



South Lanarkshire Council

Recovery School Improvement Planning August 2021



David Livingstone Memorial Primary School and Nursery Class

Improvement Priority 1 - Continuity of Learning

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Who is Responsible?	Timescale	Desired Outcomes and Measures
<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</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.</p>	<p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>			<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>

<p>2.2 Curriculum</p> <p>Theme 1: Rationale and design Our curriculum is grounded in our commitment to securing children's rights and wellbeing. It takes account of learners' entitlements and the four capacities and reflects the uniqueness of our setting.</p> <p>There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum.</p> <p>We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.</p> <p>Our creative and innovative approaches to curriculum design support positive outcomes for learners.</p> <p>Theme 2: Development of the curriculum Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and</p>	<p>Schools should:</p> <ul style="list-style-type: none"> Consider the curriculum rationale and how this should/could be adapted for the forthcoming session, considering the varied experiences learners have had during session 20-21. Consider how cross curricular themes can support the delivery of different curricular areas. Think creatively, innovatively and "outside the box" to ensure provision of a wide and varied curriculum. Ensure all curricular areas are being covered. Prioritise, through self-evaluation, any curricular area which should be reviewed or refreshed, considering those that were utilised well during remote learning. (eg. Digital learning, IDL) Ensure the curriculum provides all children and young people with breadth and depth in their learning, including experiences which include skill development in a 	<p>Analysis of reading standardised assessment data completed by P3-P6 children in 2020-2021 highlights that 20 pupils are significantly (>18 months behind their expected age range.</p> <p>The analysis of data identifies the need for a more focussed whole school approach to building and sustaining a whole school reading culture.</p> <p>The Reading Schools programme will offer a coherent structure for all of our reading initiatives and activities.</p> <p>Engagement data shows that 16 pupils (6.2%) score lower than 3 when undertaking learning in Reading.</p> <p>Pupil dialogues have shown that a number of children do not have access to reading materials at home.</p> <p>Consultation with stakeholders has identified that pupils would like more choice in their reading materials to ensure that they are challenging, contemporary, enjoyable and relevant.</p>	<p>Reading Schools</p> <p>Sign up via Reading Schools website to register.</p> <p>Complete self-evaluation level quiz.</p> <p>Share information on the structure and focus of Reading Schools with all stakeholders.</p> <p>Participate in Reading Schools webinar.</p> <p>CLPL requirements and opportunities will be identified.</p> <p>Establish Reading Schools Leadership group.</p> <p>Develop and submit Reading Schools Reading for Pleasure Action Plan.</p> <p>Share Reading Schools Action Plan with all stakeholders.</p> <p>Identify resources required to embed Reading for Pleasure into school curriculum,</p>	<p>Reading Schools</p> <p>Literacy Co-ordinator</p> <p>Literacy Co-ordinator</p> <p>Literacy Co-ordinator All staff All children All parents</p> <p>All staff</p> <p>All staff</p> <p>Literacy Co-ordinator Identified staff Pupils from each class Parent volunteers</p> <p>Literacy Co-ordinator RS Leadership group</p> <p>All stakeholders</p> <p>All stakeholders</p>	<p>Reading Schools</p> <p>June 2021</p> <p>June 2021</p> <p>August 2021</p> <p>August 2021</p> <p>August/September 2021</p> <p>September 2021</p> <p>October 2021</p> <p>October 2021</p> <p>Ongoing throughout the session</p>	<p>Reading Schools</p> <p>Outcome: The reading age of 6 out of these 20 of children will become <18 months below their chronological age.