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**South Lanarkshire Council**

**Recovery Standards and Quality Report June 2021**



**St John’s Primary, Hamilton.**

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| **Standards and Quality Report Session 20/21** |
| St John’s Primary School is situated in Hamilton with a role of 281 children; 45 children are in supported classes and 236 are in mainstream classes. Our catchment area includes 22% of children in SIMD 1 and 2. This is slightly below the Scottish average of 26% of children living in poverty. In 2020-2021 we had 22% of children entitled to a free school meal.  With 16% of our role as ASN children we pride ourselves on the inclusive ethos which permeates all aspects of life in St John’s.  Our vision and values and commitment to equity and equality ensure that all children receive a welcoming, stable and secure learning environment in which to flourish.  Our school aim agreed upon by our Parent Focus Group is;  *Children staff and parents work together to ensure every child reaches their full potential and leaves with a smile due to the experience learning and support they have shared.*  *Our Values are;*  *R-reliable*  *E- enthusiastic*  *S-sharing*  *P-polite*  *E-effective*  *C-caring*  *T- team*  In May 2018 our Pupil Council organised a competition for a new school moto. The unanimous winner was:  *Practise like you’ve never won and perform like you’ve never lost*. This has been adopted by the whole school.  We have an increasing number of children with English as a second language. In session 2020-2021, 10% of our role was made up of children with English as a second or third language. This brings a new dynamic to the school with first hand experiences of lots of cultures and traditions- ranging from Portuguese to Chinese. |
| **Key Successes/Challenges and Achievements Session 2021/22**  Very high level of engagement during online learning ranging from 64%- 97% per mainstream class.  Very positive parent relationships developed over home learning periods.  Offer of live lessons and interaction every day to learners working from home.  Continuing to hold Pupil Council and Rights Respecting School, both online and in school, meetings to ensure pupil voice is heard and acted upon.  Consistent approach to sharing information- weekly assemblies on Youtube- language and Right of the month.  Pupil lead events and competitions to provide a common theme across all classes- Valentine and Easter competitions.  High level of participation in community activities- Christmas Art Competition with George Taylor and Co and Beat the Street. |
| **Remote Learning Jan-March 2021**  Every class had an offer of live interactive lessons with teachers and support staff each school day.  Recorded lessons available to access at different points over the day.  Daily check ins to ensure engagement and interaction between staff and learners.  High level of engagement from learners and parents during live teaching sessions.  Class uptake varied over day and stage, average uptake across the mainstream school was 91% and ASN was 79%.  From Learning discussions with Primary 6/7 pupils stated that they liked the Google classroom and felt that the live teaching sessions over the day helped them to learn with their group and to work with their friends.  From Learning discussions with Primary 4 pupils stated that they enjoyed working from home and could be with their siblings/ pets as well as completing all their daily tasks.  From Learning discussions with Primary 7 pupils stated that they felt they got through work quicker as there were fewer distractions.  All pupils stated that they felt the interactive group teaching sessions offered them support and they were confident in completing their tasks accurately.  All staff actively engaged in training to increase ICT knowledge and developed confidence in the delivery of online teaching.  Chromebooks loaned to families to increase ability to join online lessons.  High level of support offered to parents/ families to increase ICT skills.  Homework and weekly tasks continue to be posted on Google classroom and weekly assemblies, Parent Council meetings and school meeting are now all able to be hosted online. |
| **Planning for and Evaluating improvement**  ***As children and young people returned to our buildings in August 2020 following the first National lockdown, we prioritised three key areas for development: Health and Wellbeing, Equity and ensuring Continuity of Learning for children/young people. These priorities formed the basis for our School Improvement Plan.***  ***What follows is a copy of this plan and a review of our successes in delivering on what we set out to achieve. As part of this review, we have identified new priorities, and these will form the basis of our new School Improvement Plan for Session 2021/22.*** |

