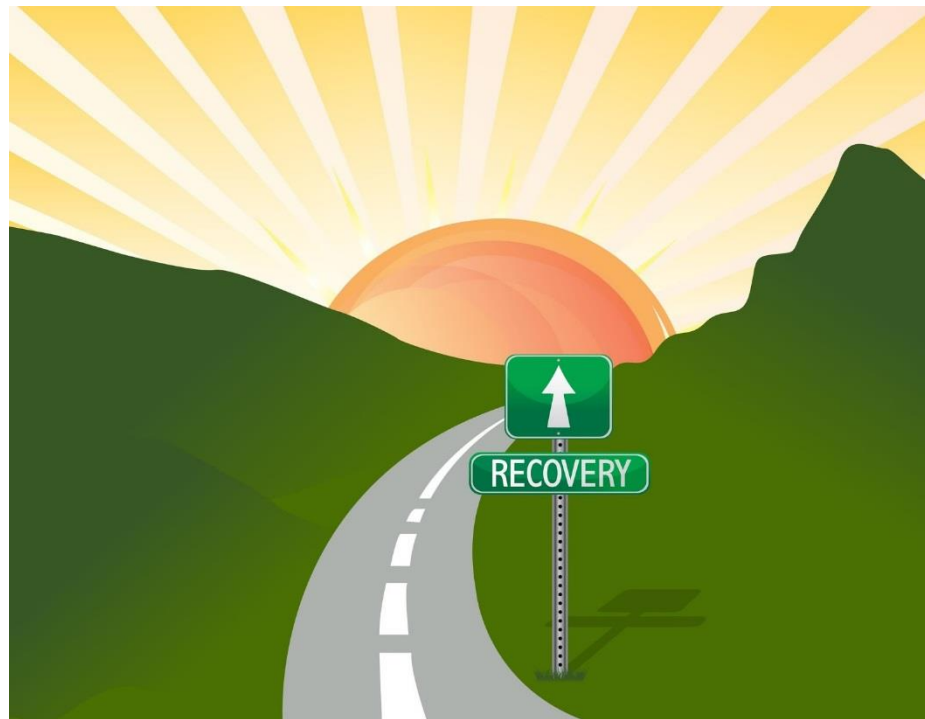




## **South Lanarkshire Council**

# **Recovery Standards and Quality Report June 2021**



**Halfmerke Primary School**

## Standards and Quality Report Session 20/21

### Our School

Halfmerke Primary is situated in the East Mains Area of East Kilbride and is within easy access of The Village and the Town Centre. The school enjoys excellent facilities in a fabulous building, which opened in February 2017. Our large campus is home to Halfmerke Primary, West Mains School and Halfmerke Community Nursery. The three schools work together in an inclusive setting. Our inclusive ethos received positive comments from HMIE. The size and layout of our school premises has made it easy for us to maintain class bubbles and social distancing while still providing the children with appropriate learning opportunities. It has also made it possible for our parents to social distance when they are dropping off and collecting their children. Staggered starting and finishing times this year has made this easier for parents.

Halfmerke Primary is a non-denominational school providing education for boys and girls of primary school age. Our school roll is 173 (May 2021) with pupils coming from a wide and diverse catchment area. We have eight classes from P1- P7 with composite classes at P1/2 and P2/3. Our staffing complement is 10.1 teaching staff, which includes the Head Teacher and a Principal Teacher. In addition, we have a support team of 5 people working full or part time to support the learning of our pupils and 2 clerical staff. Janitorial, catering and cleaning staff, working across the three establishments, complete our team.

The ethos of inclusion lies at the heart of our schools and we promote positive relationships across the three establishments encouraging all pupils to respect themselves and others. Halfmerke Primary and West Mains School have worked together to promote inclusion between pupils and staff. Due to Covid-19 we have been unable to work face to face across the schools however we have, where appropriate, found other ways to foster our ethos of inclusion eg classes worked together virtually during our Book Week project sharing their ideas and learning.

We aim to ensure that every child has a broad and general education with literacy, numeracy and health and wellbeing at the centre of our curriculum. We value meaningful learning for all our pupils and our aim is that every child is supported to reach their potential both in their academic learning and by providing them with a range of activities and opportunities in other areas.

You will find us in a fantastic, award winning building designed to enhance our ethos of inclusion. Inside is bright and inviting with break out areas for the children to work in small groups or independently. It has been necessary to timetable these areas in the current situation. We are also fortunate to enjoy extensive grounds, which are utilised for learning opportunities as well as for play. Our learners have supervised access to the local community and the town centre, allowing us (in normal times) to access the central library and swimming pool.

Halfmerke Primary is committed to working with families and work closely with our Parent Council who support us in school improvements and fundraising. Under normal circumstances, parents are always welcome in our school. This year we have had to think creatively to share learning with parents.

We are committed to raising attainment of all learners and have focused on raising attainment in literacy, with pupils needing support being identified quickly and an appropriate intervention being put in place. Alongside this, we are now focusing on raising attainment in numeracy. Our recovery curriculum has also focused on emotional health and wellbeing of pupils and staff.

We want our pupils to become Confident Individuals, Successful Learners, Responsible Citizens and Effective Contributors and we support each and every one to be the best they can be.

