



South Lanarkshire Council

Recovery Standards and Quality Report June 2021



David Livingstone Memorial Primary School and Nursery Class

Standards and Quality Report Session 2020/2021

Our School

David Livingstone Memorial Primary School and Nursery Class is set within the urban Coatshill area of Blantyre. The current roll is 259 over 10 classes, and 23 children in the Nursery. Our catchment area comprises a mix of privately-owned and social (local authority) housing. Our new school opened in June 2012 and provides an excellent modern environment in which children can learn and achieve. Currently, 30.9% of our children are eligible for a free school meal. Our Scottish Index of Multiple Deprivation profile for 2020/2021 highlights that 19.3% of our P1-7 pupils live in deciles 1 or 2, with no children living in deciles 9 or 10. Within our Nursery, these figures are 57.0% and 0% respectively. Our attendance level was 96.4% as of 1st June 2021. From August 2020 to March 2021, our attendance level was 96.0%, which was 2.8% higher than the average for our local authority. Our non-Covid absence was 3.8% compared to 6.0% for SLC.

Our school vision is 'We aim to provide an inclusive and nurturing environment where everyone can thrive and achieve.' Our values are what we want all learners to be: respectful, responsible, caring, confident, honest and successful.

The Senior Management Team has changed considerably over the past 3 years, with a new Head Teacher being appointed in August 2016 and a new Depute Head Teacher and Principal Teacher being appointed during 2017/18. Our DHT has been 0.6 flexible working since August 2018 and this session there is an Acting DHT in post 2 days a week. There were also 4 new permanent teachers appointed to the school in August 2017. Unfortunately, we have suffered a lot of staff absence due to illness over the past 4 years. There has also been a number of staff changes in the Nursery over the past 3 years, with a new Team Leader, a new teacher and 2 new part-time Early Years Workers now in post.

We have an active Parent Council who support the school in many ways, especially via fundraising. We are trying to establish greater links with the local community and make good use of our Active Schools Co-ordinator to provide learning opportunities for children of all stages.

We are part of Calderside Learning Community and are developing stronger links with local schools to take forward joint Learning Community initiatives.

Key Successes/Challenges and Achievements Session 2020/2021

Successes and Achievements

- The school came in 1st place for the Hamilton and Blantyre 'Beat the Street' contest, winning both the highest total points and the highest average points competitions, and we were rewarded £700 of sports vouchers.
- 2 children gained a Silver Award in the Scottish Mathematical Challenge Competition, and one child gained a Bronze Award.
- Our Principal Teacher passed the Level 1 Google Certified Trainer and Educator Award.
- Our Early Years Team Leader has engaged in a Leadership Programme for promoted staff in Early Years in association with the University of Edinburgh.
- The whole school and nursery have engaged in activities linked with Bonnie Blantyre, including their infamous sunflower growing competition.
- We successfully applied for a grant from Asda and used this to purchase additional home learning resources for all children.
- The whole school participated in the Road to Wembley Walk organised by Active Schools, walking 2,698 miles.
- We successfully applied for a grant from Aberlour Scotland Children's Charity and used this to support one of our families over Christmas.
- Our P6 class have been involved in a number of activities with the newly re-opened David Livingstone Centre, including the first virtual visit organised by staff.
- Our P6/7 children all designed a poppy that was included in Blantyre's Remembrance Day display.
- We have made effective use of digital technology to organise a number of transition activities and events.
- Our JRSO Committee have organised a number of whole school activities and competitions.
- Our P5 class organised their own virtual book launch.
- All parents have had the opportunity to discuss their child's learning with class teachers via informative phone call consultations.

Challenges

- Ongoing staff and pupil absence.
- Disrupted learning for learners who have struggled to engage during the remote learning period
- The need for staff to become upskilled in the use of digital technologies as part of remote learning.
- Restrictions associated Covid have limited the opportunity for whole school events, parent/carer 'Open Days' and in-school family learning experiences, as well as partnership working with members of the local community.
- Frequently changing FME list which then has an impact on our reported poverty-related attainment gap.
- Limited opportunities for pupil leadership and buddying/peer mentoring across stages.
- Our 2 Nurture rooms have been out of use, thereby limiting the opportunities and experiences on offer for the children.
- All PE has had to be done outdoors.
- Limited interaction between classes, including those in the same year group as others.
- Split breaks for staff limiting opportunities for staff to get together.

- Limited resources have been sent home and so staff have had to be creative in their approach to homework activities.
- Staff from other agencies have been unable to visit the school to support children and their families.
- Lack of educational excursions.

Remote Learning Jan-March 2021

What was achieved

Prior to lockdown, we successfully identified which of our families and staff would not have access to IT devices at home and issued Chromebooks and Wifi devices to support them with this. All children were also issued with stationery (including jotters), with a more comprehensive pack of physical resources being sent home to all identified families.

Staff at all levels showed a high level of professionalism and engaged in a wide range of CLPL to upskill themselves in the use of digital remote learning. As a result, all P1-7 classes had daily differentiated tasks posted up on Google Classroom, with an agreed format and the same daily content being used across the school to ensure consistency between stages. All children had the opportunity to engage in a daily emotional check-in, a mixture of live and recorded lessons and independent tasks, as well twice-weekly Google Meets involving teachers, support staff and members of the Senior Leadership Team. Children, staff and parents all reported that these Google Meets were an effective way of keeping in touch during periods of isolation and had a positive impact on their mental wellbeing.

Children, parents and staff were regularly consulted on our home learning provision and, based on their feedback, we adjusted our offering accordingly. Weekly informative letters for the Head Teacher kept families informed about any changes so everyone knew what to expect the following week.

Across the school, staff worked very effectively in departmental trios/quads to share good practice, as well as to offer pastoral support to one another. The Head teacher also arranged weekly virtual meetings with teachers and support staff. These were effective in keeping staff abreast of any Covid updates and allowed the opportunity for staff to ask any questions or voice any concerns. Staff at all levels worked on a rota to deliver in-school learning provision as part of our P1-3 and P4-7 Hubs. Those who were working from home then took responsibility for their colleagues' Google Classroom. As a result, all children received either verbal or written feedback on all work that they uploaded.