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| **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?** |
| **Quality Indicator**  **3.1** Ensuring wellbeing, equality and inclusion   * Wellbeing * Fulfilment of Statutory Duties * Inclusion and Equality | **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. | **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 look like and how it will be measured. |
| **Theme:** Whole School Wellbeing  **Rationale:** School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community.  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.  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.  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.  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. | **Schools need to:**   * 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 reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. * Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. * Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. * Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. * Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. 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 which allow staff to be included and consulted. | **Key Recovery Tasks (school specific)**   * Online survey sent to children in P3-P6 and in school survey of P1 and P2 to gauge wellbeing and to help staff plan targeted intervention. June 2020. * Using response from wellbeing audit, parental feedback and learner engagement create a bespoke learning package for individuals to develop confidence and skills post COVID 19. * Provide support for learners in small group settings based on a nurturing class approach. * Revisit the school’s caring and supportive ethos with staff and learners. August 2020. * Refresher training for staff on the nurturing approach and webinars on SLC attachment strategy. June 2020. * Use knowledge, skills from staff Tapestry groups, advice, and support from outside agencies to continue to support decisions about children’s learning. * Clear communications about SLC attachment strategy to parents and carers by email, website and school app. * Flexible and adaptive approach to support staff. Variety of methods to include all staff and to reduce anxiety. | **Desired Outcomes and Impact**   * To have an accurate picture of whole school wellbeing to inform planning for recovery. * Data used to plan individual/ group and class learning. Seen in teacher dialogues and ASP targets. Increase in application of staged intervention. * Appropriate interventions planned and delivered to individuals/ family groups dependant on home learning experiences. * Increase in learner confidence. * Learners’ sense of connectedness and relationship with a significant adult will restart and self-confidence will increase. * Focus on consistency and continuity of learning experience across the two class bubbles. * Re-establish a supportive network for staff to work collegiately. * Build culture of sharing resources and creating stage activities for future. * Parent leaflet and video clip on school website to increase parental understanding of attachment. * Team meetings to include all in changes to procedures. * Buddy system set up for staff to pair up and share information/support each other. |
| **Theme:** HWB CURRICULUM  **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.  Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.  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. | **Schools need to:**   * 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 support of mental, emotional, social, and physical wellbeing * Enable opportunities for children and young people’s voices to influence decisions and ensure the curriculum is responsive to needs. | * Revisit with staff, parents and learners our curriculum rational. * Take into account parent, learner and staff views on priorities and ensure effective timetables and resources are available. * Re-establish RRS values across the school through daily/ weekly focus and challenges. * Continue with whole school approach to resilience and re-establish staff scripts to support learners. * Use part of blended learning teaching time to host glow meet for pupil voice groups. | * Clear curriculum rational and teaching guidelines to provide a consistent approach to teaching over the days that learners are in school and blended learning. New policies created throughout Sep 20 -May 21. * Further develop whole school approach to H&W- including regulation scripts, resilience training for learners and nurturing approach in all classes. * Staff, learners and parents clear about the purpose and use of Glow meets. |

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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?** |
| ***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.***  Children and staff returned to school building in a safe, clearly planned and well communicated manner.  Nurture and attachment given increased priority across the school. All staff have actively engaged in attachment training and have used this in their daily practice to benefit learners and develop a greater understanding of how a child is feeling/ reacting at points over the day.  Staff worked together to provide support for each other for online learning strategies creating a secure network of support. Significant increase in the amount of ICT training resulting a high quality offer of home learning including live teaching sessions, check ins and recorded clips to support teaching points. | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.***  Staff, learners and parents reported reduced anxiety after health and safety measures were in place and adhered to.  Nurture sessions timetabled for all learners. Pupil responses to questionnaire taken into account and specific aspects focused upon in nurture room according to class requirements.  Increase in the amount of joint planning and sharing of resources to engage learners during home learning. High level of uptake in daily live sessions during homelearning periods.  Very high level of technical support offered to parents/ carers to allow them to access Google classroom. | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.***  Continue to assess our health and safety plans adhering to new guidance as it is published.  Offer nurture on a more targeted basis depending on the rules for groups to mix.  Specifically target SIMD 1 & 2 and FME.  Continue to build on the supportive staff network and further develop through increased leadership opportunities across the school.  Outdoor learning opportunities increased to develop creative problem-solving approaches, team work and communication skills.  Revisit school ethos and values  Build on current positive relationships to further develop a sense of belonging, community and purpose. |