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

- ***Keeping children, staff and parents feeling safe while still maintaining a purposeful learning environment was (and remains) a huge challenge. Overcome by good communication with pupils, parents and staff regarding the safety procedures we have put in place ie social distancing, hygiene. Learners are encouraged to remind adults if they see them too close. We promoted an environment where everyone is encouraged to keep everyone safe. Procedures identified in our risk assessments are routinely reiterated to pupils, staff and parents. All staff reported that they felt safe with the health and safety procedures in place and staff who had been shielding felt that these were sufficient for them to return to work. To date we have been fortunate to have only 2 pupils absent with Covid-19 resulting in a group of 4 others being required to self isolate. No staff member has been absent through contracting COVID-19***
- ***Following our HMIE report, a major challenge we faced was increasing meaningful parental engagement. Covid restrictions added to this challenge with parents not being allowed into the building. We successfully increased parental awareness of children's learning through Social media and the use of SeeSaw and ensuring that SMT were highly visible to parents at start and end of the day. Learning Journeys for each class have been collated and emailed to parents.***
- ***Supporting children in the two composite classes who were split from their peers has been a challenge, especially as our playground needed to be zoned and children have to sit with their class in the lunch hall allowing for no opportunity for social interaction with their friends from the other part of their stage. Teachers have attempted to overcome this by ensuring that P1 – 3 have had the same learning topic and have shared learning virtually and through displays.***
- ***Initially Remote learning and the demands being made on teachers was a challenge. However all teaching staff supported each other in rising to the challenge of digital learning and providing live lessons and interactions for children. All teaching staff were timetabled to be in the school for 1 day to support the in school learners. Initially staff did not feel they could teach their class remotely and be in the school, and arrangements were made to make parents aware that on this day the learning activities would be different. As teachers became more confident, the reality was that our teachers found they could do both. Observing children from their own class allowed them to more effectively evaluate the work they were setting, and their recorded lessons.***
- ***As a result of the restrictions and guidelines placed on us by Covid-19 is the increase in outdoor learning opportunities. All classes have maximised the use of our school grounds for learning with some teachers able to put outdoor learning, as opposed to learning outdoors, opportunities in place.***

- ***Following the return to school in March, staff faced challenges of re-motivating children to learn in class and work co-operatively with other learners. Work around this area is on going.***
- ***A major continuing challenge centres around one group of learners. The impact of the March – June lock down followed by the January – March period can be seen in their readiness to learn. 46% of this stage are being supported in their learning and/ or behaviour.***
- ***Observation of the children’s numeracy and maths skills indicate that there is poor retention of skills in some stages.***
- ***Maintaining staff morale has been a challenge throughout the session. Due to the need for staggered breaks and lunches there was never the opportunity to get all staff together. To ensure the team spirit, which has been identified as a strength in the school, continued we relied on virtual meetings to bring all staff together. During these time was allocated to bring a bit of light relief to the situation eg match the song to the member of staff.***

## **Remote Learning Jan-March 21**

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

Almost all parents reported that our learners had access to a digital device whereby they could access remote learning activities. The school provided chrome books for families who reported that they did not have an individual device. Families were provided with ongoing support to access remote learning activities. They were supported to ensure that children were able to participate in live meets and live lessons. All families were provided with support packs containing stationary and relevant text books needed for their learning. As learning progressed, resources were updated with P4 – 7 novels exchanged outside the building and returned books quarantined in the same way they would have been in class.

All staff (teaching and support) engaged in CLPL around relevant digital learning. This had a positive impact on the provision of Remote Learning and teachers were successful in their ability to provide continuity in the learning. Our support staff worked with our children who were in the school (key workers and our most vulnerable pupils). Support staff, shielding and working from home, were provided with devices to enable them to continue to support our more vulnerable pupils remotely.

Our offer of remote learning evolved as teacher confidence grew and was clear about what parents could expect from the school and our expectations of engagement from the children. All parents were provided with our offer of Remote learning which included clear information on how they could support their children during this period. Our offer balanced the need for our learners to engage daily with the other needs of

individual families. All our families were provided with access to Seesaw and Google Classroom. Teachers made effective use of both these platforms to motivate and engage our learners as well as to communicate with our parents. Almost all pupils made excellent use of Education City across the school. P1-3 pupils made very good use of Big Cat E-books in the planning and teaching of reading skills. Ongoing assessments and SNSA results for P1 indicate that almost all learners with have continued to make progress in their literacy and numeracy. 84% in P1 attained Band 4 and above and 15% attained Band 6 and above in literacy. In Numeracy 73% attained Band 4 and above with 31% attaining Band 6 and above assessments for P2 and P3 indicate that almost all learners

Evidence from Seesaw indicated that most children engaged with remote learning on a daily basis with all children engaging some of the time. There was a noticeable decrease in engagement in the week before the P4- 7 classes returned to school. All teachers and SMT tracked the engagement of learners and made contact with families to offer support. All families were contacted directly by SMT at least once during the period with our more vulnerable families being contacted by a member of staff on a weekly basis.

Teachers provided learning in a variety of ways including recorded lessons, live lessons, links to websites and CQIS activities. They suggested timetables of activities and recorded lessons. Timetables for the week gave clear guidelines on when teachers would be live on Google Classroom for advice and support, and when teachers expected learners to participate in live meets or live lessons. This allowed a degree of flexibility for our families to work around other commitments. All children were provided with meaningful feedback to enhance their learning experience and teachers from P5 – 7 engaged in weekly question and answer sessions to support learners in small groups and one to one meets. Almost all learners in P7 engaged in activities provided by the high school as part of the work we would be doing on transition. All children reported that they valued the live meets with their teacher “it let us chat to all our friends in class as well as the teacher”.

Learners continued to access the curriculum at an appropriate level with teaching and activities differentiated, as they would be in school. SMT ensured that high quality learning experiences were in place through monitoring teacher’s plans, activities provided, recorded lessons, checking in on live meets, and with the permission of the teacher observing some of the live lessons. All teachers provided opportunities for individual learning and reached children with ASN in a variety of ways eg recording oral instructions and information for a family with poor literacy skills.

As teacher confidence grew, they became more ambitious in their delivery of remote learning with one teacher successfully co-ordinating teaching two groups and setting tasks as they would in class.

