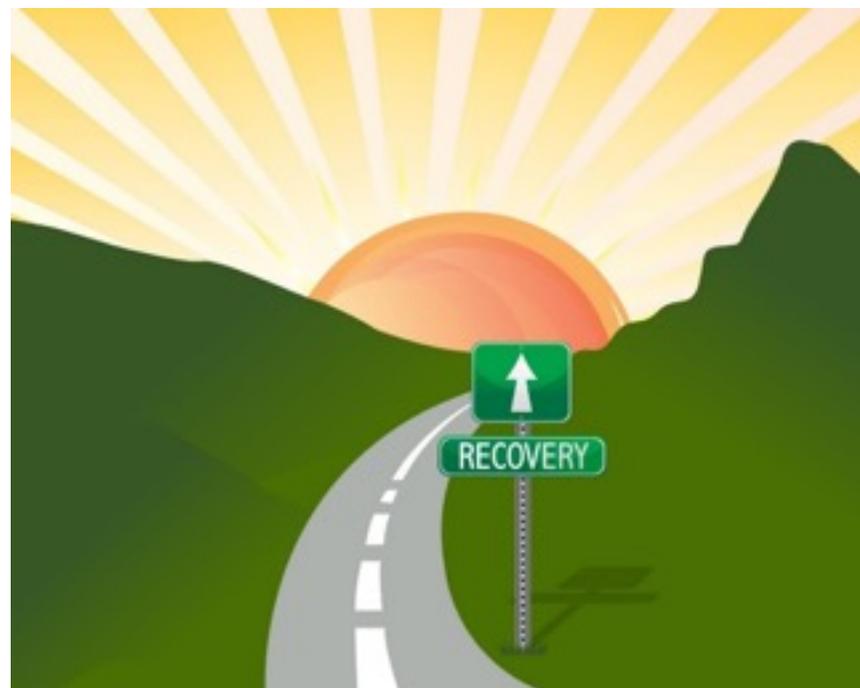
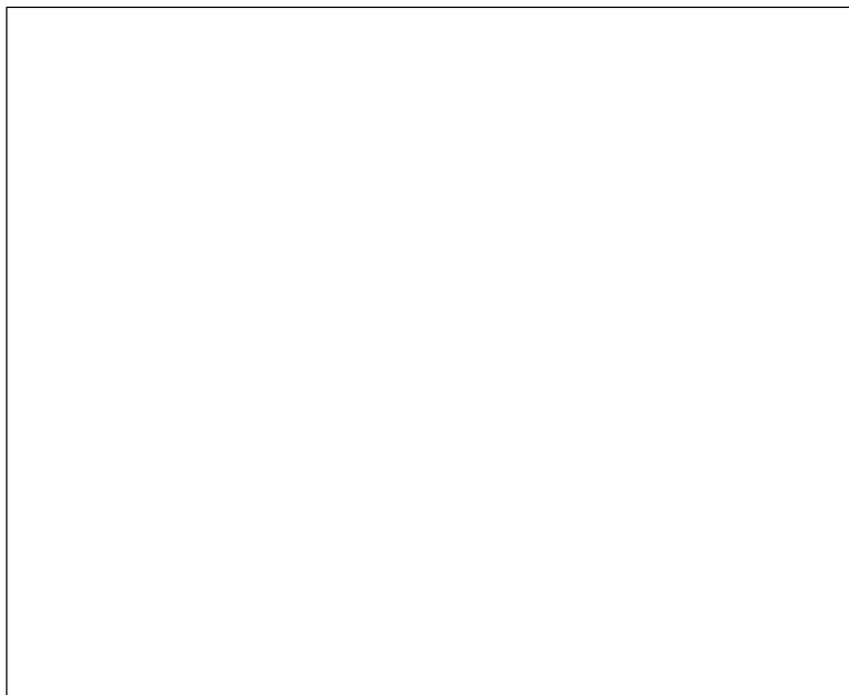


## South Lanarkshire Council

# Recovery Standards and Quality Report June 2021



**Biggar Primary and Nursery Class**

## Standards and Quality Report Session 20/21

### Our School

Our school is situated in the busy historic market town of Biggar situated in the Southern Uplands near the River Clyde. It serves a wide rural area with strong agricultural links. A royal burgh since 1451 Biggar still retains its medieval layout. It has associations with various historical figures including William Wallace and attracts tourists. The population of the town is estimated to be about 2500 with new housing in the process of being built. Many parents commute to Glasgow and Edinburgh for employment.

