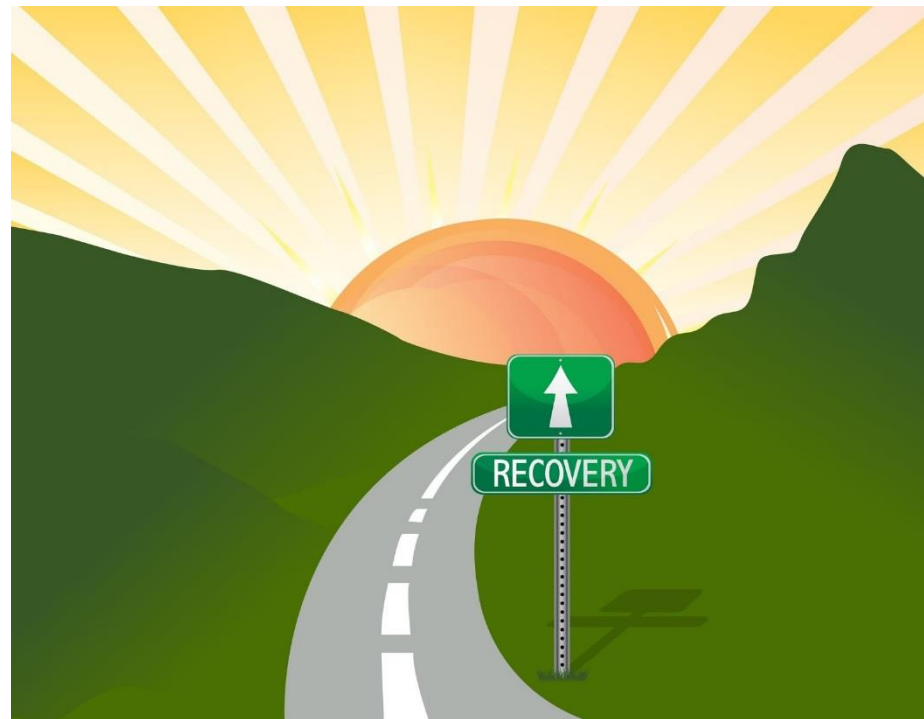





South Lanarkshire Council

Recovery Planning August 2020



David Livingstone Memorial Primary School and Nursery Class

	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?	Who will be involved?	Timescale
Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none">WellbeingFulfilment of Statutory DutiesInclusion 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	Schools need to: <ul style="list-style-type: none">Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools.Plan a whole-school co-ordinated approach to identifying need and for planning appropriate, measured, responsive	Key Recovery Tasks (school specific) <ul style="list-style-type: none">Complete baseline PASS assessment with every P4-P7 child.Analyse results of PASS assessment.Children complete 'What Matters To Me' booklet in school	Desired Outcomes and Impact <ul style="list-style-type: none">The school will better understand the impact of lockdown and remote learning on pupils' attitudes and mindsets, as well as their readiness to resume school routines.We will be able to identify children who might need additional support and intervention	Class teachers 		