Literacy, numeracy, health, and wellbeing continued to be at the centre of our provision with teachers also providing activities across all curricular areas. All teachers provided a good balance of digital activities and non digital activities. Outdoor activities were encouraged by all teachers, with almost all learners posting the results of appropriate challenges set. These included, science challenges, scavenger hunts and reading challenges planned with the purpose of encouraging children to “get away from the screen”.

With classes being unable to mix and no whole school activities or assemblies, it was challenging finding a meaningful role for our pupil leaders. We relied on virtual meeting during remote learning and encouraged them to come up with creative ideas. A successful scavenger hunt was organised by them during this period.

While almost all P7 learners demonstrated they were able to work independently and post work to their teacher for feedback, ongoing assessments of their overall progress indicate that some children have missed meaningful interactions with their peers during their learning time – an area the school would like to address.

A major challenge centres around our P2 learners. The majority of this stage have not progressed as we would have expected in their learning and 46% of this stage are being supported in their learning or behaviour.

As a result of our endeavour to continue to provide high quality learning experiences for our learners during this period all teachers are becoming confident in using the skills they have learned to provide similar experiences when children are absent from school and able to continue their learning. When one pupil was in isolation and unable to attend school, they were able to virtually join the class in spelling and reading activities. P1 -3 teachers continue to make use of Ebooks and all stages make utilise Education City both in class and to supplement home learning.

## **Planning for and Evaluating improvement**

***As children and young people returned to our buildings in August 2020 following the first National lockdown, we prioritised three key areas for development: Health and Wellbeing, Equity and ensuring Continuity of Learning for children/young people. These priorities formed the basis for our School Improvement Plan.***

***What follows is a copy of this plan and a review of our successes in delivering on what we set out to achieve. As part of this review, we have identified new priorities, and these will form the basis of our new School Improvement Plan for Session 2021/22.***





## Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

How will we know we've been successful?

<p><b>Quality Indicator</b></p> <p>3.1 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><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.</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 look like and how it will be measured.</p>
<p><b>Theme:</b> Whole School Wellbeing</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</p>	<p><b>Schools need to:</b></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</li> </ul>	<p><b>Key Recovery Tasks (school specific)</b></p> <ul style="list-style-type: none"> <li>Identify a Health and Well Being Working group from staff</li> <li>Identify Health and well being ambassadors from our senior pupils to support a whole school co-ordinated approach across the school community.</li> <li>Survey pupils, families and staff to ascertain the current position of school community. Use audit tool to gauge where children and families are in their well being recognising their needs and the skills they have gained during lock down.</li> <li>Audit the needs of the pupils and families.</li> </ul>	<p><b>Desired Outcomes and Impact</b></p> <ul style="list-style-type: none"> <li>All members of our school community are consulted and feel that they have ownership of the recovery programme.</li> <li>Appropriate interventions and support and challenge are in place. Pupils are ready to lean. New skills gained during lockdown are identified, valued and shared.</li> </ul>



<p>approach that emphasises the ongoing importance of self-care.</p> <p>It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some.</p> <p>Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.</p>	<p>reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.</p> <ul style="list-style-type: none"> <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 agencies.</li> <li>• 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.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to promote nurturing , inclusive ethos of the school through pivotal behaviour strategies, and SLC attachment strategies.</li> <li>• Ensure that staff have access to updated training on Attachment</li> <li>• Work with Educational psychologist to support recovery process by working with staff team to plan and implement programme of recovery for all pupils, and in particular those with needs identified from audit. This will include SLC Attachment strategies.</li> <li>• Work with SST to support recovery process for children identified from audit.</li> <li>• Communicate with parents and carers through email and digital presentations.</li> <li>• Work with the Parent Council to engage parents and carers to</li> </ul>	<ul style="list-style-type: none"> <li>• All staff have good knowledge of pivotal behaviour strategies and SLC Attachment strategies</li> <li>• All staff continue to implement and build on pivotal strategies and attachment strategies to ensure the unique ethos of Halfmerke / West Mains is maintained.</li> <li>• Pupils are supported well and are able to continue with their learning with the aim of less than 5% continuing to need recovery support by June 2021</li> <li>• All parents are well informed of the supports in place in school and are knowledgeable about SLC's Attachment Strategies.</li> </ul>
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	<p>which allow staff to be included and consulted.</p>	<p>share the importance of attachment and our curriculum using the SL Attachment strategies.</p> <ul style="list-style-type: none"> <li>• Support parents and carers by improving communication, and providing pointers to recovery and support for parents of children with ASN</li> <li>• Staff Health and well being is seen as a priority. Open lines of communication with SLT and all staff in the school. SLT to be visible and supportive. SLT to arrange drop in sessions for staff to check in.</li> <li>• SLT to be supported through open communication and having access to all SLC support.</li> </ul>	<ul style="list-style-type: none"> <li>• All parents report that the needs they have identified through initial survey /audit have been addressed.</li> <li>• Parents of pupils with ASN report that their needs have been addressed. Pupils with ASN are progressing in their learning.</li> <li>• All staff report that they feel supported and listened to resulting in staff being able to support pupils' wellbeing.</li> </ul> <p>School ethos is re-established as a caring, nurturing, compassionate establishment.</p>
<p><b>Theme:</b> HWB CURRICULUM</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><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> </ul>	<ul style="list-style-type: none"> <li>• Create a draft Recovery Curriculum rationale and review in the light of the Health and Well being audit. This will encompass the needs of the pupils as determined in the audit.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum for Health and Wellbeing is in place and is reflective of the uniqueness of our school. It is responsive to the collective and individual needs.</li> </ul>