The school has well established links within the community including; Biggar Rugby Club, Biggar Rotary, Biggar Library, Biggar Museum, Residential care homes/hospital, Embroidery Club, Bowling Club and Fairtrade Steering group.

Our new school building opened in 2015 and is non-denominational and co-educational. It caters for children between the ages of three and twelve and half years of age. i.e. Nursery - P7. It is over three floors and is very spacious and airy with fantastic views.

We have 11 classrooms, a dining hall, a roof terrace, a library area, an ICT suite and a large gym hall with staging.

Our playground is still in the process of being developed but consists of a generous tarmac area, a muga pitch, a trim trail, raised beds and seating areas.

In session 20/21 we had a roll of 240 pupils but have a planning capacity of 344 pupils. We have no pupils in decile 1 and 2. The majority of our children live in decile 7– 57%. 90% of our pupils live in decile 7 or above. 14% of our children register for Free Meal Entitlement which is below SLC and National average.

As a school we are below average compared with SLC figures in relation to Additional Support Needs Looked After Children and those with English as an Additional Language. For the past 4 years attendance has been slightly above the SLC and National average sitting above 95%.

### Biggar Primary School Vision Statement

This is Biggar Primary School! We are confident individuals and successful learners who take pride in, and contribute positively to, both the local and global community. We celebrate the individuality, skills and talents of others and ourselves.

### Biggar Primary School Motto ( BPS)

**B**elieve   **P**repare   **S**ucceed

### Biggar Primary Values

Our values are **Respect, Honesty, Fairness, Kindness, Ambition and Determination**

## **Key Successes/Challenges and Achievements Session 2020/21**

***Throughout the challenges of session 20/21 it has been wonderful to see pupils, parents and staff all working together to maximise opportunities and minimise challenges. Resilience has been very evident across the school community.***

***Key successes for us this year include the ability to be adaptable and find alternative ways of doing things. The structure for the normal school day was amended to allow for bubbles in the canteen and the playground. Whole school assemblies were also changed into an online format that could be streamed into the classes and we adapted our pupil voice groups from being mixed across the whole school to have a class/school focus.***

***Another achievement for us this year has been to have a money free year. We committed to not asking parents for any money in recognition of the circumstances some people may have found themselves in due to the pandemic. Despite doing this we were able to find fundraising projects, not involving any parental contributions, to meet some of our fundraising needs and we now plan to sustain these projects.***

***Staff also demonstrated adaptability with regard the remote learning offer that we were able to provide for our learners in addition to the support provided for children of key workers and who attended in school provision.***

***One of the main challenges for us was in relation to the connectivity and not being set up to host meetings with people outside the organisation.***

***It was also challenging to try and keep cohorts of children connected across composite classes as bubbles had to be retained.***