<p>mediated through Quality Relationships, and a range of Attachment Informed Practices.</p> <p>Staff will have had a range of experiences during this period and will need a flexible and personalised 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>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.</p> <ul style="list-style-type: none"> 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. 	<p>and report on lockdown achievements at home.</p> <ul style="list-style-type: none"> All staff to be trained in Attachment Theory by attending an SLC webinar organised by Psychological Services. All staff to attend appropriate attachment training All staff to complete Practitioner Reflection Tool. All staff complete Individual Readiness Checklist. SMT to complete Whole School Readiness Checklist School to identify Attachment Lead and Attachment Ambassador 	<p>and see key trends across identified groups, classes and whole school.</p> <ul style="list-style-type: none"> All staff will have attended a webinar. Relevant attachment training will be completed by all staff. Collated results of checklists will show CLPL needs for individuals. Completed checklist will show CLPL needs for school. Attachment Lead and Attachment Ambassador will be identified and play a 	<p>All staff</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>SMT</p> <p>SMT</p>	<p>June 2020</p> <p>Ongoing throughout session</p> <p>June 2020</p> <p>August 2020</p> <p>June 2020</p> <p>June 2020</p>
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			key role in leading developments within the school		
		<ul style="list-style-type: none"> Raise staff awareness of ACEs. 	<ul style="list-style-type: none"> All staff will develop an increase understanding of ACEs and how these might affect children 	Attachment Lead & Ambassador/Nurture-trained staff/All staff	November 2020
	<ul style="list-style-type: none"> Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. 	<ul style="list-style-type: none"> Using collated PASS results, school will identify appropriate partners that can support staff and children with the recovery process. 	<ul style="list-style-type: none"> Relevant key partners and their role will be identified Key partners will support recovery process 	Attachment Lead & Ambassador/ Key partners	October 2020
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Establish a baseline questionnaire to find out parents and other stakeholders initial understanding of attachment. Use resources provided by SLC to share key information about SLC's Attachment Strategy with parents and other stakeholders. Repeat parents' questionnaire. 	<ul style="list-style-type: none"> Parents and other stakeholders will develop a deeper understanding of the Attachment Strategy and their role in supporting positive relationships 	Attachment Lead & Ambassador	September 2020
				Attachment Lead & Ambassador	Ongoing throughout session
				Attachment Lead Ambassador	May 2021
	<ul style="list-style-type: none"> Have overt plans in place to support the wellbeing needs of staff which acknowledge that there 	<ul style="list-style-type: none"> Google Form to be created to ascertain the experiences of all members of staff 	<ul style="list-style-type: none"> Wellbeing needs of staff will be identified and plans 	SMT	June 2020

	<p>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.</p>	<p>during lockdown and use this to identify their wellbeing needs.</p> <ul style="list-style-type: none"> • Staff will be organised into supportive buddy groups and ground rules for these conversations to be established. • HT will become part of a buddy trio with other HTs in the Learning Community. 	<p>put in place to support them.</p> <ul style="list-style-type: none"> • All staff will be included in a buddy group and any relevant information will be shared confidentially with SMT. • HTs will communicate regularly and will feel supported by peers. 	<p>All staff</p> <p>HT</p>	<p>August & ongoing throughout the session</p> <p>Ongoing throughout the session</p>
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<p>Theme: HWB CURRICULUM</p> <p>Rationale: The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is underpinned by recognition that all Behaviour is Communication.</p> <p>Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.</p> <p>Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Contextualise the 'Reconnection & Recovery' guidance to develop a recovery curriculum within a unique context. Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the 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. 	<ul style="list-style-type: none"> All staff will receive refresher training on PPRUDB. All staff to be trained in the 6 key principles of Nurture. Refine planning to focus primarily on Numeracy, Literacy and HWB. Purchase and train all staff in the use of Emotion Works Recovery Programme. Agree on how the A-Z of Resilience will be shared and used with children and parents. Create daily check-in models to suit children's age and stage of development. Review wellbeing indicators with all children. 	<ul style="list-style-type: none"> Staff of all levels will demonstrate their understanding of PPRUDB in their daily interactions with others. All staff will understand the key principles of Nurture and apply this to a whole school approach. All teaching staff will plan to meet children's needs in Literacy, Numeracy and HWB. All teaching staff will use Emotion Works with their children. Staff, children and parents will develop an understanding of the A-Z of Resilience. All children will emotionally check in each day. Children will have an understanding of 	<p>All staff</p> <p>Nurture-trained staff/All staff</p> <p>Class teachers</p> <p>SMT/All staff</p> <p>All staff</p> <p>All staff</p> <p>Class teachers</p>	<p>August 2020 & ongoing throughout the session</p> <p>Term 1</p> <p>August 2020</p> <p>December 2020</p> <p>August – December 2020</p> <p>August 2020 & ongoing throughout the session</p> <p>Term 1</p>
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		<ul style="list-style-type: none">Children to complete SHANARRI wellbeing assessment to show how they are feeling at home and in school.	<p>all 8 wellbeing indicators.</p> <ul style="list-style-type: none">Collated results of assessments will be used to inform future planning.	Attachment Lead & Ambassador/Class teachers	Termly
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 Improvement Priority 2 - Planning for Equity			How will we know we've been successful?	Who will be involved?	Timescale
Quality Indicator 2.4 Personalised Support <ul style="list-style-type: none"> • Universal Support • Targeted Support • Removal of barriers to learning 3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality 3.2 Raising Attainment and Achievement <ul style="list-style-type: none"> • 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	Schools need to: <ul style="list-style-type: none"> • Consider the experiences learners have had during the school closure period, drawing on for example: 	Key Recovery Tasks (school specific) <ul style="list-style-type: none"> • School will identify how to collect information on 	Desired Outcomes and Impact <ul style="list-style-type: none"> • Collated information will where more 	SMT/Equity Lead	June 2020