Staff diligently kept track of the children who engaged on Google Classroom, as well as those who uploaded work and those who participated in Google Meets. Members of the SLT then made follow-up phone calls to those who were not engaging to find out the reasons why and what sort of support could be offered. This led to some families being given an additional Chromebook/Mifi device or physical resources and, as a result, engagement and participation for the majority of these children increased. We also made arrangements for additional physical resources to be available for collection from the school office by all of our families, thereby promoting inclusion for all.

Members of the SLT made twice-weekly phone calls to identified families to check on their wellbeing and to offer any support that may be needed. This resulted in a few additional children being invited to attend one of our Hubs. We also issued a number of food parcels to some of these

families, as well as winter clothing to a few children in need. Parents of the children involved reported that this made them feel supported and cared for during challenging times for everyone.

As part of our online provision, we also offered virtual Nurture sessions to 20 children in order to provide continuity of support that would normally be delivered in school. These were very effective in offering reassurance to the children concerned and afforded them the opportunity to express and worries or concerns that they had. Almost all parents of those involved reported that their children looked forward to these virtual sessions and found them to be a great support for their children's mental wellbeing.

In addition, support staff volunteered to read aloud books to our P1-3 children and one support assistant delivered Rhyme Time to our P1 children. As well as raising the profile of support staff within the school, this helped to provide valuable support to those families who did not have access to books at home.

Virtual learning support sessions were also offered to an identified group of P2 children by a member of staff who was shielding. This innovative approach has been successful in ensuring that most of these children are now on track to achieve in Reading and 40% of them in Writing.

As a school, we worked hard to develop a range of fun, interactive activities to allow children of all stages the opportunity to achieve success. This included weekly whole school challenges ranging from cookery to learning to count to 10 in another language, as well as our regular monthly reading challenges. These helped to promote family learning, with almost half of the school completing at least one challenge. We also continued to have weekly online assemblies and engaged in special themed events, such as World Book Day and Fairtrade Fortnight. This promoted a sense of normality for all children since these were things that we would have been doing anyway had they still been in school.

Nursery

Nursery staff posted up a wide range of fun, family learning activities on the children's online Learning Journals, with content being agreed between all staff to ensure consistency between all 3 pods. As a result, almost all children posted up some evidence of their learning during the course of lockdown. In addition, Early Years Staff created videos for the children by way of keeping in touch. These proved to be very popular with the children and parents, creating a sense of attachment and ensuring that positive relationships were maintained throughout.

Key Workers also made regular phone calls home to check on children's wellbeing. These were effective in helping us to identify a few families who were in need of additional support which we were then able to provide.

Evidence

Staff at all levels engaged in a wide range of CLPL in order to upskill themselves in the use of digital learning. This had a positive impact in empowering staff to deliver high quality teaching and learning through the use of live and recorded lessons, Google Meets and provided them with the skills to provide personal feedback (verbal and written) on any work that the children uploaded.

All children logged on to Google Classroom during lockdown. On average, 89.6% of children regularly engaged on Google Classroom, with 83.7% posting up evidence of work completed each week. This figure includes the February Weekend when the children were off school for 3 days and the local area experienced heavy snow, a week when engagement and participation was generally much lower across the whole school. In addition, an average of 69.8% of children engaged in at least one Google Meet each week, with average attendance ranging from 61.2% in P4 to 75.0% in P7.

Across the school, children in our non-targeted cohort had a much higher level of engagement than those living in SIMD 1/2 and/or FME, with an average of 90.4% engaging and posting up work compared to 72.6% of our targeted children.

Challenges and Opportunities

One of our biggest challenges was trying to make contact with some families whose children were not engaging in online learning to offer support. As a result, we are considering employing a part-time YCFL Officer using our Pupil Equity Funding next session to look at creative ways that we could encourage these families to engage in learning and school activities.

Another challenge was the difficulty that a few families had with uploading work onto Google Classroom. As well as posting up videos and helpsheets on our social media, these parents were also offered support over the phone from a member of the SLT. Unfortunately, some families still found things difficult and so we made alternative arrangements for them, including the opportunity to email in their child's work to their class teacher. These alternative solutions proved successful for a number of families and so this meant that their children were still able to receive feedback on any work that they had completed.

A further challenge was our ability to facilitate pupil committees/leadership groups involving children from each of the different stages across the school. We will now reflect on how we can manage this should we need to maintain class bubbles next session.

An ongoing challenge that we have is the need to be responsive to the changing needs of individual families. Currently, our list of FME children changes regularly and so this then has an impact on our 'gap'. Consequently, we have now agreed on 3 set dates when we will complete our data analysis over the course of the school year.

In terms of opportunities, the use of remote learning and the development of Google Classroom has been successful in upskilling both children and staff in the use of digital technology. It has also allowed children to still engage in learning whilst they are unable to attend school. This has proved to be effective for any children who have had to self-isolate this session.

Staff working in trios/quads has also been effective in increasing collegiate working between stages. As a consequence, staff workload has decreased and there is now evidence of increased progression in children's learning across a range of curriculum areas.

Learning Arising and Next Steps

We have now realised that we need to make regular use of Google Classroom so that this platform remains a familiar resource for all children and their families. As a result, this is now how we issue weekly homework, as well as school challenges and competitions.

We also have heightened awareness of the importance of relationships as part of positive health and wellbeing. Consequently, the development of attachment-informed practice and the promotion of the 6 Principles of Nurture will both become a key focus for us next session.

Lack of engagement in whole school reading challenges highlighted to us the fact that some children do not have access to a book at home. To help solve this problem, we aim to make the development of our school library a key priority for next session, too.

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.