<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>	<ul style="list-style-type: none"> <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>• Identify a Health and Well Being Working group from staff</li> <li>• Health and Well Being Working group to look at planning to support the learning and teaching process and to support blended learning. SLT focus on monitoring and supporting this area.</li> <li>• Review and implement fully mindfulness techniques and strategies throughout the school</li> <li>• Introduce Tatty Bumpkin yoga techniques to all pupils.</li> <li>• Introduce pupil profiles and utilise these to ensure that the curriculum is responsive to the needs of all.</li> <li>• Introduce Bounce Back Materials to promote resilience in our learners.</li> <li>• Develop resources for promoting physical well being</li> <li>• Identify Health and well being ambassadors from our senior pupils to support a whole school co-ordinated approach across the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 90% of pupils are showing a readiness to learn, are motivated, and engaged in learning.</li> <li>• Planning reflects Shannari indicators and recognises the Rights of the Child. Planning is in place for all areas of wellbeing.</li> <li>• Families report that their children are demonstrating resilience. End of Session questionnaires demonstrate that the Recovery programme has been effective and has impacted positively on at least 90% pupils and families</li> </ul> <p>Pupils report that they have been listened to re the curriculum and feel that they have ownership of their learning.</p>
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## Improvement Priority 1 - Health and Wellbeing

### Progress Report June 2021



What did we actually achieve?	How do we know?	What do we need to do next?
<p><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></p> <p><b><u>Theme Whole School Well Being</u></b></p> <p><b>Returning to school Aug 2020</b></p> <p>Observations, discussions and informal surveys with children and families were carried out when schools returned in August. These indicated that almost all of our learners and almost all of our families were happy to be back in school. Classroom observations indicated that most children were ready to learn. Engagement during lockdown had been sporadic with most parents reporting that the children had been playing outdoors. Some parents reported that they had found it difficult to motivate their children to take part in the learning activities which were posted.</p> <p>Promoted staff across the Halfmerke and West Mains continued to work together to promote the inclusive nature of our schools. All children eat in the dining room in their own bubbles, all children followed the same health and safety rules. We have maintained the nurturing welcoming ethos of our school.</p> <p>One teacher had been trained in Nurture and received confirmation of becoming qualified in this area to organise nurture groups etc. Very vulnerable pupils in her class were very well supported and she was able to offer advice to other staff members. An additional member of staff was trained in Nurture which has had a positive impact on the wellbeing of some pupils across other classes. This has had a positive impact with one senior</p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p><i>Feedback from pupils</i>  <i>Feedback from parents</i>  <i>Feedback from staff</i></p> <p><i>Feedback from the few visitors we have had in the school (including several temporary janitors)</i>  <i>Feedback from QIO on her first visit to the school.</i></p> <p><i>Observations of these teachers working with learners, Fewer incidents where learners are seeking SMT for support.</i></p>	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <p><i>Health and Well Being ambassadors to be identified from senior pupils</i></p> <p><i>Use nurture trained teachers to provide further support. And ensure coherence across stages. Nurture trained teachers to develop a nurture policy for across the school.</i></p>

<p>pupil reporting that he now has two people he feels understand hm really well and he can go to.</p> <p>All teachers attended appropriate Attachment trainig CLPD which is impacting positively on their understanding of some types of behaviours. Pivotal behaviour strategies are being utilised by all class teachers and there is a common approach to distressed behaviours demonstrated by some learners. Prior to January and a second period of remote learning, this was having a positive impact on pupils staying in class and therefore being best placed to learn.</p> <p>Learners needs were identified quickly by their responses to informal surveys and chats with staff. SST support was limited and focused mainly on learning needs. Positive impact on the limited number of children she could work with with (2 groups 7 learners). Similarly with the Ed Psy. Support which was limited and virtual support only until March. Almost all pupils identified as requiring support report that the teacher or PT supported them well.</p> <p>During lockdown 2, (January – March) vulnerable learners were identified quickly and invited into school learning hub. All children who attended the hub reported that they enjoyed coming to school but they missed their friends. They also reported that they enjoyed being outside particularly when it snowed!</p> <p>Since the second return to school in March further needs have been identified with pupils struggling to work / play together much more than in August – December. Parents are also reporting that some children are struggling at home more than they were.</p> <p>Through newsletters parents have been encouraged to contact the school for support. During the period of Remote Learning teaching staff checked in regularly with the learners and parents where engagement dropped. SMT contacted every parent to check in on their well being as well as that of our learners. This resulted in a few chilren being ofered a place in the learning hub to releave pressures at home.</p>	<p><i>SMT records of playtime incidents and children being sent to SMT from classroom and playground were at an all time low.</i></p> <p><i>SST list of pupils and comments on progress</i></p> <p><i>Comments from pupils and PArents</i></p> <p><i>Records of converstions with parents</i></p> <p><i>Evaluation of SIP comments.</i></p>	<p><i>Further promote use of pivotal strategies to ensure consistency across the school</i></p> <p><i>Increase further nurture opportunities</i></p> <p><i>Parents workshop on attachement / supporting ASD/ supporting distressed behaviour at home</i></p> <p><i>Formalise how staff's health and well being is supported</i></p>
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<p><b>Staff have provided support for all pupils. SMT have an open door policy for staff to come and discuss health and well being issues. However feedback from staff has indicated that this needs to be on a more formal basis.</b></p> <p><b><u>Theme Health Wealth and Well Being Curriculum</u></b></p> <p><b>A staff Health and Well Being group is in place – focusing on Mental Health and nurture. We have not set up a pupil well being group as Covid Restrictions did not allow for learners from different Bubbles to mix. Planning for Health and Well Being has been a focus in our recovery curriculum and throughout the session there has been an emphasis on building children’s resilience and emotional health. Bounce Back resources have been used effectively and consistently throughout the classes with NCCC teachers taking responsibility for planning and delivering lessons. Until December this work was having a positive impact on almost all pupils, with teachers reporting that almost all children were ready to learn. Since April however teachers and parents are reporting that some children have become less resilient and less able to compromise with their classmates. Owing to Covid-19 restrictions it has not been possible to implement Tatty Bumpkin yoga techniques across the school. Almost all teachers have implemented mindfulness techniques.</b></p>	<p><i>Evaluations from NCC teachers</i> <i>Evaluations from class Teachers.</i></p> <p><i>Evaluations from children.</i></p> <p><i>0 reports of bullying were reported between August and December. Compared to SMT dealing with 10 incidents of bullying behaviours being reported April / May</i></p>	<p><i>Health and Well being group to continue to improve emotional health and well being, nurture and mindfulness across the school</i></p> <p><i>Setting up Pupil / staff well being group.</i></p>
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## Improvement Priority 2 - Planning for Equity

How will we know we've been successful?