<p>“gap” there needs to be a clear understanding of what the current “gap” is. Learners will have had a varied experience during their home learning period, and won’t necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point; with others showing limited progress if any. Schools therefore, need to reconsider their “gap” and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.</p>	<ul style="list-style-type: none"> - Engagement data - Home-school communication - Home-learning submissions - Engagement at hubs • Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of: <ul style="list-style-type: none"> - Learners’ wellbeing (e.g. Boxall profile, observations, wellbeing indicators) - Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments) - Engagement (e.g. Leuven scale, observational data) - Participation (home-learning participation data) <p>Purple text gives examples of how schools may tackle this; this isn’t exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that</p>	<p>children’s level of engagement during lockdown.</p> <ul style="list-style-type: none"> • Implement PASS assessments with all P4-7 children. • Complete P1 baseline assessments. • Complete NGRT, Schonell Spelling, BURT Reading and Salford Reading assessments with all P1-7 children. • Complete MALT assessments with all P1-7 children. • Track and monitor children’s level of engagement in Literacy and Numeracy using the Leuven scale on a termly basis. • Track and monitor children’s level of participation during 	<p>support may be needed.</p> <ul style="list-style-type: none"> • Collated results will show where more support and interventions may be required. • Collated results will show where more support and interventions may be required. • Collated results will show where more support and interventions may be required. • Collated results will show where more support and interventions may be required. • Collated results will show where more support and interventions may be required. • Collated results will show where more support and interventions may be required. 	<p>Class teachers</p> <p>P1 class teachers</p> <p>Class teachers</p> <p>Class teachers</p> <p>SMT/Class teachers</p> <p>SMT/Class teachers</p>	<p>August 2020 & February 2021</p> <p>September 2020</p> <p>September 2020 & May/June 2021</p> <p>October 2020 & May 2021</p> <p>Termly</p> <p>Termly</p>
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	<p>some children may well have gained skills/experiences as well as lost them.</p> <ul style="list-style-type: none"> Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school's new "gap" position. This will enable identification of groups/learners/stages requiring targeted additional support. 	<p>recovery on a termly basis.</p> <ul style="list-style-type: none"> Staff complete attainment predictions 3 times annually. Children's attendance will be monitored monthly. Exclusion data to be monitored termly. 	<p>interventions may be required.</p> <ul style="list-style-type: none"> Collated data will show where more support and interventions may be required. Collated data will show where more support and interventions may be required. Collated data will show where more support and interventions may be required. 	<p>SMT/Class teachers</p> <p>SMT</p> <p>SMT</p>	<p>November, February & May</p> <p>Monthly</p> <p>Termly</p>
<p>Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning.</p> <p>Rationale: As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the current needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding during the recovery phase. Explore evidence based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. Engage in professional dialogue with staff to establish the best 	<ul style="list-style-type: none"> Complete PEF consultation with all stakeholders. Discuss poverty-related attainment gap with staff and agree on approaches to close this. Identify staff training needs in response to gap analysis. 	<ul style="list-style-type: none"> All stakeholders will agree on how PEF funding will be used to support the recovery phase. All staff will agree on identified approaches to support the school in closing the poverty-related attainment gap. Staff training needs will be met. 	<p>All stakeholders</p> <p>SMT/Equity Lead</p> <p>SMT/Equity Lead</p>	<p>August/ September 2020</p> <p>October 2020</p> <p>October 2020 and ongoing</p>