## **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.***

<b>Improvement Priority 1 - Promote the positive health and wellbeing of children &amp; young people, parents/carers and staff</b>			<b>How will we know we've been successful?</b>
<b>Quality Indicator</b>	<b>Recovery Priority</b>	<b>Key Recovery Tasks (School specific)</b>	<b>Desired Outcomes and Impact</b>
<p><b>3.1</b> Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of Statutory Duties</li> <li>• Inclusion and Equality</li> </ul>	<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><b>Theme:</b> Whole School Wellbeing</p>	<p><b>Schools need to:</b></p>	<p><b>Key Recovery Tasks (school specific)</b></p>	<p><b>Desired Outcomes and Impact</b></p>
<p><b>Rationale:</b> 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 <b>Belongingness</b> and <b>Connectedness</b> is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through <b>Quality Relationships</b>, and a range of <b>Attachment Informed Practices</b>.</p> <p>Staff will have had a range of experiences during this period and will need a flexible and personalised approach that emphasises the ongoing importance of self-care.</p> <p>It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some.</p> <p>Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.</p>	<ul style="list-style-type: none"> <li>• Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools.</li> <li>• 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.</li> <li>• 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.</li> <li>• Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained.</li> <li>• 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.</li> <li>• Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector</li> </ul>	<p><b>*Nurture principles will be reissued to staff in August and act as an audit tool alongside SLC Attachment Strategy. The UNCRC and Nurture principles will be used to inform core learning experiences.</b></p> <p><b>*School values and the 'Biggar Bees' will be revisited with pupils, staff and parents.</b></p> <p><b>*All children will complete a reflective task linked to the four capacities in August. This will help them reflect on their experience during lockdown and help to inform next steps in teachers planning.</b></p> <p><b>*A-Z Recovery document will be issued by end of June'20.</b></p> <p><b>*Enhanced transition back into school for vulnerable children and those with ASN. Photobook of teacher, class etc (June' 20)</b></p> <p><b>*Emotionworks Recovery Resource to be used for planning initial reconnections and building relationships.</b></p> <p><b>*All staff have undertaken SLC Attachment training (June'20)</b></p> <p><b>*All staff have undertaken PRUDB Learn-online training.</b></p> <p><b>* Staff will have opportunities to participate in relevant webinars-</b></p>	<p><b>*Staff have an increased knowledge of the Nurture Principles and Attachment Strategy and have a shared understanding of what this will look like in school.</b></p> <p><b>*Children will be able to recognise their feelings and be able to discuss them with a trusted adult. Experiences of lockdown will inform the planning of relevant learning experiences.</b></p> <p><b>*Pupils, staff and parents will feel safe and reassured that social distancing and hygiene measures are in place and adhered to.</b></p> <p><b>*Effective support and consistent learning experiences will be in place to support the emotional wellbeing of learners.</b></p> <p><b>*Staff interactions and relationships with children are understood and underpinned by attachment theory.</b></p>

<p><b>Theme: HWB CURRICULUM</b></p> <p><b>Rationale:</b> The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is underpinned by recognition that all Behaviour is Communication.</p> <p>Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, 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><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>Contextualise the 'Reconnection &amp; Recovery' guidance to develop a recovery curriculum within a unique context.</li> <li>Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing</li> <li>Enable opportunities for children and young people’s voices to influence decisions and ensure the curriculum is responsive to needs.</li> </ul>	<ul style="list-style-type: none"> <li>*Develop a Recovery Curriculum Rationale which has HWB at the centre of our Blended Learning model.</li> <li>*Embed the Nurture Principles into all aspects of school life.</li> <li>*Develop Emotionworks across the school by engaging in their Recovery Programme.</li> <li>*Continue to engage children in the Wellbeing Indicators.</li> <li>*Weekly meetings with staff to evaluate blended learning approach.</li> </ul> <p>Visible learning Growth mindset Outdoor learning</p> <ul style="list-style-type: none"> <li>*Continue to promote pupil voice through Swarms? Weekly class assemblies with HT/DHT to enable decision making.</li> </ul>	<ul style="list-style-type: none"> <li>*All children will be re-engaged with school and learning. Children will become increasingly ‘ready to learn’.</li> <li>*All children will be able to discuss their feelings and emotions.</li> <li>*All children will be aware of a range of ways to improve their wellbeing.</li> <li>*Staff will feel confident in delivering learning experiences which have HWB at the core.</li> <li>*Children will feel empowered and listened to. They will be able to make decisions about their own learning and begin to re-engage in school decision making.</li> </ul>
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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?**

## Whole school well being

### Children

- Enhanced visits were arranged for children on return to school in Aug 20, along with leaflets and video footage of changes to building etc..
- Wellbeing indicators used as a focus on return to school Aug 20
- Emotionworks recovery curriculum was implemented across the school, Aug-Dec
- Daily live real time interactions between learners and staff during lockdown
- Weekly live real time interactions between learners and staff using Google Meet, P4-7
- Pastoral phone calls from HT, Nursery team leader/teacher and email communication from staff
- Health and well being policy produced