		<h2 style="text-align: center;">Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff</h2>		<p style="text-align: center;">How will we know we've been successful?</p>
Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact	
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would look like and how it will be measured.</p>	
<p>Theme: Whole School Wellbeing</p> <p>Rationale: 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 Belongingness and Connectedness is always a powerful support for children, young people, and adults, especially as a buffer to adversity. This is mediated through Quality Relationships, and a range of Attachment Informed Practices.</p> <p>Staff will have had a range of experiences during this period and will need a flexible and personalised</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. • Plan 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. 	<p>Key Recovery Tasks (school specific)</p> <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 and report on lockdown achievements at home. 	<p>Desired Outcomes and Impact</p> <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 and see key trends across identified groups, classes and whole school. 	

<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>	<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. • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. 	<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 • Raise staff awareness of ACEs. • Using collated PASS results, school will identify appropriate partners that can support staff and children with the recovery process. • Establish a baseline questionnaire to find out parents and other stakeholders initial understanding of attachment. 	<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 key role in leading developments within the school • All staff will develop an increase understanding of ACEs and how these might affect children • Relevant key partners and their role will be identified • Key partners will support recovery process • Parents and other stakeholders will develop a deeper understanding of the Attachment Strategy and their role in supporting positive relationships
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	<ul style="list-style-type: none"> • Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and which allow staff to be included and consulted. 	<ul style="list-style-type: none"> • Use resources provided by SLC to share key information about SLC’s Attachment Strategy with parents and other stakeholders. • Repeat parents’ questionnaire. • Google Form to be created to ascertain the experiences of all members of staff during lockdown and use this to identify their wellbeing needs. • 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. 	<ul style="list-style-type: none"> • Wellbeing needs of staff will be identified and plans put in place to support them. • 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>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</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 	<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. 	<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.

<p>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"> • 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"> • 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. • Children to complete SHANARRI wellbeing assessment to show how they are feeling at home and in school. 	<ul style="list-style-type: none"> • 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 all 8 wellbeing indicators. • Collated results of assessments will be used to inform future planning.
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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>As a school, we completed PASS assessments with all P4-7 children to help us better understand the impact of lockdown and remote learning on pupils' attitudes and mindsets, as well as their readiness to resume school routines. Analysis of these results showed that pupils' attitudes to teachers was pleasingly high; however, learner self-regard was particularly low. As a result, staff then developed a series of HWB lessons to support the children's needs in this area and we also looked at ways to boost children's self-esteem through a range of different awards both in class and at our weekly online assemblies. In addition, we also included some of the children with the most pronounced areas for concern in our P4-7 Nurture group to allow them the opportunity to discuss their feelings in a more relaxed environment. Unfortunately, due to Covid restrictions, there was little opportunity for partner agencies to support children and staff in the recovery process this session.</p>	<p><i>"The data from the PASS assessments completed in September 2020 flagged up pupils who were concerned about being back at school and pupils who are not ready to learn as a result of school closures. 89% of our P4-7 children reported that they had a very positive attitude towards teachers, with 30% noting that they did not feel positive about learner self-regard. Using this data, we were then able to target those individuals and focus on factors affecting them in order for them to be ready for school and ready to engage in learning.</i></p> <p><i>When we completed the same assessment again in May 2021, there was an improvement in children's responses in most areas, with very positive results being recorded in the following areas:</i></p> <p><i>Feelings about school = 72% (0% difference)</i> <i>Perceived learning capability = 65% (0% difference)</i> <i>Learner self-regard = 78% (8% increase)</i> <i>Preparedness for learning = 80% (1% increase)</i> <i>Attitudes to teachers = 87% (2% decrease)</i> <i>General work ethic = 79% (2% increase)</i> <i>Confidence in learning = 57% (8% decrease)*</i> <i>Attitudes to attendance = 76% (9% increase)</i> <i>Response to curriculum = 81% (11% increase)</i></p> <p><i>*There were, however, 4% fewer children who had very low confidence in learning in May compared to September." (Acting Depute Head Teacher)</i></p>	<ul style="list-style-type: none"> • To continue to develop the 6 principles of Nurture across the school. • To implement SLC's Attachment Strategy across the establishment, as well as consider the role of staff who are appointed as Attachment Lead and Attachment Ambassador. • To review our Health and Wellbeing programme of study to ensure that there is an increased focus on diversity, as well as clear progression between stages. • To raise staff awareness of ACEs. • To develop increased partnership working with other agencies to support the HWB of

<p>All children and staff at all levels completed a 'What Matters To Me' booklet. This allowed us to see people as individuals and gave us a greater insight into what was important in their life, understanding that everyone is different. As a result, staff were able to make greater connections with the children and with one another, something which made people feel more valued in the school after so long apart during the first lockdown.</p> <p>All children and staff also had the opportunity to discuss with one another their own experiences during lockdown. This allowed everyone to see that everyone's experience was different, whilst still acknowledging that we had all been through a traumatic experience and that time would be needed to allow staff and children to adjust to the new 'normal'.</p>	<p><i>"Having a discussion about things that are important to the children in the class has been beneficial when building positive relationships. Knowing what interests they have and being aware of who and what matters to them can now be used to help plan relevant lessons and activities."</i> (P6 teacher)</p> <p><i>"I liked being able to tell my new teacher some things about myself. I also found out some things about my friends that they had never told me!"</i> (P5 child)</p> <p><i>"All children gave mostly positive reports on their lockdown experiences, many having discovered new skills such as baking or cooking."</i> (P6/7 teacher)</p> <p><i>"This was a great way for the teacher to get to know the children. I, personally, feel that I know all the children in my class really well already. Having these discussions opened dialogue with children about experiences during lockdown, both good and bad. It also helped children to rekindle friendships. 'A' for Adapt helped us to identify and celebrate the changes that we have made this year."</i> (P5 teacher)</p> <p><i>"This gave staff the chance to reflect and it was interesting to hear about differing experiences. It made me think about children's experiences. It was lovely to talk to colleagues again and it gave me ideas on how to transfer this discussion into my own classroom to use with the children."</i> (P2 teacher)</p> <p><i>"Being given the opportunity to reconnect with staff and share our own experiences of lockdown was, for me, a great way of easing back into school life and my working environment. It helped to ease the worries and anxieties that I had about being back at school with pupils and colleagues."</i> (Support assistant)</p> <p><i>"We talked about our experiences and created a display with ourselves, rainbows and our thoughts. Lockdown made me feel anxious and overwhelmed and it helped to talk about</i></p>	<p>children, staff and parents.</p> <ul style="list-style-type: none"> • To develop our Nurture groups to support the development of children's life skills. • To increase the profile of the 21st Century Families Play Award with our P1-3 children and their parents/carers.
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All staff attended Attachment training delivered by SLC's Educational Psychologists. This helped to develop a greater understanding of potential reasons for children's behaviour and so staff at all levels became much more tolerant of children's reactions to different situations. This, in turn, has supported a highly nurturing ethos within the school.