Quality Indicator	Recovery Priority		
<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><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;</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:</li> </ul>	<p><b>Key Recovery Tasks (school specific)</b></p> <ul style="list-style-type: none"> <li>• Audit of variety of learner engagement and participation during Lock down. This will include – Participation in google classroom, other learning activities, communication</li> </ul>	<p><b>Desired Outcomes and Impact</b></p> <ul style="list-style-type: none"> <li>• All staff have a clear understanding of the current gap and are able to discuss this in the context of the learners in their class.</li> </ul>



<p>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>	<ul style="list-style-type: none"> <li>- Learners’ wellbeing (e.g. Boxall profile, observations, wellbeing indicators)</li> <li>- Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments)</li> <li>- Engagement (e.g. Leuven scale, observational data)</li> <li>- Participation (home-learning participation data)</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>with class teacher, submitted work, and new skills.</p> <ul style="list-style-type: none"> <li>• Use Boxall profiles, observations, wellbeing indicators, wellbeing audit to ascertain learners’ wellbeing.</li> <li>• Employ normal range of assessments in a staged approach to assessment of literacy and numeracy to gauge where learners are (i.e. retention, progress etc.)</li> <li>• SLT to produce data of where children currently are in learning.</li> <li>• Work with all teachers to analyse the data pre and post lock down. Analyse data to reassess where our “gap” now lies.</li> <li>• Identify individual needs and identify barriers to learning. Identifying learners who will require targeted interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff are involved in analysing data. This is informing planning resulting in appropriate teaching and learning.</li> </ul>
<p><b>Theme:</b> Planning to close the poverty-related attainment gap and reduce learners’ barriers to learning.</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</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Establish a staff working party to focus on this area.</b></li> </ul> <p>Working party to :- Seek views of parent group, staff and partners</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>decisions around the PEF/SAC funding during the recovery phase.</p> <ul style="list-style-type: none"> <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>Establish best approaches to closing the poverty gap.</p> <p>Consult with Ed Psychologist to support most vulnerable learners.</p> <p>Consult and work With SST to support most vulnerable learners.</p> <p>Investigate implementation of app to regularly update parents</p> <ul style="list-style-type: none"> <li>• Identify individual needs and identify barriers to learning. Identifying learners who will require targeted interventions.</li> <li>• Ensure all children have access to resources to be able to engage in learning at home.</li> </ul> <p>Member of staff to give additional support during time not in school.</p>	<ul style="list-style-type: none"> <li>• Appropriate supports are in place and are having a positive impact on the learning of individuals.</li> <li>• External agencies are involved appropriately with individual learners.</li> <li>• All children are engaged in learning in school and at home.</li> </ul>
<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>SLT to meet with class teachers on a two weekly rota to discuss progress and inform planning.</p> <p>SLT to meet with pupil groups on two weekly basis to monitor impact of interventions and inform planning.</p> <p>SLT to discuss progress of Identified learners with parents</p>	<ul style="list-style-type: none"> <li>• Planning is reviewed and adapted to accommodate the changing needs of the learners.</li> </ul> <p>Planning is incorporating pupil and parent voice and ultimately pupils are progressing in their learning.</p>

		<p>every 2- 3 weeks to monitor impact of interventions</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>	<ul style="list-style-type: none"> <li>• Ensure all children have access to resources to be able to engage in learning at home.</li> <li>• Ensure sufficient resources in school for individual use.</li> <li>• Working party to revisit COSD position statement. Parent council to be involved in this</li> <li>• SLT are alert to the needs of families focusing on our known vulnerable families but being alert to the changing positions of other.</li> <li>• Collate information on availability of financial support and provide vulnerable parents when needed.</li> <li>• Review with Parent Council school fundraising events.</li> </ul>	<ul style="list-style-type: none"> <li>• Hidden costs of the school day are kept to an absolute minimum.</li> <li>• All Learners are able to engage in home learning.</li> </ul> <p>Vulnerable families are supported and are knowledgeable about what support is available.</p>