- All staff (nursery, school and support) have completed part 1 and part 2 of attachment strategy training
- All staff (nursery, school and support) participated in annual CP and PRDUBB training and have completed appropriate Learn on Line training
- Member of staff has completed nurture training through Nurture UK.
- Partner agencies involved in supporting well being of children eg educational psychologist delivering 'Lessons for living' to group of children in P6/7, Counselling for Schools provider sourced to provide support to individuals, Extended Community Team teacher working with individuals on resilience

- *Almost all children settled quickly into nursery and school in Aug 20 and again in March 21 following lockdowns. For those children who did not settle strategies were introduced such as soft start, mindfulness, engaging partners.*
- *Almost all children reported positive wellbeing before, during and after lockdown as evidenced with wellbeing indicators, daily checkins, Glasgow mental health questionnaire and outcomes of lessons on Emotionworks. Staff did not find latter resource effective in early stages as it was very repetitive.*
- *Real live time interactions were successful as evidenced in questionnaire issued following lockdown*
- *All staff more aware of attachment strategy and PRDUBB as reported at CAT 9, 19.5.21*
- *Member of staff, CC, reports increase in knowledge about nurture principles.*
- *Sessions show value for almost all children.*
- *Lessons for living- pre and post*
- *Counselling- evaluation*
- *ECT- verbal feedback*

- *Attachment champion to engage in training from authority*
- *Whole school plan for nurture/attachment to be devised.*
- *Implement annual use of Glasgow mental health questionnaire*
- *Implement new HWB resource, Jigsaw.*
- *Amend policy to include Jigsaw, counselling*
- *Implement Boxall profiling for fme children and others identified.*
- *Review of rationale, vision, values*
- *Continue staff health and well being*