</p> <p>The amount of children who score 2 or less for engagement in Reading using the Leuven Scale of Engagement will decrease by at least 25% (4 children).</p> <p>Attainment in reading will increase by at least 2% across the school.</p> <p>Measure: Children's reading age will be assessed twice over the course of the year.</p> <p>Leuven Scale of Engagement will be completed termly by class teachers.</p> <p>Attainment data will be tracked and monitored in November, February and May.</p>
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Commented [LC1]: Do more often for identified children

<p>evolves through ongoing debate within the school community.</p> <p>Theme 3: Learning pathways The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.</p> <p>We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.</p> <p>All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.</p>	<p>range of contexts and environments. (including outdoors)</p> <ul style="list-style-type: none"> Ensure that identified learning pathways are flexible enough to support <u>all</u> learners – no matter their experience during remote learning or level of engagement over the last session. Consider the importance of learning through meaningful and real-life contexts (reflecting on the success of this within remote learning period) Consider the ways to further develop skills for learning, life and work through a variety of contexts. 		<p>including school library development (children and adults).</p> <p>Train children as 'Paired Readers'</p> <p>Identify the role of Junior Librarians and encourage children to apply for this role.</p> <p>Arrange class visits to Blantyre Library.</p> <p>Create a timetable for the school library.</p> <p>Consult with pupils regarding the requisition of texts.</p> <p>Pupils will share their reading experiences and promote texts.</p> <p>Create a mobile playground library.</p> <p>Establish a range of Reading for Pleasure events throughout the 2021/22 session, including monthly reading focused assemblies.</p>	<p>P7 children P7 staff Visiting SST</p> <p>Library Lead P6 staff P6 children Visiting SST</p> <p>All children All staff All parents</p> <p>Library Lead Junior Librarians All pupils</p> <p>All pupils</p> <p>All pupils</p> <p>Library Lead Junior Librarians All pupils SSAs</p> <p>SLT Literacy Co-ordinator RS Leadership group</p>	<p>August 2021 and ongoing throughout session</p> <p>Ongoing throughout the session</p> <p>Ongoing throughout the session</p> <p>Ongoing throughout the session</p> <p>Ongoing throughout the session</p> <p>Ongoing throughout the session</p> <p>August and ongoing throughout the session</p> <p>Ongoing throughout the session</p>	
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<p>Theme 4: Skills for learning, life and work All staff and partners provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning.</p> <p>We emphasise enterprise and creativity across all areas of learning.</p>			<p>Create own story books in classes as part of Writing lessons and read aloud to another class.</p> <p>Integrate Reading Schools Action Plan into forward planning.</p> <p>Identify opportunities to work collaboratively with other schools within the Learning Community on book themed activities which will support the transition process.</p> <p>Organise activities to increase parental engagement with pupils reading for pleasure.</p> <p>Establish a range of clubs to promote reading for pleasure.</p> <p>Collect evidence to submit towards accreditation.</p> <p>Complete PM Benchmarking, NGRT, Salford and Burt reading assessments.</p>	<p>All pupils All staff</p> <p>All staff</p> <p>RS Leadership group P7 staff P7 children</p> <p>All staff All children All parents RS Leadership group Literacy Co-ordinator</p> <p>RS Leadership group Junior Librarians Library Lead</p> <p>All staff All pupils All parents RS Leadership group</p> <p>Literacy Co-ordinator All staff All pupils</p>	<p>Ongoing throughout the session</p> <p>Ongoing throughout the session</p> <p>Ongoing throughout the session</p> <p>Ongoing throughout the session</p> <p>Ongoing throughout the session</p> <p>Ongoing throughout the session</p> <p>May/June 2022</p>	