At the start of the year, we completed a baseline questionnaire with parents/carers to determine their understanding of attachment, then repeated this towards the end of session after we had shared information with parents on SLC's Attachment Strategy.

things and get it off our shoulders. It reassured me that some of my classmates felt similar." (P6/7 child)

"I am confident in identifying when children are exhibiting behaviours that are a result of issues they may be having at home. This session also further reinforces the importance of creating a nurturing environment in our classrooms." (P4 teacher)

"I now have a better understanding of attachment theory and I am keen to extend my knowledge by completing the recommended personal reading." (P1/2 teacher)

"The Attachment Strategy training has been welcomed by the Nursery Team. It has provided the opportunity for staff to further our understanding on the importance of attachment, as well as the role each staff member has in supporting the children in our care. The Attachment training has been a starting point in developing an attachment-informed workforce and it is something that we, as a staff team, feel passionate about. By being attachment-informed, we are more confident working together in unity to improve the early experiences and future outcomes for all children." (Nursery Team Leader)

"I am now more able to identify distressed behaviours in the children I work with. I also feel more confident in applying the strategies explained in the training." (Support assistant)

"Although the number of parents completing the questionnaire varied, this showed the following:

- An increase of 36% in parents who have now heard of Attachment Theory.*
- An increase of 21.5% in parents who can explain what attachment is.*
- An increase of 22.9% in parents who have now developed between some and a very good knowledge of attachment.*
- An increase of 22% in parents who have heard of the A-Z of Resilience and Attachment.*

<p>During lockdown, teaching staff worked in trios/quads to support one another with online learning. This was very effective in allowing the sharing of good practice and increased consistency between stages. The Head Teacher also formed a supportive buddy trio with 2 other head teachers within the Learning Community. This has provided strong pastoral and wellbeing support between peers, as well as increased collegiate working between the 3 schools involved, thereby helping to reduce the workload for all.</p> <p>All staff received updated training on SLC's Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB) Policy. As a result, there is now increased consistency in approach across the school.</p> <p>Unfortunately, due to lockdown, we were only able to introduce staff to the first 3 principles of Nurture. This is something that</p>	<ul style="list-style-type: none"> • <i>An increase of 7% in parents who have completed come background reading on attachment.</i> • <i>An increase in 16.1% in parents who have heard of a safe/secure haven.</i> • <i>An increase of 10.2% in parents who now know ways in which the school can be a safe base for children.”</i> <i>(Depute Head Teacher)</i> <p><i>“This has been useful in terms of providing support for one another, particularly when dealing with stressful situations. It has also been an effective way of sharing ideas and good practice, thereby helping to tackle bureaucracy and workload for everyone.” (Head Teacher)</i></p> <p><i>“Being able to work with other members of staff during home learning was hugely beneficial as we were able to share ideas and offer support. We also had the opportunity to plan a number of themed activities that P6/7 enjoyed, e.g. Masked Teacher, Fairtrade Fortnight and World Book Day.” (NQT)</i></p> <p><i>“Refresher training was extremely useful in highlighting the importance of building positive relationships with our learners and in looking at strategies to support them during what has been, and continues to be, a challenging time for our children.” (Nursery teacher)</i></p> <p><i>“This enabled staff to reflect on strategies and to look again at The Crisis Model. It also highlighted the importance of a consistent approach to behaviour management.” (Support Assistant)</i></p> <p><i>“Ongoing observations of pupil/staff dialogues show that most staff at all levels have adjusted the way that they speak to children when they are distressed.” (Head Teacher)</i></p> <p><i>“For some of our P1-3 children it is giving them opportunities to develop social skills. In class, staff report that some of the</i></p>	
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we will revisit next session. Nevertheless, we have successfully re-introduced our 2 Nurture groups within the school, one for P1-3 and one for P4-7. Initially these groups took place remotely during home learning, but they are now being run in a socially distant manner in school, with all of the children involved saying that they enjoy these sessions and almost all children saying that they have found them a useful way of allowing them to discuss their emotions.

All teaching staff were trained to deliver Emotion Works to our P1-7 children. This had a positive impact in terms of children's ability to recognise different emotions that they might be feeling, as well as being able to recognise possible triggers for some negative emotions.

children are now showing more of a readiness for learning, with 9 children (37.5%) who attend the one of the Nurture groups showing an improvement in their engagement in Literacy and 10 children (41.7%) showing an improvement in their engagement in Numeracy over the course of the session. It has also been a positive transitional experience for all children post home learning. Children who are re-attending have been great role models for the new children who have started.” (Nurture teacher)

“The children look forward to the ‘Den Club’ days and enjoy meeting children outwith their class. New children are beginning to identify emotions and explore how these emotions affect them. Older children can identify how much they have learned and developed both in their emotions and in their behaviour.” (Nurture support assistant)

“Re-introducing The Snug has been a positive experience for the children returning and for the new children who now attend. They have been exploring their feelings and some are now more able to verbalise these during interactions.” (Nurture support assistant)

“I am better at picking my emotions because I know when I feel stuff what the different feelings are.” (P3 child)

“I enjoy coming to The Snug because I can take a ‘time out’ if I’m not feeling great. I think it helps me a lot because I can explain how I feel and not be embarrassed by it.” (P7 child)

“I now feel comfortable talking to teachers about my emotions without worrying.” (P6 child)

“I enjoyed learning about all of the cogs. It made me think about the emotions and behaviours that go along with them. It helped me understand my emotions better.” (P7 child)

All children have also become competent at completing a more honest emotional check-in each morning. This has allowed staff to see how children are feeling first thing in the morning. As a follow-up, they each ensure that they allocate time to have an open discussion with individuals who may be in need of a little extra support, thereby reducing the possibility of negative feelings having an adverse impact on the children's learning over the course of the day.