<b>Improvement Priority 2 - Planning for Equity</b>			<b>How will we know we've been successful?</b>
<b>Quality Indicator</b>	<b>Recovery Priority</b>	<b>Key Recovery Tasks (School specific)</b>	<b>Desired Outcomes and Impact</b>
<p><b>2.4 Personalised Support</b></p> <ul style="list-style-type: none"> <li>• Universal Support</li> <li>• Targeted Support</li> <li>• Removal of barriers to learning</li> </ul> <p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of Statutory Duties</li> <li>• Inclusion and Equality</li> </ul> <p><b>3.2 Raising Attainment and Achievement</b></p> <ul style="list-style-type: none"> <li>• Attainment in Literacy and Numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievements</li> <li>• Equity for all learners</li> </ul>	<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><b>Theme:</b> Re-identifying the poverty-related attainment gap.</p> <p><b>Rationale:</b> 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><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Consider the experiences learners have had during the school closure period, drawing on for example: <ul style="list-style-type: none"> <li>- Engagement data</li> <li>- Home-school communication</li> <li>- Home-learning submissions</li> <li>- Engagement at hubs</li> </ul> </li> <li>• 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"> <li>- Learners’ wellbeing (e.g. <b>Boxall profile, observations, wellbeing indicators</b>)</li> <li>- Attainment (e.g. <b>standardised assessments, class work, use of benchmarks, in-school assessments</b>)</li> <li>- Engagement (e.g. <b>Leuven scale, observational data</b>)</li> <li>- Participation (<b>home-learning participation data</b>)</li> </ul> </li> </ul> <p>Purple text gives examples of how schools may tackle this; this isn’t exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/ experiences as well as lost them.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Key Recovery Tasks (school specific)</b></p> <ul style="list-style-type: none"> <li>*Identify pupils who have not engaged well with online learning and identify gaps they might have on returning to class.</li> <li>*Identify what supports will be required for blended learning.</li> <li>*Create a recovery profile/wellbeing wallet for all children including levels of engagement during school closures, levels of engagement during blended learning period, personal reflection against Wellbeing Indicators and personal targets.</li> <li>*Continue with the Pre-test/post testing structure in maths which we started last year (linked to VLAT)</li> <li>*Attainment will be measured by class teachers using Benchmarks and summative and formative assessment. Standardised assessments will be carried out at points throughout the year.</li> <li>*Further develop Visible Learning with a focus on effective feedback.</li> <li>*Support staff to work with individuals who we are targeting as well as those who may not be getting much input at home.</li> </ul>	<p><b>Desired Outcomes and Impact</b></p> <ul style="list-style-type: none"> <li>*Targeted pupils will receive additional support.</li> <li>*All teachers will establish a concise picture of the children’s strengths and development needs in terms of HWB, Literacy, Numeracy and levels of engagement.</li> <li>*Standardised assessments will provide additional evidence to support planned supports.</li> </ul>
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<p><b>Theme:</b> Planning to close the poverty-related attainment gap and reduce learners' barriers to learning.</p> <p><b>Rationale:</b> As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the <b>current</b> 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><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase.</li> <li>• Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking.</li> <li>• Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality.</li> <li>• Review staff training needs.</li> <li>• Review current partnership working.</li> <li>• Consider how you will measure and evidence impact; plan this into home and school approaches.</li> <li>• 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 <a href="#">EEF covid-19</a> resources helpful when considering this.</li> </ul>	<p>*PEF monies,£26,000, to ensure pupils identified as requiring IT support at home will be utilised.</p> <p>*<b>Emotionworks Recovery programme purchased.</b></p> <p>*<b>Additional member of support staff</b></p> <p>*<b>Continuation of visible learning</b></p> <p>*<b>Pupils who have been identified as not being able to access the online learning will be issued alternative resources.</b></p> <p><b>Staff to offer after school/lunch clubs to help close the gap - focus on key skills: reading; decoding/ comprehension/fluency, mental maths etc.</b></p>	<p>*Pupils with identified gaps will have the required supports in place and their attainment levels will be raised.</p> <p>*All pupils will build their capacity for coping/resilience</p> <p>*Pupils will be able to complete home learning tasks with minimal parental support if necessary/no requirement for ICT.</p>
<p><b>Theme:</b> Tracking and monitoring impact of equity approaches.</p> <p><b>Rationale:</b> 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><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy.</li> <li>• 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.</li> <li>• Consider points in planning section to find alternative approaches.</li> </ul>	<p>Termly meetings with SMT/ ECT regarding appropriate interventions and next steps.</p> <p><b>Continue to use seesaw as online learning journal to track progress year to year - explore how to use this further</b></p>	<p>*Appropriate agencies are consulted and worked with in partnership to ensure improved attainment.</p>

<p><b>Theme:</b> Cost of the School Day</p> <p><b>Rationale:</b> 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><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• Revisit <a href="#">Child Poverty Action Group Website</a></li> <li>• Read <a href="#">CPAG article</a> on impacts of school closures.</li> <li>• Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families.</li> <li>• Consider how you will equip learners with the tools required to undertake home-learning.</li> <li>• Consider how our actions can inadvertently alienate families in poverty.</li> <li>• Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts.</li> <li>• Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community.</li> <li>• Consider staff training needs – ensure <b>all</b> staff are consistent in their approach to poverty.</li> <li>• Consider what changes will need to be made to the school calendar in light of changes to family income.</li> </ul>	<p><b>New COSD document to be revisited and adapted if necessary (HG/GS/Parent Council, by end Sept – all staff by end August)</b></p> <p><b>*Stationary/IT packs available to identified families No requests for money this term. Panto/residential/class trips unlikely to take place.</b></p> <p><b>*Upload information on website,app and include in newsletters. ( Womenkind etc) HG, Ongoing Uniform rail - need to think of another way to offer to parents (touching clothes etc) - could be a closed facebook group with images and then parents contact school with what they would like.</b></p>	<p><b>*All staff aware of the principles underlying the COSD documentation – leading to a uniform approach and understanding of the issues.</b></p> <p><b>*Work set for blended learning is resourced, so parents not having to supply these.</b></p>
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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?**