## Improvement Priority 2 - Equity

### Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?																																								
<p><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></p> <p>Theme: Re-identifying the poverty- related attainment gap</p> <p><b>Returning to school in August all learners were supplied with their own trays with their own stationary and resources and were asked not to bring their own from home. All children had access to the same resources.</b></p> <p><b>A working party was nominally set up but due to covid restrictions, and extra pressures on teaching staff the WP did not meet as we had hoped.</b></p> <p><b>An audit by class teachers on return in August revealed that most children had been involved in some of the activities posted by the teacher, most children had been involved in other learning activities not provided by the teacher but that a few children had rarely engaged in any learning. Assessments gave teachers clear information on where children needed to start learning in their new stage and assessment data was analysed by both SMT and Class teachers. The nature of the provision during this lock down impacted on the progress of almost all of the children with very little progress being made from March. Classroom learning indicated that most children – particularly across P2, and P6 had not retained work previously taught in numeracy. Attainment figures identified that the poverty related gap had widened in reading and numeracy.</b></p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p><b>Assessments in Spelling, literacy, numeracy.</b></p> <p><b>Formative assessments in class.</b></p> <p><b>Attainment figs Sept (% On track)</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th></th> <th>L/T</th> <th>R</th> <th>W</th> <th>N</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>48</td> <td>60</td> <td>56</td> <td>64</td> </tr> <tr> <td>P2</td> <td>20</td> <td>30</td> <td>6.67</td> <td>10</td> </tr> <tr> <td>P3</td> <td>48</td> <td>18</td> <td>21</td> <td>14</td> </tr> <tr> <td>P4</td> <td>46</td> <td>27</td> <td>34</td> <td>61</td> </tr> <tr> <td>P5</td> <td>50</td> <td>54</td> <td>50</td> <td>61</td> </tr> <tr> <td>P6</td> <td>61</td> <td>61</td> <td>52</td> <td>34</td> </tr> <tr> <td>P7</td> <td>21</td> <td>21</td> <td>15</td> <td>15</td> </tr> </tbody> </table>		L/T	R	W	N	P1	48	60	56	64	P2	20	30	6.67	10	P3	48	18	21	14	P4	46	27	34	61	P5	50	54	50	61	P6	61	61	52	34	P7	21	21	15	15	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <p><b>Review targetted support.</b></p> <p><b>Ensure interventions are appropriate for individual needs and reviewed regularly for impact.</b></p>
	L/T	R	W	N																																						
P1	48	60	56	64																																						
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P7	21	21	15	15																																						

Learning from the experience of Lock Down March – June during Remote Learning( January – March) engagement of all children was monitored and recorded by the teacher allowing SMT to contact families when they appeared to stop engaging. This had a positive impact on the numbers of children engaging daily or regularly over the week. Vulnerable learners were constantly monitored to ensure they were engaging and support was offered to families.

Digital chrome books were loaned (long term FME, Short term other learners) to ensure that all children could access the learning. Other resources including stationary were delivered home to learners. Due to Covid-19 a limited number of learners were supported by SST and Ed Psy. Data provided information to ensure this support was those who would benefit most. Teachers were supported to support learners in class, and our PT supported other learners. Some interventions involving SAs working across classes were not able to be put in place.

A new tracking process has been introduced. Professional discussions took place with teachers around attainment data from standardised assessments with termly meetings to update progress. The effect of both periods of lockdown and remote learning has had a negative impact on some learners. The majority of these learners are in FME category.

Focusing on Literacy, numeracy and Health and Well being was beginning to have a positive impact on attainment levels and our PT was supporting children where learning and progress had dipped.

Theme Planning to close the poverty –related gap and reduce learners’barriers to learning.

**Attainment gap September (%)**

	L/T	R	W	N
P1	+40	-12	-5	-10
P2	-25	-4	-8	12
P3	-44	-222	-27	-18
P4	-23	-24	-35	-41
P5	-22	-29	-22	-14
P6	-13	+17	-2	-20
P7	-2	+25	+10	+10


	L/T	R	W	N
P1	48	60	56	64
P2	20	30	6.67	10
P3	48	18	21	14
P4	46	27	34	61
P5	50	54	50	61
P6	61	61	52	34
P7	21	21	15	15

Records of engagement from teachers,  
Records of cotact made by SMT

Comparison of attainment figures before and after lockdown 1.

<p><b>Absence rate was high following return to school August 2020. Staff training was provided and use of Seesaw platform was made to provide children with home learning. Initially this had a low impact on children's learning. Increased teacher confidence and communication with parents had a more positive impact throughout the year.</b></p> <p><b>Two weekly meetings with staff re progress have not been possible due to covid restrictions (limiting persons in each class). Increased visibility by SMT for parents has led to increased communication with parents for most of our identified learners.</b></p> <p><b>Theme: Cost of the School Day</b>  <b>All children were provided with core resources in school and all parents and pupils were surveyed about availability of digital access at home. Digital chrome books were loaned (long term FME, Short term other learners) to ensure that all children could access the learning. Other resources including stationary were delivered home to learners. Due to Covid-19 a limited number of learners were supported by SST and Ed Psy. Data provided information to ensure this support was those who would benefit most. Teachers were supported to support learners in class, and our PT supported other learners.</b></p> <p><b>In the infant area the use of physical reading books was replaced by e books to maintain progress. Sufficient copies of reading books have been bought in to ensure that books that are not returned can be replaced easily.</b></p> <p><b>Winter clothing grant has been used to provide hats, scarves gloves and wellingtons, tights, socks and pants. Vulnerable families have been discreetly given what they have asked for. There is also a stock available for teachers to give to children. This has allowed them to participate in outdoor learning activities. Outdoor suits have been bought in to save their own clothes.</b></p> <p><b>Parent Council provided all classes with access to a christmas pantomime, and agreed to have only one fundraiser in the year.</b></p>	<p><b>Daily monitoring of absences by HT. Tracking of numbers absent due to Covid reasons</b></p> <p><b>Monitoring of resources. Asset register</b></p> <p><b>Record of children being supported and the impact</b></p>	<p><b><i>Continue to build on teachers confidence in utilising digital platforms for home learning and when learners are absent from school but able to learn.</i></b></p> <p><b><i>Review and improve progress meetings between SMT and Class Teachers</i></b></p> <p><b><i>Continue to review how support is identified and utilised.</i></b></p> <p><b><i>Regular review and evaluation of support of SST and Ed psy to ensure impact on learning.</i></b></p> <p><b><i>Review cost of school day paper work with Parent Council</i></b></p> <p><b><i>Look at ways to encourage families who are struggling to come and ask for help</i></b></p>
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	<p><b>Only a few families asked for support. Monitoring of what learners are wearing in the cold and lending them as appropriate with no expectation for item to be returned</b></p>	
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	<p><b>Improvement Priority 3 - Continuity of Learning</b></p>	<p><b>How will we know we've been successful?</b></p>
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<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>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</i></p>	<p><b>Schools need to:</b></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> </ul>	<p><b>Key Recovery Tasks (school specific)</b></p> <ul style="list-style-type: none"> <li>• All classrooms are set up for maximum of 14 pupils</li> <li>• Open areas are utilised to provide learning spaces and time tabled where necessary.</li> </ul>	<p><b>Desired Outcomes and Impact</b></p> <p>Pupils are taught in a safe environment.</p>