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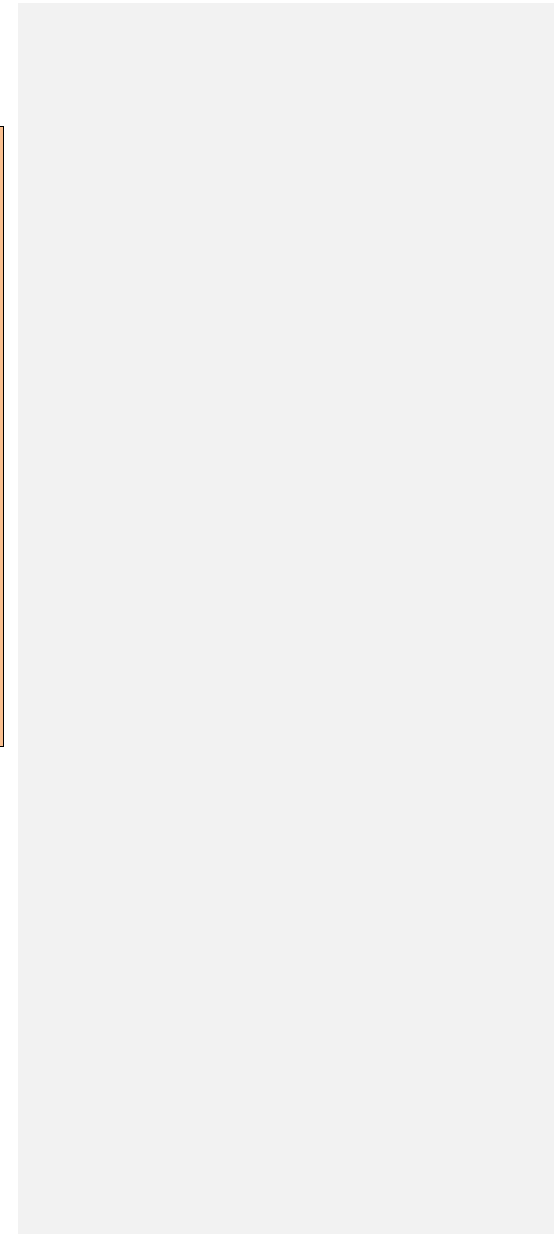
		<p>HGIOS self-evaluation has identified the need to develop the use of outdoor learning across the school.</p> <p>Being outdoors has a positive impact on people's wellbeing.</p> <p>Outdoor learning has a positive impact on children's engagement and enthusiasm for learning.</p>	<p>Outdoor Learning</p> <p>Complete a baseline questionnaire to audit current practice in relation to outdoor learning.</p> <p>Identify CLPL needs and opportunities.</p> <p>Identify areas within the local community that can be used for outdoor learning.</p> <p>Re-introduce Forest Schools in the Nursery.</p> <p>Develop an Outdoor Learning pack for P1-P7</p> <p>Identify resources which can be used to support the development of outdoor learning across the school.</p> <p>Introduce weekly outdoor learning experiences in P1-P7</p> <p>Repeat baseline questionnaire to review and evaluate updated practice in relation to outdoor learning</p>	<p>Outdoor Learning</p> <p>All pupils All staff All parents</p> <p>All staff</p> <p>All staff</p> <p>All staff All pupils All parents</p> <p>Forest Schools Lead All Nursery staff All Nursery children</p> <p>Outdoor Learning working group</p> <p>All children All staff</p> <p>All staff All pupils All parents</p>	<p>Outdoor Learning</p> <p>August 2021</p> <p>Ongoing throughout the session</p> <p>September 2021</p> <p>September 2021 and ongoing throughout the session</p> <p>Ongoing throughout the session</p> <p>Ongoing throughout the session</p> <p>Ongoing throughout the session</p> <p>April 2022</p>	<p>Outdoor Learning</p> <p>Outcome: All Nursery children will engage in at least 4 Forest Schools experiences over the course of the year.</p> <p>All P1-P7 pupils will engage in at least one outdoor learning experience every week.</p> <p>Most children's engagement in learning shows an improvement as a result of outdoor learning experiences.</p> <p>Measure: Monitor outdoor learning through Forward Plan dialogues and classroom observations, with a specific focus on engagement.</p> <p>Baseline questionnaire in August with follow-up in May.</p> <p>Pupil focus groups to follow-up on key results of questionnaire.</p>
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		<p>Children in our P1 and P2 classes have missed out on nursery experiences, as well as the opportunity to play, because of lockdown.</p> <p>Children in P1 and P2 require a lot of support to instigate games over break times.</p> <p>Children in P1 and P2 need to develop their social skills, including their ability to share with others.</p> <p>There has been an 8% decrease in attainment in Writing at P1.</p> <p>11 out of our 22 pre-school nursery children (50%) are not on track for Listening and Talking.</p>	<p><u>Play-Based Learning</u></p> <p>Audit current practice in relation to play-based learning.</p> <p>Identify CLPL needs and opportunities, including staff's understanding of different types of play.</p> <p>Identify resources which can be used to support the development of play-based learning in Nursery, P1 and P2.</p> <p>Introduce play-based learning in P1 and P2.</p> <p>Train P6 children as Positive Play Leaders.</p> <p>Re-introduce Positive Play Leaders for P1 and P2 at break times.</p> <p>Complete Wellcomm assessment with all P1 and P2 children.</p> <p>Re-introduce the 21st Century Families Play Award in P1-P3.</p> <p>Review and evaluate updated practice in relation to play-based learning.