*"22 out of the 24 children who currently attend Nurture say that this has helped them to talk about how they are feeling."
(Nurture teacher)*

*"Most children have become more emotionally literate and can more accurately state how they are feeling. There has also been a decrease in the number of distressed children. Most of those who do display distressed behaviours are then able to identify what triggered their reaction once they have had the chance to calm down."
(Head Teacher)*

*"Children now do this in the morning as part of their daily routine. It helps teachers to see at a glance if there are any children that they need to spend time talking to. It also extends nurturing practice into all classrooms. Children feel valued and listened to by their teachers. Some classes were consulted on the design of their 'check-in', giving them ownership of it. The use of a daily 'check-in' is helping to minimise behaviour incidents as problems can be dealt with quickly and children are now using their words to express how they feel."
(Acting Principal Teacher)*

*"Children enjoyed selecting, designing and creating their own daily emotions 'check-in' cube. They decided what feeling each picture would represent and are able to use this independently to show how their feelings may change throughout the day. Each different stage selected a different 'check-in' model that was appropriate to them."
(P3/4 teacher)*

*"Within the pods, self-registration involving an emotional check-in has been created to encourage children's independence and this provides an opportunity to discuss their emotions. Visual aids are also used throughout the day to support children's behaviour and to help them understand how they are feeling."
(Early Years Worker)*

As a school, all classes engaged in the A-Z of Resilience and completed meaningful activities linked to each letter of the alphabet. This has helped children form all stages to identify strategies that they can use when they are finding things particularly challenging. Unfortunately, whilst the children's knowledge of these strategies has increased, a number of them still find it difficult to apply these in practice, so promoting pupil resilience is something that we will still need to work on.

We developed SLC's A-Z of Attachment and Resilience to include activities that parents/carers could do with their children at home and shared a few letters with families on a monthly basis.

Each month, we re-introduced a different wellbeing indicator with children. Almost all children were then able to accurately self-assess each of these indicators, with appropriate follow-up activities being carried out by class teachers to address any areas of concern.

"We covered the Resilience Alphabet with the children during Term 1. It helped to settle the children after lockdown and allowed them to explore and develop strategies that helped them to cope with change." (P2 teacher)

"Children are happier to discuss and express their feelings. Children know it's okay not to be okay. Children are more aware of 'feelings' words and can use them in the correct context." (P3 teacher)

"We learned what each letter stood for and it taught us how to have a perfect life and how to rely on ourselves to solve problems." (P4 child)

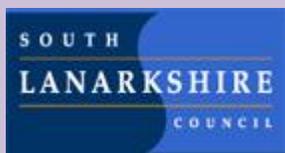
"We created a list of activities linked to each of the letters in the A-Z of Attachment for parents to complete with their child. This highlighted the Alphabet of Attachment to parents/carers and allowed them to complete and discuss related tasks with their child each month. This has made parents more aware of the document and how they can develop each are with their child." (Depute Head Teacher)

"The children are able to talk more confidently about the names of each of the indicators. The scoring system used for children's responses helps staff to easily see at a glance which children/groups may need support in some of the indicators." (Acting Principal Teacher)

"It helps me feel ready to learn because I know I can say I feel safe and that helps me to do my work." (P3 child)

"I know all of the SHANARRI indicators now and I can express how I feel about myself for each one at home and in school." (P7 child)

<p>Unfortunately, due to the amount of time that had to be devoted to Attachment training this year, we did not manage to organise a inset day session to raise staff awareness of Adverse Childhood Experiences (ACEs), although nursery staff did manage to complete a short ACEs Awareness course online during lockdown. This will, however, be carried over into next session and a date has already been arranged for the Educational Psychologist to do this.</p> <p>All P1-3 children took part in the 21st Century Families Play Award, with the amjority of them being awarded a gold, silver or bronze award. We aim to continue this next session, with a parent/carer launch and a presentation ceremony at the end in the hope that this will help to increase engagement even further.</p>	<p><i>“This was a great way to encourage families to spend time with their children during lockdown doing some fun activities. All of the activities were free which meant that all families were included, with 58% of all our P1-3 children being awarded a gold, silver or bronze award.” (Depute Head Teacher)</i></p> <p><i>“I enjoyed helping my mummy to set the table and cook dinner.” (P1 child)</i></p>	
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Improvement Priority 2 - Planning for Equity

How will we know we've been successful?

Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p>2.4 Personalised Support</p> <ul style="list-style-type: none"> • Universal Support • Targeted Support • Removal of barriers to learning <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Re-identifying the poverty-related attainment gap.</p> <p>Rationale: To plan effectively to address the “gap” there needs to be a clear understanding of what the current “gap” is. Learners will have had a varied experience during their home learning period, and won't necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point;</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider the experiences learners have had during the school closure period, drawing on for example: <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: 	<p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> • School will identify how to collect information on children's level of engagement during lockdown. 	<p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> • Collated information will where more support may be needed.

		<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. 	<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>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 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>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 approaches to close the poverty-related attainment gap. Ensure agreed approaches provide additionality. • Review staff training needs. • Review current partnership working. • Consider how you will measure and evidence impact; plan this into home and school approaches. • Consider how blended learning will affect our most disadvantaged learners: what support can be delivered while learning at home and 	<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. • Identify how we will measure and evidence impact of PEF interventions 	<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. • PEF interventions will be monitored to ensure that they are having an impact on children and adjusted accordingly.