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| **Improvement Priority 2 - Planning for Equity** | | | **How will we know we’ve been successful?** |
| **Quality Indicator**  **2.4** Personalised Support   * Universal Support * Targeted Support * Removal of barriers to learning   **3.1** Ensuring wellbeing, equality and inclusion   * Wellbeing * Fulfilment of Statutory Duties * Inclusion and Equality   **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. | **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 look like and how it will be measured. |
| **Theme:** Re-identifying the poverty-related attainment gap.  **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. | **Schools need to:**   * Consider the experiences learners have had during the school closure period, drawing on for example: * 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: * 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)   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.   * 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. | **Key Recovery Tasks (school specific)**   * Use all available data to create an individual picture for each learner- * PEF teacher, Nurture teacher and CCC teachers to work with individuals building up a pupil profile. * Individual interventions planned and delivered with learners to increase attainment and fill gaps. * Whole school Boxhall profile, Leuven scale * Mainstream, reading benchmark, spelling and numeracy assessments. * P1 and ASN baselines. * ASN- What I think tool * Compare and analyse assessment data to create a current gap analysis. | **Desired Outcomes and Impact**   * Pupil profile created. * Increase in attainment for reading and spelling in targeted groups by 6 month increase from baseline assessment to final assessment in April 21. * Identified group/ individuals receive appropriate support for reading, spelling and numeracy. 37% of children identified as needing extra support are in targeted groups of SIMD 1&2 and FME.   Increase in spelling/ reading age of 6 months for 70% of the targeted group. |
| **Theme:** Planning to close the poverty-related attainment gap and reduce learners’ barriers to learning.  **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. | **Schools need to:**   * 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](https://educationendowmentfoundation.org.uk/covid-19-resources/) resources helpful when considering this. | * Parents consulted about PEF priorities- Feb 2020 * PEF funding used to employ: * 1.0 teacher * 0.4 nurture teacher * 0.5 Early Years worker * This extra staffing provides targeted support to identified learners from gap analysis and for the Rainbow Room (Nurture) to operate for 4 afternoons each week. * School resources shared to provide equity for learners- chrome books loaned out. Physical resource packs available for blended learning. * Audit of learners to ensure equity of access to encourage blended learning and appropriate resources provided. | * Clear approach and a bank of strategies available to staff to help close the poverty gap. CLPL for all staff on effective strategies to decrease the poverty gap. Oct- Feb 21. * Almost all learners can easily access home learning. High uptake in most mainstream classes of online learning offer. |
| **Theme:** Tracking and monitoring impact of equity approaches.  **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. | **Schools need to:**   * 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. | * Regular planned meetings with class teachers and SLT facilitated by CCC and PEF teachers to track learner attainment and wellbeing. * Learning targets agreed with learner and teacher and shared regularly with parents and carers. | * Clear and measurable targets identified for learners and all aware and working towards achieving set target. * Increase in communication with home and school through Google Classroom. |
| **Theme:** Cost of the School Day  **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. | **Schools need to:**   * Revisit [Child Poverty Action Group Website](https://cpag.org.uk/cost-of-the-school-day?gclid=EAIaIQobChMI79SKvszE6QIVyrTtCh1m-gmlEAAYASAAEgImRPD_BwE) * Read [CPAG article](https://cpag.org.uk/file/4912/download?token=ytkETSll) 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. * Consider what changes will need to be made to the school calendar in light of changes to family income. | * Revisit COSD policy and take into account COVID 19 circumstances. * Ensure that required resources are available for all to access. * Encourage as many children as possible to take the offer of a free school meal. | * Parents and carers aware of how to access supports. |

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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?** |
| ***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.***  Variety of supports offered to help families successfully manage homelearning in a straighforward manner.  Nurture offered to all learners on return to school on a class by class basis.  Outdoor learning priritised for P1-P3 offering safe and engaging environment to increase learning and motivation.  Rigorous approach to staged intervention across the school with appropriate and timely interventions and support provided to meet learners’ individual needs. | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.***  24 Chromebooks loaned out to families.  IT support meetings for parents in school.  IT support and advice provided by phone.  Internet provision given to families.  Places available in the school Hub for thoese who were unable to access home learning.  Paper copies of work provided for parents when requested.  Food parcels given to families from September-March.  Christmas lunches delivered to families homes.  Christmas presents delivered to families.  Winter jacket initative used by parents.  Helping families complete forms to apply for benefits.  Weekly phone calls from SLT to encourage engagment.  Nurture room timetabled to allow all learners a minimum of 3 sessions, with a clear focus on concerns raised by class through learner questionnaire.  Follow up sessions and interventions then planned to meet more individual needs.  Outdoor play timetable set up and Early Years Worker over saw theme, plan and equipment in use.  SSA timetables.  PEF teacher timetable and assessments.  PEF teacher training SSAs to ensure support/ interventions is of a high standard.  Regular review meetings with SLT to monitor staged interventions.  Regular letters and communications sent to parents advising of a learner’s progress and strategies being used.  Scripts for consistent language.  Increased SLT support for learners who were unsettled on return to school. | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.***  Continue to loan out Chromebooks when required.  Have 15 Chromebooks for lending to families.  Ensure that parents are aware of all supports they are entitled to.  Targeted children will follow a bespoke plan to target literacy and numeracy acquisition.  Further develop nurturing approach in all classes.  Use attachment training to support individuals.  Re establish outdoor learning across the whole school and build on current approaches and routines already established.  Re establish links with Learning Support Teacher to facilitate further supports for leaners at stage 2 of the intervention process.  Build on assessment data to continue to monitor and progress learning.  RRS group to develop ethos/ strategies/ events which ensure that we continue with our RRS re accreditation in March 22.  A more personal approach to monitoring and supporting families to increase attendance, particularly in targeted groups SIMD 1&2 and FME.  Attendance data from 20/21 highlighted the need for a more bespoke approach to monitoring and additional CLPL for class teachers to ensure any barriers to learning are identified and attendance encouraged. |