<p><i>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 children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.</p> <p>Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs</p>	<ul style="list-style-type: none"> <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/coronaviruses-covid-19-re-opening-schools-guide/">https://www.gov.scot/publications/coronaviruses-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 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.</li> <li>• Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide.</li> <li>• Consider what CLPL you will need to offer staff to allow them to deliver the recovery</li> </ul>	<ul style="list-style-type: none"> <li>• Soft start between 9 and 9:15 to ensure social distancing.</li> <li>• Utilise the shared areas to maximise learning at asocial distance.</li> <li>• Outside areas to be zoned for play times.</li> <li>• Teachers to look at maximising outdoor learning opportunities using all external areas.</li> <li>• Build robust curriculum around Numeracy, Literacy and Health and wellbeing in the immediate return</li> <li>• Continue to develop work on moderation activities with staff working collegiately in small groups in school or larger groups using google meet.</li> <li>• Create a draft Recovery Curriculum rationale with emphasis on Health and Well Being, Numeracy and Literacy.</li> <li>• Audit of the variety of learner engagement and</li> </ul>	<p>Outdoor learning is purposeful and focused and has a positive impact on learners’ progress.</p> <p>All children are positive and engaging in purposeful learning which impact positively on their confidence, self-esteem and learning progress</p> <p>Teachers are confident in assessing where children are in their learning and this has a positive impact in planning for next steps.</p> <ul style="list-style-type: none"> <li>• Recovery Curriculum is reflective of the uniqueness of our school. It is responsive to the collective and individual needs.</li> </ul>
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<p>for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.</p> <p>This will be a time to make even more use of outdoor learning opportunities. In accessing a range of outdoor experiences, learners can build upon and develop skills that attribute to their holistic health and wellbeing.</p> <p>It is clear from all of the recent research that core teaching delivered in person by teachers in schools is most impactful. However where this teaching time is reduced the technology should be viewed as a way to enhance and consolidate the core teaching vs replacing it.</p> <p>Whilst the adults begin preparation and decision making, consider how we empower learners during this preparatory period. Ensure as leaders you gather views learners in their recovery, along with parents/carers .</p>	<p>curriculum in school and how this will be facilitated.</p> <ul style="list-style-type: none"> <li>• 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.</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 in school.</li> <li>• Consider how to take account of parental views and pupil voice when developing the learning in your school.</li> </ul>	<p>participation during Lock down.</p> <ul style="list-style-type: none"> <li>• Employ normal range of assessments in a staged approach to assessment of literacy and numeracy to gauge where learners are ( ie retention, progress etc</li> <li>• Use Boxall profiles, observations, wellbeing indicators, wellbeing audit to ascertain learners' wellbeing.</li> <li>• Train additional member of staff in Forest Schools. (if available)</li> <li>• CLPL in outdoor learning on line training / research</li> <li>• Ensure sufficient resources in school for individual use.</li> <li>• SLT to meet with class teachers on a two weekly rota to discuss progress and inform planning.</li> <li>• SLT to meet with pupil groups on two weekly basis to monitor impact of interventions and inform planning.</li> </ul>	<p>All staff are involved in assessing learners and analysing data. This is informing planning resulting in appropriate teaching and learning</p> <p>Learners engaged and motivated by purposeful outdoor learning activities. This is having a positive impact on pupil wellbeing and progress in Literacy and numeracy</p> <p>Pace of learning is appropriate to individual needs and learners are challenged and supported as necessary</p> <p>Pupil voice is recognised and is acted on. This has a positive impact on the ethos of the classroom.</p> <p>Parents are well informed about their child's learning at all stages in the school year.</p>
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		<ul style="list-style-type: none"> <li>• Produce general information for parents on the recovery curriculum</li> <li>• Utilise school app, email, website to convey information to parents</li> <li>• Class teachers to produce specific information related to their learners for parents on a regular basis</li> <li>• Investigate implementation of app to regularly update parents</li> </ul> <p>Seek views of parent group with support of Parent Council</p>	
<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><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> </ul>	<ul style="list-style-type: none"> <li>• Establish a staff working party to work on Learning at home both in the immediate and for future learning</li> <li>• Establish a pupil “curriculum group”</li> <li>• Identify member of staff to be the link between learning in school and learning at home – if a member is still advised to shield this role will be taken by them.</li> <li>• Audit families with no access to IT.</li> <li>• Ensure all children have access to appropriate resources to be able to engage in learning at home.</li> </ul>	<p>Working party will look at home learning during current situation and plan for future home learning policy and increase parental engagement. This will have a positive impact on the learning and progress of almost all children.</p> <p>Link person will be available to support home learners, increasing motivation and engagement.</p> <p>All pupils are supported to learn at home, increasing engagement and impacting on progress.</p>