	<p>in-school? You may find the EEF covid-19 resources helpful when considering this.</p>	<p>during school and home learning.</p> <ul style="list-style-type: none"> Identify resources that will be required to support the most disadvantaged learners. 	<ul style="list-style-type: none"> Resources will be utilised by targeted children.
<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. Consider points in planning section to find alternative approaches. 	<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. Adjust planning if equity approaches are showing little/no impact. 	<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 adjusted accordingly.
<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</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. 	<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. 	<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.

<p>as we move towards a blended learning approach to ensure no learner misses out due to financial constraints.</p>	<ul style="list-style-type: none"> • Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts. • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider staff training needs – ensure all staff are consistent in their approach to poverty. • Consider what changes will need to be made to the school calendar in light of changes to family income. 	<ul style="list-style-type: none"> • 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. • Identify staff training needs linked to CoSD. • Review and update school calendar. 	<ul style="list-style-type: none"> • 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. • Where needed, relevant staff training will be undertaken. • School calendar will be updated to reflect current situation.
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Improvement Priority 2 - Equity

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
<p>Staff across all stages recorded children’s level of engagement during the first lockdown using a simple traffic-light system. Using this consistent approach, it was then easy for us to identify those children who had not engaged in any learning whilst schools were closed and so we were able to have conversations with the families concerned to find out what sort of support would be of benefit to them.</p> <p>When the children returned to school, we completed a number of different summative assessments over the course of the first term with all of our P1-7 classes, including a P1 baseline assessment. This let staff see where the children were in their learning, thereby allowing more accurate groupings to be formed based on the children’s ability and readiness to learn. As a result, more appropriate differentiated learning experiences were then offered in all classes. In addition, the data collected allowed us to review our attainment gap and has led to more targeted use of our Pupil Equity Funding for those who need it. We have, however, recognised that some of our current assessments are rather outdated and do not necessarily show the children’s application of learning. This is</p>	<p><i>“This information allowed us to zone in on the pupils with low engagement and question as to why this was. This, in turn, will inform our practice and preparation for further home learning activities.” (Principal Teacher)</i></p> <p><i>“During the first lockdown, an average of 38% of children logged on to Google Classroom each week, with just under 15% of children corresponding with their class teacher via email. During the second lockdown, following an increased level of support, an average of 72.6% of our targeted children posted up work on Google Classroom. An average of 58.3% of our P4-7 children also attended at least one Google Meet each week.” (Head Teacher)</i></p> <p><i>“This helped us to identify our gap. These results also helped us to see where increased support was needed for individual children and so we were able to plan our in-school interventions accordingly.” (Head Teacher)</i></p> <p><i>“Our P1 baseline assessment highlighted that the majority of children needed to work on recognising and continuing a pattern in Numeracy. The baseline also helped to give a focus for phonological awareness work.” (P1/2 teacher)</i></p> <p><i>“When we analysed our attainment data, we noticed that there was a significant gap at P2 for Literacy. As a result, we then trained the support assistant who works in the P2 classroom in the use of the Literacy 5-Minute Box so that this can be used</i></p>	<ul style="list-style-type: none"> • To continue to plan for equity by re-identifying our poverty-related ‘gap’ and identify ways in which to reduce children’s barriers to learning. • To continue to develop our ability to track and monitor the impact of equity approaches. • To review how we deliver interventions in order to target more children at the same time. • To continue to review the resources required by our targeted children to support home learning and to consider alternative ways to make contact with our hard-to-reach families. • To consider how we might make use of our Pupil Equity Funding to

<p>something that we will work on as part of Continuity of Learning next session.</p> <p>We have regular, planned tracking and monitoring of children's attainment, engagement, participation, attendance and exclusion. Having a clear and robust system in place for has allowed us to be proactive in terms of offering support and/or interventions at a very early stage.</p> <p>As a school, we successfully identified resources that are required by most of our most disadvantaged learners and this had a positive impact in terms of pupil participation and engagement in learning, particularly during lockdown, with many families expressing their grateful thanks for the support that they were offered both in terms of IT devices and physical resources. Unfortunately, despite numerous valiant attempts, we found it difficult to make contact with some of our families and so this is something that we will continue to work on to ensure that all of our children have access to the resources that they need to support learning at home.</p>	<p><i>daily with specific children to support their phonological development.” (P2 teacher)</i></p> <p><i>“Collating this data has helped us to monitor the changing picture of our school. For example, our cumulative average for P1, P4 & P7 attainment data for this session showed the following changes:</i></p> <p><i>Reading = 81.6% in November; 78.1% in February</i> <i>Writing = 78.8% in November; 74.3% in February</i> <i>Listerning & Talking = 89.8% in November; 93.7% in February</i> <i>Numeracy = 85.4% in November; 79.0% in February</i></p> <p><i>Within this, we were then able to identify which children we have needed to target for extra support and/or interventions. Our CCC teachers also started to deliver Beyond Number during their time in class.” (Head Teacher)</i></p> <p><i>“Pupils’ engagement in online learning was tracked weekly. Members of the Senior Leadership Team then contacted the parents of children who were not engaging to find out what supports were needed. As a result, we managed to get 100% of pupils logged on to Google Classroom, with the percentage of targeted children posting up work rising from 68% during the first week in January, to 79% the first week in February.” (Equity Lead)</i></p> <p><i>“We sent home a questionnaire to targeted families to allow them to suggest resources that they might require. This was followed up with phone calls and allocations of Chromebooks, Mifi devices and physical resources. Following this, we also contacted all families of children who were not engaging to offer further assistance. As a result, 72.9% of targeted children engaged in online learning during lockdown, with almost 70% of them also attending Google Meets with their class teacher.” (Equity Lead)</i></p>	<p>further reduce the Cost of the School Day for our most disadvantaged families.</p> <ul style="list-style-type: none"> • To consider how we might make better use of ICT to support targeted children. • To offer more opportunities for family learning/parent workshops to help increase pupil engagement. • To increase partnership working with outside agencies. • To have an increased focus on Speech and Language development in the nursery.
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All staff had the opportunity to revisit the Child Poverty Action Group website. This raised staff awareness of the impact of school closures on many families and successfully resulted in staff making appropriate plans both within their own classroom and as part of home learning to ensure that children's opportunity to learn was not affected by any financial constraints within their family.