**Planning to close the poverty related attainment gap and reduce barriers to learning**

**Achieved**

- PEF spend focussed on
  - Purchase of Emotionworks programme
  - Additional member of support staff
  - Reading resources
- HT ensured that all learners had access to appropriate devices to facilitate home learning ( Jan- Mar 2021)
- School secured a grant from Community Council to buy 4 chromebooks that could be distributed to families in need but who did not quite meet criteria for Scottish Government devices.
- Targetted children continued to receive interventions in literacy and numeracy

**Not achieved**

Continuation of visible learning training

**Cost of the School Day**

**Achieved**

- Money free year achieved in terms of asking parents for any monetary contributions.
- Regular signposting on app and in newsletter regarding financial supports
- Recycled uniform catalogue created and circulated on app
- Stationery supplies provided/available for parent forum
- Staff awareness raised of cost of school day implications and take cognisance of this when planning/accessing activities/learning opportunities.
- Breakfast Club has been re-established along with classroom snack bowls to target specific children but are inclusive to all.

**Not achieved**

New COSD leaflet distributed by parent council as content now requires to be revised.

- *Additional member of support staff was timetabled to deliver literacy and numeracy interventions such as Catch UP, IDL and 5 min box to targetted children.*
- *Tracking and monitoring of progress over session indicates that most targetted children made progress with allocated interventions.*
- *All targetted pupils had access to appropriate technology during remote learning ie laptops/mifi's*

- *Feedback from parent council indicates success of monetary free year achievement.*
- *Regular uptake of recycled uniform indicates success of strategy.*

- *Continue to implement literacy and numeracy interventions*
- *Train additional members of support staff to aid sustainability*
- *Consider remit of recovery teacher*
- *Staff to engage in CLPL sessions for equity in classroom*

- *Sustain actions, recycled uniform etc..*
- *Revise COSD leaflet and incorporate information/actions from Participatory Budgeting project*
- *Participatory Budgeting Project*

Improvement Priority 3 - Continuity of Learning			How will we know we've been successful?
<p><b>Quality Indicator</b></p> <p>2.2 Curriculum</p> <ul style="list-style-type: none"> <li>• Rationale and design</li> <li>• Development of the curriculum</li> <li>• Learning pathways</li> <li>• Skills for learning, life and work</li> </ul> <p>2.3 Learning, teaching and assessment assessment</p> <ul style="list-style-type: none"> <li>• Learning and engagement</li> <li>• Quality of teaching</li> <li>• Effective use of assessment</li> <li>• Planning, tracking and monitoring</li> </ul> <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> <li>• Attainment in Literacy and Numeracy</li> <li>• Attainment over time</li> <li>• Overall quality of learners' achievements</li> <li>• Equity for all learners</li> </ul>	<p><b>Recovery Priority</b></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, including the SLC Recovery Guidance documentation.</p> <p>Links are included where appropriate.</p> <p><b>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.</b></p>	<p><b>Key Recovery Tasks (School specific)</b></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><b>Desired Outcomes and Impact</b></p> <p>This section should give a brief indication of what success would like and how it will be measured.</p>

<p><b>Theme:</b> Learning In School</p>	<p><b>Schools need to:</b></p>	<p><b>Key Recovery Tasks (school specific)</b></p>	<p><b>Desired Outcomes and Impact</b></p>
<p><b>Rationale:</b>  <i>The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible</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.”</i> <b>The Recovery Curriculum, Think Piece</b></p> <p>Schools should consider the needs of</p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Consider if communal and social areas could be repurposed to provide additional learning space.</li> </ul> <p><a href="https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/">https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/</a></p> <ul style="list-style-type: none"> <li>Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity.</li> <li>Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure.</li> <li>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)</li> <li>Review your school’s learning, teaching and assessment processes. Your assessment guidelines will need to take account of the</li> </ul>	<ul style="list-style-type: none"> <li>*Capacity proforma completed and agreed with staff (June '20)</li> <li>*Risk assessment completed in consultation with staff.</li> <li>*Classrooms and nursery and other areas in school organised to ensure social distancing/enhanced hygiene and cleaning procedures (June '20)</li> <li>*Focus on HWB, some aspects of Literacy and Numeracy initially then extend throughout the school year.</li> <li>*Develop consistent plan for blended learning across all classes.</li> <li>*As above – focus is initially on HWB/reconnection/team building/communication</li> </ul>	<ul style="list-style-type: none"> <li>*Staff and pupils area safe in the building. Parents reassured that appropriate measures are in place.</li> <li>*Children are supported to reconnect/re-establish relationships and build capacity to cope with change.</li> <li>*Continuity of learning between home and school is evident.</li> </ul>