<p>Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.</p>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Develop a home learning curriculum which will enhance the learning and teaching in school and which learners can carry out independently</li> <li>• Home learning enhances creativity and independent learning.</li> <li>• Home learning will form part of the learning in the classroom – eg presenting their learning will develop listening and talking skills</li> <li>• Class teachers to monitor engagement in home learning, highlight concerns to SLT who will contact the parents of learners not engaging and discuss support needed</li> </ul> <p>Use of school pivotal to encourage and motivate engagement at home.</p>	<p>Learners are engaged in meaningful learning activities at home, parents are informed and updated – increasing communication between school and home thus increasing motivation and progress in learning.</p> <p>Strong links between learning and teaching and in the classroom and the learning at home. Increased motivation for children to engage in 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?
<p><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></p> <p><b>Theme : Learning in School</b></p> <p><b>Pupils were taught in a safe environment. Classrooms were rearranged prior to children returning and the guidelines changed to having full classes in school. Excess furniture was removed and bubbles did not mix. Movement of pupils was restricted to what was absolutely necessary and class teachers were able to track the movements of individuals. Open areas, computer areas, shared areas were timetabled and each were only used by one class each day. Playground areas were zoned. This had a positive impact on keeping children safe in their designated bubbles.</b></p> <p><b>Our safety measures while having a positive impact on keeping children at school, had a negative impact on the collegiate work and play across the schools and across stages. A few pupils struggled by not being able to see friends in a different play zone.</b></p> <p><b>Outdoor learning increased with almost all classes having daily learning out doors. Most teachers were providing learners with creative learning opportunities out of doors.</b></p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p>.</p> <p><i>Low number of pupils from school asked to self isolate (1 positive case resulting in 6 pupils being required to self isolate). [Update June 2021 – total positive cases has risen to 3 – new cases were transmitted through families and not school]</i></p> <p><b>Senior pupils reported that they did not know any of the “wee ones” and felt they had missed out on helping them settle into school.</b></p>	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <p><b>Continue to keep children safe by following risk assessments re Covid 19 while reintroducing more flexibility in the use of the space of our building.</b></p> <p><b>Re introduce collegiate work and play across the stages and across the schools when it is safe to do so.</b></p>



<p><b>Our curriculum centred around literacy, numeracy and health and well being. All class teachers and support assistants reported that almost all children were positive about their learning and engaged purposefully in their learning following a return to school in August. All teachers reported that this decreased when they returned in March.</b></p> <p><b>Development of moderation activities did not take place as planned. P4 – 7 teachers moderated numeracy activities for P4 – 7 remote learning. Moderation leaders reported that staff confidence in this area continued to be low.</b></p> <p><b>A Health and WellBeing recovery curriculum was created which took account of the needs of individuals</b></p> <p><b>SMT worked with all teachers to analyse the data provided from standardised assessments in literacy. This had a positive impact on pupils being identified who required support in this area and the confidence in teachers being able to judge where pupils were in their learning when they returned to school following lock down.</b></p>	<p><b>Teachers plans</b> <b>Observations</b></p> <p><b>Discussions with pupils</b> <b>Discussions with staff</b> <b>Observations</b> <b>Monitoring of work of pupils</b></p> <p><b>Planning document shows progression, of curriculum pathway. Discussions with CCC teachers who were delivering this.</b></p> <p><b>Data from assessments.</b> <b>Minutes from meetings</b></p>	<p><b>Development of moderation activities to raise attainment in literacy and numeracy. Review pathways in literacy and numeracy to ensure appropriate progression</b></p> <p><b>Continue to develop Health and Wellbeing Curriculum. Review pathway in Health and Well Being to appropriate progression throughout the school.</b></p> <p><b>Further develop judgments of where learners are within a level.</b></p>
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<p><b>Pupil leaders were established and met with PT. Only impacted on 42% of P7 stage ( 8 pupils). Cross stage pupil groups were not established. Normal impact of this on developing leadership skills was not met.</b></p> <p><b>Improved communication with parents through twitter, and in particular with the introduction of Seesaw meant that parents were better informed on what and how their children were learning. Regular updates via email and the inclusion of floorbooks impacted on parent awareness of learning.</b></p> <p><b>A programme of financial education was developed and trialled across all stages. This is currently being evaluated for impact</b></p> <p><b>Learning at home:</b></p> <p><b>All staff worked together to support each other in providing meaningful learning activities via seesaw and google classroom. Confidence levels of all staff in using digital to provide continuity of learning increased. This had a positive impact in engaging and motivating pupils during Jan - March</b></p> <p><b>All pupils were supported to learn at home with some families being given chrome books and internet access. This impacted positively on lerners engagement which increased from 1<sup>st</sup> lockdown.</b></p> <p><b>The use of SeeSaw as a platform to engage parents and learners at home increased communication and provided learners with meaningful home learning activities. Learners who are absent for any reason can access class learning from this platform to keep up with school work. Most learners who have been absent from school as a result of covid have made use of this.</b></p>	<p><b>List of meetings with pt Evidence of activities that the pupils were involved in.</b></p> <p><b>Tweets – Number of parents following class twitter. Over 80% of parents use Seesaw to communicate with teacher about their child’s learning .</b></p> <p><b>Forward plans</b></p> <p><b>Engagement of pupils Discussion with pupils Discussion with individual parents Records of SMT contacting parents</b></p> <p><b>Teachers record of Engagement across the school, Asset register</b></p>	<p><b>Continue to develop pupil voice throughout the school.</b></p> <p><b>Continue to develop a variety of ways to communicate with parents and seek their views etc.</b></p> <p><b>Continue to develop Financial education across the school.</b></p> <p><b>Continue to develop Learning at home strategies to negate the negative impact of not being able to attend school.</b></p> <p><b>Ensure school has sufficient Chrome books to lend for short periods if required.</b></p> <p><b>Increase ways to gather parent and pupil voice</b></p>
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**A robust monitoring of engagement allowed families to be contacted and supported during Remote Learning.**

**Record of phone calls to support families who were struggling to use the digital platforms.**

**Continue to develop Seesaw as a means for families to engage in learning when unable to come to school.**