<p>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>approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality.</p> <ul style="list-style-type: none"> • Review staff training needs. • Review current partnership working. • Consider how you will measure and evidence impact; plan this into home and school approaches. • Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and in-school? You may find the EEF covid-19 resources helpful when considering this. 	<ul style="list-style-type: none"> • Identify how we will measure and evidence impact of PEF interventions during school and home learning. • Identify resources that will be required to support the most disadvantaged learners. 	<ul style="list-style-type: none"> • PEF interventions will be monitored to ensure that they are having an impact on children and adjusted accordingly. • Resources will be utilised by targeted children. 	<p>All staff</p> <p>All staff</p>	<p>October 2020</p> <p>October 2020</p>
<p>Theme: Tracking and monitoring impact of equity approaches.</p> <p>Rationale: To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy. • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. 	<ul style="list-style-type: none"> • Identify what will be measured to show the impact of equity approaches. • Identify when, how and by whom these key measures will be implemented, monitored and evaluated. • Staff, pupils and parents will be consulted re progress of identified approaches. 	<ul style="list-style-type: none"> • Key measures will be identified. • Key staff will be identified and timelines agreed. • The views of staff, pupils and parents will identify what is/is not working and planning will be 	<p>All staff</p> <p>SMT/Equity Lead</p> <p>Relevant staff, pupils and parents</p>	<p>October 2020</p> <p>October 2020</p> <p>January & May 2021</p>

	<ul style="list-style-type: none"> Consider points in planning section to find alternative approaches. 	<ul style="list-style-type: none"> Adjust planning if equity approaches are showing little/no impact. 	adjusted accordingly.	Relevant staff/Equity Lead	Ongoing throughout session
<p>Theme: Cost of the School Day</p> <p>Rationale: The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren't before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Revisit Child Poverty Action Group Website Read CPAG article on impacts of school closures. Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families. Consider how you will equip learners with the tools required to undertake home-learning. Consider how our actions can inadvertently alienate families in poverty. Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts. Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. Consider staff training needs – ensure all staff are consistent in their approach to poverty. Consider what changes will need to be made to the 	<ul style="list-style-type: none"> All staff will revisit the Child Poverty Action Group website. All staff will read the CPAG article on the impact of school closures. Review and update CoSD Position Statement and share with all stakeholders. Using knowledge/intelligence, identify what resources will be required to support home learning and who will need these. Identify financial supports available to families and signpost these to them. 	<ul style="list-style-type: none"> All staff will gain increased knowledge of information available on CPAG website. All staff will become more aware of the impact of school closures. CoSD Position Statement will be updated to reflect current situation. Charges for families will be eliminated where possible. Where possible, relevant resources will be provided for identified children. Financial supports will be accessed by families. 	<p>All staff</p> <p>All staff</p> <p>All stakeholders/ Equity Lead</p> <p>SMT/Equity Lead</p> <p>SMT/Equity Lead</p>	<p>August 2020</p> <p>August 2020</p> <p>September 2020</p> <p>September 2020</p> <p>Ongoing throughout the session</p>

	school calendar in light of changes to family income.	<ul style="list-style-type: none">Identify staff training needs linked to CoSD.Review and update school calendar.	<ul style="list-style-type: none">Where needed, relevant staff training will be undertaken.School calendar will be updated to reflect current situation.	SMT/Equity Lead SMT	Ongoing throughout the session August & ongoing throughout the session
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 Improvement Priority 3 - Continuity of Learning			How will we know we've been successful?	Who will be involved?	Timescale
Quality Indicator 2.2 Curriculum <ul style="list-style-type: none"> • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work 2.3 Learning, teaching and assessment assessment <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring 3.2 Raising Attainment and Achievement <ul style="list-style-type: none"> • 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)	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.		