In consultation with staff, children and parents, we successfully reviewed and updated our Cost of the School Day Position Statement to reflect the ongoing Covid pandemic. As a consequence, we have made some changes to our existing practice to ensure that the cost of children attending school will be kept to an absolute minimum. Offering recycled uniform has, for example, ensured that almost all children now wear school uniform to school thereby encouraging a sense of belonging and self-worth.

"This has helped staff to understand that poverty is a recognised ACE (Adverse Childhood Experience) and has made us think more about low-income families. Poverty not only impacts a child's academic ability, but also their physical, emotional and mental health. Staff have become more aware of the importance of emotional check-ins. In making Health and Wellbeing a priority, we need to focus on making connections and re-building relationships." (Support assistant)

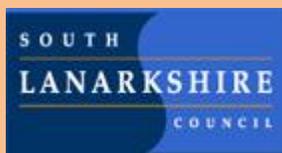
"This made us realise that school closures impacted not only on the physical health of adults and children, but also their mental health. School closures highlighted families who are living in poverty and struggle with access to resources (internet, physical resources, etc). They also highlighted the difficulties that families with multiple children face, particularly in relation to home learning." (P7 teacher)

"As a school we then reviewed our existing home learning provision and offered both physical and IT resources to those families that needed them. Prior to the second lockdown, all identified families were issued with a pack of stationery, with additional resources being available for collection at the school office at any time. We also issued 36 Chromebooks and 3 Mifi devices to support those that required support with access to technology." (Head Teacher)

"We put forward new suggestions as to how we can continue to reduce costs for families whilst following Covid restrictions. For example, we could put our recycling rail outside, we could organise online trips/tours by borrowing VR headsets or we could prepare a visual menu to help encourage children to try new meals." (P1 teacher)

"This raised my awareness of the struggle parents have to provide for their children. However, we, as a school, are doing everything possible to make life easier for these parents." (Support assistant)

<p>Throughout the session, our monthly newsletters have contained information on financial supports that are available to families and we regularly post information about this on our social media, too. We have also contacted some families directly to tell them about grants and other resources that are available, as well as offered winter clothing and food parcels to some of our most vulnerable families. This has resulted in a number of families receiving valuable additional support at a time of need.</p>	<p><i>“This helped us to identify changes that we could make to our practice to reduce the financial strain for our families, particularly whilst we are in the midst of a global pandemic with uncertainty over many people’s jobs. As a result, we have introduced many more activities that are free for all and have not asked the children for any money at all this year.” (Head Teacher)</i></p> <p><i>“We used social media and our school newsletter to let families know about any financial supports available to them. We also applied for special grants to support families in need. This helps to ensure that no one is missing out.” (Equity Lead)</i></p>	
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Improvement Priority 3 - Continuity of Learning

How will we know we've been successful?

Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> Rationale and design Development of the curriculum Learning pathways Skills for learning, life and work <p>2.3 Learning, teaching and assessment assessment</p> <ul style="list-style-type: none"> Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> Attainment in Literacy and Numeracy Attainment over time Overall quality of learners' achievements Equity for all learners 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.</p> <p>Links are included where appropriate.</p> <p>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.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would like and how it will be measured.</p>

<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</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. 	<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. 	<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.
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<p><i>number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible</i></p> <p><i>It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.” The Recovery Curriculum, Think Piece</i></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>	<ul style="list-style-type: none"> • 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. <p>https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/</p> <ul style="list-style-type: none"> • Assess which curricular areas you are able deliver and resource in school, both in terms of physical spaces and staff capacity. • Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. • Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks) 	<ul style="list-style-type: none"> • 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 spaces in line with staff capacity. • 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. 	<ul style="list-style-type: none"> • 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 and HWB within the school and use this to inform their planning, learning and teaching. • All staff will engage in collegiate working. • There will be continuity of learning between the 2 groups of children.
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<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 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>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.</p> <ul style="list-style-type: none"> • Consider how you will continually assess learner progress and engagement to ensure appropriate support is being provide. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery curriculum in school and how this will be facilitated. • Subject leaders/specialists should consider which areas of the curriculum are best suited to home/online learning and which areas require face to face learner/teacher interaction. In school curriculum should focus on the communication of complicated or new 	<ul style="list-style-type: none"> • Identify how learning and teaching will be assessed. • 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 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. 	<ul style="list-style-type: none"> • Learning and teaching will be assessed consistently across all stages based on SLC guidance. • 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. • 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.
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	<p>concepts, problem solving activities which might require specialist support 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>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>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 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? • Take account of the existing resources you have access to and how these can be used to support learning at home. • Consider what CLPL you will need to offer staff to allow them to deliver the recovery 	<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. • Consider what resources will be required to support home learning. • Identify CLPL needs for staff to allow them to deliver 	<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. • Identified resources will be sourced and made available.