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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 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*  *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**  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.  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.  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.  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.  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 . | **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. * 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.   <https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/>   * 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. * 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. | **Key Recovery Tasks (school specific)**   * Capacity audit and risk assessments completed June 2020. * Model shared with parents/ carers June 2020. * Repurposing of staffroom and learning areas to increase capacity for learners and create a working space for staff to support each other. * Furniture stored safely and all areas clearly labelled for ensure that capacity is adhered to. * Staff have had time to familiarise self with building and new procedures. June 2020. * Resource audit and orders completed to create individual learning packs taking into account stage and ASN requirements. June 2020. * Collegiate area created for staff to use in line with social distancing and still liaise effectively. * Curriculum rationale revisited to take into account different learning experiences over the period when learners were participating in remote learning. Key focus on literacy, numeracy and H&W. * Baseline assessments completed for all learners. * Gap analysis completed to provide current and accurate picture of learner’s strengths and needs. * Targeted support to raise confidence and attainment. * Teachers apply knowledge from Tapestry of assessment strategies and adaptive teaching methods to continually assess learners’ attainment. * Pair teachers to give all a partner and coach to build opportunities to reduce workload and develop a collegiate approach. * Evaluate ease and effectiveness of using planning format and adapt according to suggestions. * Adapt record keeping and planning to ensure that different bubbles receive a similar teaching experience.   School App, school website, twitter and email to effectively communicate with parents/ carers and to use feedback to adapt procedures/ curriculum. | **Desired Outcomes and Impact**  ***Please copy and paste from your 20/21 SIP***   * All Staff are confident and familiar with new procedures and able to comply with guidelines. * All appropriate individual resources available. * All plans and lessons focus on 3 main curricular areas. * Consistent and agreed approach to planning and delivery of the 3 core curricular areas. |
| **Theme:** Learning At Home  **Rationale:**  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.  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.  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. | **Schools need to:**   * Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school. * Can staff who are shielding work on developing and leading on online learning opportunities? * Take account of the existing resources you have access to and how these can be used to support learning at home. * Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum at home and how this will be facilitated. * 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 | * Teachers and learners trained in using Google classroom and google meet facility. * CCC, PEF teachers working on delivery of blended learning each afternoon. * Physical support sheets to consolidate taught points sent home. * Share resources appropriately. * Utilise SLC training webinars to increase knowledge and understanding of the variety of IT approaches. * SLT share expertise and training materials to support staff use of IT in school and home. * Designated email for IT support in school. * Learner response via Google classroom and learner engagement in blended learning monitored.   Clear communications with all stakeholders by email, website, School App, twitter. | * Increase in staff and learner confidence in the use and application of different platforms as seen by the uptake of online learning and the provision of live teaching and feedback sessions for each group. * Consistent uptake of home learning and engagement across the school week. * Supporting families with paper packs of work where IT issues could not be overcome with lending devices and demonstrating to parents how to access Google Classroom. Face to face meetings held in playground for individuals. |

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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?** |
| ***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.***  Three curricular areas carefully planned, taught and evaluated to meet individual needs with a clear focus on addressing gaps in learning.  Appropriate support for learners to increase literacy and numeracy attainment.  Increased staff confidence in providing live online lessons which moved learning forward and taught new concepts. Very high uptake of homelearning offer. Very positive and supportive response from parents/carers about homeearning with increased communications between home and school. | ***Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.***  Forward plan dialogue  Tracking meetings  Jotter monitoring  Learner feedback  Assessments- NGRT, Writing assessments, benchmarking for reading, spelling assessments, numeracy assessments.  SSA timetables  PEF teacher timetable  Creation of homelearning guidelines for staff and parents.  All teaching staff trained in using Google classroom. | ***Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.***  Continue to use assessment and attendance data to plan and deliver interventions to increase attainment in literacy and numeracy.Tracking and teacher dialogues are built into WTA.  Build on current knowledge of Google classroom to further develop use of online learning for specific stages and or areas of the curriculum. After school clubs.  Initiate working towards a Reading School Recognition.  By May 22 have achieved bronze level recognition. Teacher leading initiative and based in school library.  Refocus on the increase in attainment through the provision of effective and timely feedback.  Revisit previous work on game-based learning to increase numeracy engagement and attainment. |