	they will be emailed to all Head Teachers.				
<p>Theme: Learning In School</p> <p>Rationale: <i>The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment. Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible</i></p> <p><i>It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they</i></p>	<p>Schools need to:</p> <ul style="list-style-type: none"> 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. 	<p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> Identify which staff will be returning in August. Identify which children will be returning in August and divide them into 2 groups. Complete a capacity audit and risk assessment to identify which areas of the school/nursery can be utilised and the implications of this terms of curriculum delivery. See above Introduce 1140 hours in nursery. Consider how Literacy, Numeracy and HWB can be delivered within identified physical 	<p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> Returning staff will be identified. Returning children will be identified and divided into 2 groups. Capacity audit will identify which areas of the school/nursery can be utilised for learning. 1140 hours will be successfully introduced for all nursery children. All staff will be aware of the expectations in terms of delivery of Literacy, Numeracy 	<p>SMT</p> <p>SMT</p> <p>SMT</p> <p>SMT/Early Years staff</p> <p>All staff</p>	<p>June 2020</p> <p>June 2020</p> <p>June 2020</p> <p>August 2020 onwards</p> <p>August 2020 & ongoing throughout the session</p>

<p><i>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> The Recovery Curriculum, Think Piece</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 for each child. Very careful consideration should be given to the use of</p>	<ul style="list-style-type: none"> 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 	<p>spaces in line with staff capacity.</p> <ul style="list-style-type: none"> Consider how non-class contact time on Wednesdays can be used to support staff to work collegiately to moderate and assess the identified learning. Consider how there will be continuity in learning between the 2 groups of children attending school on different days. Identify how learning and teaching will be assessed. Track and monitor children's level of engagement in Literacy and 	<p>and HWB within the school and use this to inform their planning, learning and teaching.</p> <ul style="list-style-type: none"> All staff will engage in collegiate working. There will be continuity of learning between the 2 groups of children. Learning and teaching will be assessed consistently across all stages based on SLC guidance. Collated results will show where more support and 	<p>Class teachers</p> <p>Class teachers</p> <p>Class teachers</p> <p>SMT/Class teachers</p>	<p>August 2020</p> <p>August 2020</p> <p>August 2020</p> <p>Termly</p>
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<p>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>to ensure appropriate support is being provide.</p> <ul style="list-style-type: none"> 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 	<p>Numeracy using the Leuven scale on a termly basis.</p> <ul style="list-style-type: none"> Track and monitor children's level of engagement during recovery on a termly basis. Staff complete attainment predictions 3 times annually. Consult with staff to identify recovery curriculum model for school/nursery. Identify CLPL requirements linked to this recovery model. Consult with staff to identify which areas of the curriculum are best suited to in school and home learning. 	<p>interventions may be required.</p> <ul style="list-style-type: none"> Collated results will show where more support and interventions may be required. Collated results will show where more support and interventions may be required. Based on SLC guidance, recovery curriculum model will be developed to suit the context of the school/nursery. Relevant CLPL will be undertaken. Agreed areas of the curriculum will be taught in school and as part of home learning. 	<p>SMT/Class teachers</p> <p>SMT/Class teachers</p> <p>SMT/Class teachers</p> <p>All staff</p> <p>SMT/ Class teachers</p>	<p>Termly</p> <p>November, February & May</p> <p>Term 1 & ongoing throughout the session</p> <p>Ongoing throughout the session</p> <p>Term 1 & ongoing throughout the session</p>
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	<p>and practical or investigative work.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Consult with staff, children and parents/carers to agree on how best to share this information with families. Consult regularly with parents/carers and children to review the learning provision in school/nursery. 	<ul style="list-style-type: none"> Key and relevant information will be shared with children and parents/carers. The results of termly consultations will inform future learning provision in school/nursery. 	<p>SMT/Class teachers</p> <p>SMT</p>	<p>August 2020 & ongoing throughout the session</p> <p>Termly</p>
<p>Theme: Learning At Home</p> <p>Rationale:</p> <p>A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and 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>Schools need to:</p> <ul style="list-style-type: none"> Consider how you will facilitate home learning given the staffing you have available both within your establishment and across the locality. What will this look like at various stages across the school. Can staff who are shielding work on developing and leading on online learning opportunities? 	<ul style="list-style-type: none"> Identify what staff are available to facilitate home learning, taking into account working patterns and the resources that they have available to them. Identify what staff are shielding and the resources that they have available to them. 	<ul style="list-style-type: none"> Staff who are available to facilitate home learning will be identified. Resources needed by identified staff will be sourced and made available. Staff who are shielding will be identified and utilised, where appropriate. Resources needed by shielding staff will be sourced and made available. 	<p>SMT</p> <p>SMT</p> <p>SMT</p>	<p>June 2020 & ongoing throughout the session</p> <p>June 2020 & ongoing throughout the session</p> <p>June 2020 & ongoing throughout the session</p>