<p>Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.</p>	<p>curriculum at home and how this will be facilitated.</p> <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. • Establish a baseline on the number of pupils and staff who have home access to ICT. • Consider how to take account of pupil voice in their learning at home. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home. • Consider how you will measure and track engagement with home learning 	<p>recovery curriculum at home.</p> <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. • Identify which pupils and staff who have home access to ICT. • Consult with children on their home learning provision. • Consult with staff, children and parents/carers to agree on how best to share this information with families. • Consult with staff on how children's engagement with home learning will be measured and tracked. 	<ul style="list-style-type: none"> • Appropriate CLPL will be undertaken. • Staff will agree on consistent format across school. • Where possible, home access to ICT will be provided for all pupils and staff. • The results of termly consultations will inform future home learning provision in school. • Identified strategies will increase children's engagement in learning at home. • 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.
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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>When we were initially faced with a blended learning model for schools re-starting in August 2020, we successfully identified which staff would be returning, which areas of the school and nursery could be used for learning and divided classes into 2 groups. As part of this, we ensured that we kept sibling groups together in order to minimise disruption for parents/carers and, where possible, kept the children within their ability groups so as to be able to maximise the teaching time when the different groups of children would be in school.</p> <p>As a staff team, we agreed on how Literacy, Numeracy and Health & Wellbeing could be delivered within identified spaces in line with staff capacity, thereby ensuring consistency across all stages of the school. We also all agreed on which areas of the curriculum would be best suited for home learning.</p> <p>During lockdown, all classes made very effective use of Google Classroom with a wide range of differentiated and stimulating learning experiences being offered to the children. We had clear consistency across all classes, with all teachers agreeing on what would be posted up each day, together with how often there would be opportunities for live teaching and interaction. Staff at all levels were involved in twice-weekly Google Meets with the children, with encouraging and supportive written and verbal feedback being given on all work that was posted. This was facilitated through highly effective collegiate working between the staff in the different</p>	<p><i>“This allowed us to see which staff would be available to work with the children in school and which staff would be available to support the children’s online learning at home, taking into account working patterns, together with what resources they would need to support this. We were then able to organise our classes accordingly.” (Head Teacher)</i></p> <p><i>“This was helpful for staff as it gave us a clear picture of what we should plan for homework. It also helped to ensure consistency across all stages of the school in terms of what we are setting. This would help parents/carers, especially those with more than one child in the school.” (P2 teacher)</i></p> <p><i>“As a staff, we agreed to monitor engagement daily. To ensure consistency across all classes, this was done on a 1-3 scale: 1 = engaged and submitted, 2 = engaged, 3 = did not engage. Children who were continually flagged up as a 3 were then contacted by a member of the SLT and support was offered to encourage these children to complete work. Data for the whole school was collected and collated weekly. This helped us to identify trends across our school, including where more support for individuals/particular cohorts was needed.” (Equity Lead)</i></p>	<ul style="list-style-type: none"> • To further develop our school library and become involved in the Reading Schools initiative • To develop the use of play-based learning. • To increase opportunities for outdoor learning. • To continue to embed Active Literacy and Big Writing and consider any additional resources needed for these.

departments across the school. Pupil engagement in home learning was tracked weekly, with regular phone calls/emails home to those who had not logged on to Google Classroom or posted up any work to find out what sort of support these children might need. Adopting this proactive approach was effective in encouraging some disengaged families to then become involved.

Regular consultation on our home learning provision took place between staff, children and parents/carers with all follow-up actions being communicated clearly to parents via informative weekly letters from the head teacher. We also introduced a variety of weekly challenges and family learning opportunities based on the children and parents' ideas, with almost half the school engaging in at least one of these. Of the children who did engage in Google Classroom, almost all children said that they enjoyed the home learning activities, with many parents also praising the work of the school.

"... the staff have strived to provide a consistent Google Classroom experience for all children. The lessons have been progressive and as close to a classroom experience as is possible in the circumstances. The video teaching, Google Meets and voice notes makes the learning as personal as possible. I know that my girls have gained confidence as the weeks have gone by." (Parent)

"During lockdown, 89.6% of children logged on to Google Classroom, with an average of 83.7% posting up work. In addition, an average of 69.8% of our P4-7 children attended at least one Google Meet each week."

"I think you should be commended and celebrated for being organised, tackling new technology ... I found the work easy to access and send back and the teachers were great at responding quickly with comments and feedback. Thank you for caring for our children's education and making it a smooth learning experience while at home." (Parent)

"Home learning has been a really positive experience for us and it's down to the fantastic quality and variation of activities that has been provided for the children." (Parent)

"I really enjoyed the activities, especially the topic and art. I liked that you could do it all and then have time to yourself." (P5 child)

"I liked that it gave us something to do during lockdown." (P5 child)

"I enjoyed the tasks. I could give all of them a go and there was easy and hard choices. My favourite part was the topic tasks or the fun Maths challenges. I liked the Google Meets. They made me feel like I was back at school." (P7 child)

"As part of a pupil consultation exercise completed in February 2021, 90.7% of children said that they enjoyed the home learning activities set by their teacher." (Head Teacher)

We successfully introduced 1140 hours in the nursery, with 23 children being divided into 3 separate pods, all of whom have the opportunity to engage in outdoor learning every day. Fun and stimulating play-based learning opportunities are continuously developed by all staff based on the children's interests and needs. All children are now accessing a free school lunch.

During home learning, nursery staff posted up a wide range of activities on the children's Learning Journals each week, with the same format being used by all members of staff to ensure consistency for all. Videos were also posted by way of keeping in touch. The children's engagement was extremely high with almost all children posting up learning that they had completed at home. Almost all children also engaged in the weekly challenges set for the whole school.

"I like playing with the letters. I can write a lot of things. We go to the dinner hall and macaroni is so yummy. I like playing with my friends outside and we go on the bikes. I wear a helmet." (Nursery child)

"The introduction of 1140 hours has meant the following for my child: increased learning opportunities; a greater variety of learning opportunities; improved confidence and self-esteem; improved social skills; improved mental health and wellbeing." (Nursery parent)

"From the start, and despite everything, our children responded positively to the challenges of this new situation, settled in well and made the transition with very few hiccups. I think they are better equipped to deal with the next transition from nursery to P1." (Nursery teacher)

"The staff team planned engaging and progressive learning activities which were introduced in the hub and posted on the Learning Journals. This meant that all children were offered the same learning opportunities during lockdown." (Depute Head teacher)

"What a beautiful video of the children, great seeing all their smiley faces. My child enjoyed watching the video of all his nursery friends and teachers." (Nursery parent)

"I read your messages out to my child this morning and he had a big smile on his face." (Nursery parent)

"My daughter loves putting pictures on the Journals and cannot wait to hear what her teacher's reply. It is the only form of contact right now and she loves it. She loves the praise and encouragement." (Nursery parent)