</p>	<p><u>Play-Based Learning</u></p> <p>All staff All pupils All parents</p> <p>Nursery, P1 & P2 staff</p> <p>Nursery, P1 & P2 staff</p> <p>P1 and P2 staff P1 and P2 pupils</p> <p>P6 children Active Schools Co-ordinator</p> <p>P7 children P7 staff</p> <p>All P1 and P2 pupils P1 and P2 staff</p> <p>P1 – P3 staff P1 - P3 pupils P1 – P3 parents</p> <p>P1 and P2 staff P1 and P2 pupils P1 and P2 parents</p>	<p><u>Play-Based Learning</u></p> <p>August 2021 and termly thereafter</p> <p>Ongoing throughout the session</p> <p>August 2021 and ongoing throughout the session</p> <p>August 2021 and ongoing throughout the session</p> <p>May/June 2021</p> <p>August 2021 and ongoing throughout the session</p> <p>September 2021 and February 2022</p> <p>September 2021 and ongoing throughout the session</p> <p>May 2022</p>	<p><u>Play-Based Learning</u></p> <p>Outcome: Attainment in Writing will increase by at least 10% in P1.</p> <p>Most P1 and P2 children will show improvements in their language development.</p> <p>At least 6 of our pre-school nursery children from 2020/2021 will achieve expected CfE Levels in Listening and Talking when they are in P1.</p> <p>Measure: Complete Wellcomm assessment in September and again in February.</p> <p>Classroom observations will monitor how play has been implemented in all classes.</p> <p>Attainment data will be monitored in November, February and May.</p>
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<p>2.3 Learning, teaching and assessment</p> <p>Theme 1: Learning and engagement Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities.</p> <p>Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.</p> <p>Theme 2: Quality of teaching We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies.</p> <p>Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-</p>	<p>Schools should:</p> <ul style="list-style-type: none"> Take into account previously recorded levels of engagement and build upon these, considering how they can support and influence future learning and teaching. Ensure learners' experiences include appropriate levels of <u>challenge</u> and <u>support</u>, linked to current assessment information. Consider which elements of learning and teaching, which were adapted and utilised well during remote learning, could be continued and integrated into common practice. Establish a clear overview of current learning and teaching processes, drawing on robust self-evaluation. Provide opportunities for staff CLPL to ensure effective 	<p>12 out of 23 nursery children (52.2%) are not on track for Listening and Talking. Of these, 11 are pre-school children.</p> <p>We have seen an increase in the number of nursery children who are referred to Speech and Language Therapy, with 34.8% (8 children) having their time in nursery.</p> <p>Results of our pre-school vocabulary assessment showed that 7 children (30.4%) were more than 6 months below their chronological age.</p>	<p><u>Listening & Talking in Early Years</u></p> <p>Complete NHS Lanarkshire's speech and language training.</p> <p>Complete Wellcomm assessment with all nursery children.</p> <p>Offer NHS Lanarkshire's workshop to parents.</p> <p>Prepare helpsheets to support parents with their child's speech and language development.</p> <p>Introduce daily storytime in the nursery with follow-up discussions.</p> <p>Re-introduce weekly Bookbug sessions.</p> <p>Invite parents to monthly virtual Bookbug sessions.</p>	<p><u>Listening & Talking in Early Years</u></p> <p>All Early Years staff</p> <p>Early Years staff</p> <p>Early Years Team Leader</p> <p>Early Years Team Leader</p> <p>All Early Years staff</p> <p>All Early Years staff</p> <p>Early Years team Leader</p>	<p><u>Listening & Talking in Early Years</u></p> <p>August 2021</p> <p>September 2021 and February 2022</p> <p>September 2021</p> <p>September 2021</p> <p>September 2021</p> <p>October 2021</p> <p>October 2021</p>	<p><u>Listening & Talking in Early Years</u></p> <p>Outcome: There will be a 25% increase in nursery children who are on track for Listening and Talking.</p> <p>Most nursery children will show improvements in their language development.</p> <p>Measure: Attainment data will be monitored in November, February and May.</p> <p>The number of referrals to and children involved with Speech and Language Therapy will be monitored termly.</p> <p>Complete Wellcomm assessment in September and again in February.</p>