<p>While recognising that in-home learning takes many forms (including support from families) and is by no means all IT based, an approach to digital learning should be implemented to mitigate negative impacts on equity. This will specifically focus on providing digital access for pupils who do not have this at present.</p> <p>Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.</p>	<ul style="list-style-type: none"> • Take account of the existing resources you have access to and how these can be used to support learning at home. 	<ul style="list-style-type: none"> • Consider what resources will be required to support home learning. 	<ul style="list-style-type: none"> • Identified resources will be sourced and made available. 	SMT/Class teachers	August 2020 & ongoing throughout the session
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Identify CLPL needs for staff to allow them to deliver recovery curriculum at home. 	<ul style="list-style-type: none"> • Appropriate CLPL will be undertaken. 	SMT/All staff	August 2020 & ongoing throughout the session
	<ul style="list-style-type: none"> • Review and plan how you will deliver and set work at home and how feedback will be given to learners. 	<ul style="list-style-type: none"> • Review existing home learning provision with staff and discuss how we will deliver and set work, as well as and give feedback to learners. 	<ul style="list-style-type: none"> • Staff will agree on consistent format across school. 	Class teachers	August 2020, with reviews termly
	<ul style="list-style-type: none"> • Establish a baseline on the number of pupils and staff who have home access to ICT. 	<ul style="list-style-type: none"> • Identify which pupils and staff who have home access to ICT. 	<ul style="list-style-type: none"> • Where possible, home access to ICT will be provided for all pupils and staff. 	Class teachers/Equity Lead	September 2020
	<ul style="list-style-type: none"> • Consider how to take account of pupil voice in their learning at home. 	<ul style="list-style-type: none"> • Consult with children on their home learning provision. 	<ul style="list-style-type: none"> • The results of termly consultations will inform future home learning provision in school. 	Class teachers	Termly
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Consult with staff, children and parents/carers to agree on how best to share this information with families. 	<ul style="list-style-type: none"> • Identified strategies will increase children's engagement in learning at home. 	SMT/Class teachers/Equity Lead	August 2020 & ongoing throughout the session

	<ul style="list-style-type: none">Consider how you will measure and track engagement with home learning	<ul style="list-style-type: none">Consult with staff on how children's engagement with home learning will be measured and tracked.	<ul style="list-style-type: none">Children's engagement in home learning will be tracked monthly and this will be used to identify where more support or interventions may be required.	SMT/Class teachers	Monthly
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