<p><b>Theme:</b> Learning At Home</p> <p><b>Rationale:</b></p> <p>A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of the specific needs of learners with additional support needs and other families most in need of support.</p> <p>While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.</p> <p>Schools 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>	<p><b>Schools need to:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Can staff who are shielding work on developing and leading on online learning opportunities?</li> <li>• Take account of the existing resources you have access to and how these can be used to support learning at home.</li> <li>• 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.</li> <li>• Review and plan how you will deliver and set work at home and how feedback will be given to learners.</li> <li>• Establish a baseline on the number of pupils and staff who have home access to ICT.</li> <li>• Consider how to take account of pupil voice in their learning at home.</li> <li>• 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.</li> <li>• Consider how you will measure and track engagement with home learning</li> </ul>	<p>Staff will work together to construct a recovery curriculum to meet the needs of our children and reflect the context of our school.</p> <p>*Continue to use learning journals in nursery and See Saw in the school classes for home learning</p> <p>Utilise existing subscriptions e.g. Charanga to offer learning opportunities</p> <p>*Establish number of pupils who have access at home to ICT. Additional chromebooks to be available.</p> <p>*Attend webinars/online training to familiarise ourselves with online platforms used to supplement home learning activities</p> <p>*CLPL on Google Classroom which we can then teach to our own classes</p> <ul style="list-style-type: none"> <li>- utilise GC</li> <li>- think about how feedback is going to be given on home learning</li> </ul> <p>*Staff to become confident using 'Loom' which is a programme where you can add a video of you explaining a website/ activity etc. in great detail. this can be emailed out/ possibly put on see saw to add extra support</p> <p>*Home learning will be tracked and monitored by teachers on a weekly basis</p>	<p>*Shared understanding of our recovery curriculum</p> <p>*Staff confidence increased in delivering home learning.</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?**

### Learning in School Achieved

- Account was taken of recovery advice and of Local Authority and National Risk Assessment advice to plan an in school curricular provision. This has continued throughout the various phases this session.

### Learning at Home Achieved

- Remote learning offer was agreed across the learning community with the aim of consistency and continuity of learning as close to the real experience within context.
- Learning Journals and Seesaw were successfully used as platform for remote learning.
- Staff undertook various CLPL opportunities to further develop digital literacy eg Google Meet
- All children were able to access a device during lockdown Jan-Mar 21

-Plans were created for recovery curriculum to cover literacy, numeracy and hwb. Monitoring of plans/lessons ensured quality learning and teaching

- Awareness raised of remote learning offer across parent forum through posting on app and website. 89.7% of parents reported that they received appropriate information in the lead up remote learning Jan 21*
- Feedback from questionnaire issued post lockdown indicates that 89.8 % of parent forum thought that delivery of remote learning through Learning Journals/Seesaw was effective.*
- Increased confidence amongst staff in digital literacy skills eg Google meet*
- Questionnaires were sent to parent forum in term 1 to enquire about digital needs.*
- Devices were ordered from SLC as appropriate*
- Follow up phone calls from HT ( to Fme entitled, vulnerable, asn needs, wider forum) ensured connectivity and access*

- Extend learning to cover all curricular areas and not just areas identified for recovery period.

- Formalise use of platform to deliver homework where appropriate and for communication.*
- Further develop use of Seesaw to communicate learner journey to parents through providing regular snapshots of learning.*
- Further develop staff digital literacy skills*