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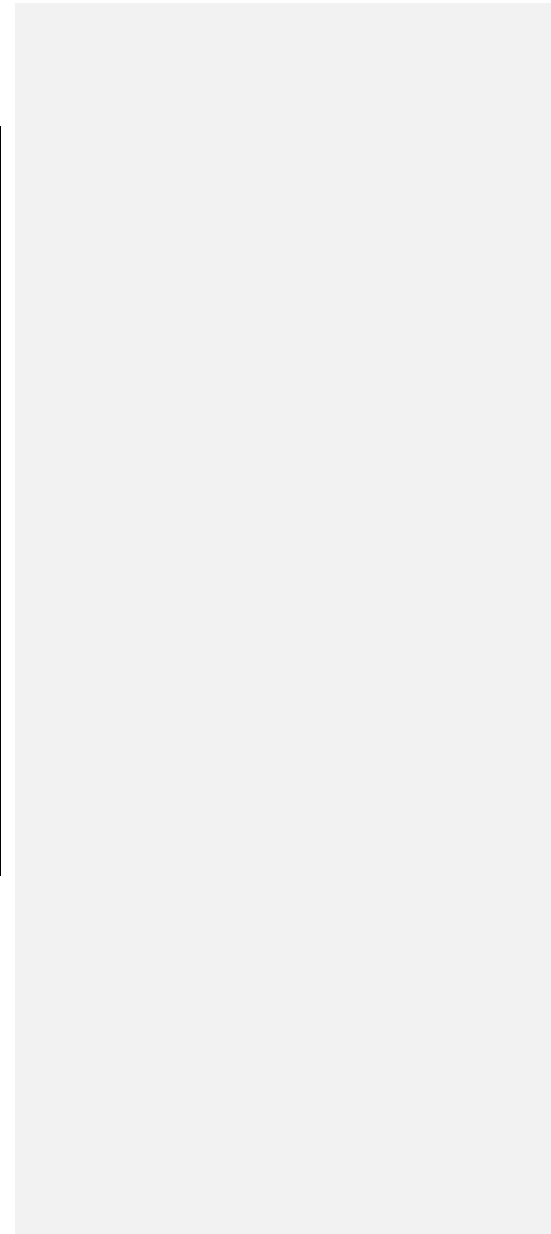
<p>order thinking skills in all learners.</p> <p>We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.</p> <p>Theme 3: Effective use of assessment</p> <p>We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.</p> <p>Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people.</p> <p>Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.</p>	<p>delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment (Moderation) Cycle. (eg. LI/SCs, questioning, feedback...)</p> <ul style="list-style-type: none"> • Consider current assessment calendar and assessments used and how these should be adapted to support recovery, establishing new assessment guidelines which take account of the varied learning experiences pupils will have had during last session. • Ensure a range of assessments (both formative and summative) are used to ascertain the learning needs for each learner. • Consider how moderation can be used – internally and across the Learning Community – to support their adapted/refreshed learning, teaching and assessment processes. 					
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<p>Theme 4: Planning, tracking and monitoring As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas.</p>	<ul style="list-style-type: none">• Ensure tracking and monitoring processes are well utilised to inform both day to day planning for learning and teaching and longer-term assessment of progress.					
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<p>3.2 Raising Attainment and Achievement</p> <p>Theme 1: Attainment in Literacy and Numeracy Raise attainment in literacy and numeracy for all learners</p> <p>Learners make very good progress from their prior levels of attainment in literacy and numeracy.</p> <p>Theme 2: Attainment over time Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.</p> <p>A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.</p>	<p>Schools Should:</p> <ul style="list-style-type: none"> Establish a clear picture of the literacy and numeracy landscape in their own context in order to establish the universal priorities for the year ahead as well as any targeted approaches for stages, groups and individuals. Provide opportunities for CLPL which supports staff to respond confidently to learners' needs, intervening timeously. Ensure tracking and monitoring enables earlier identification of young people who may be at risk of not attaining and apply relevant interventions. Consider how learner participation is emerging (audit) and plan appropriate next steps in the journey towards empowerment of children and young people in decisions about what matters to them most- in school, in the community and globally. 					
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<p>Theme 3: Overall quality of learners' achievements</p> <p>Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.</p> <p>They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.</p> <p>As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.</p>	<ul style="list-style-type: none">• Take into consideration experiences of learners whilst at home and how these impact on overall achievements of children and young people.• Consider the key personnel and processes which will support learners to reflect on their learning pathway in the light of the varied learning experiences they will have had during 20-21 and, where necessary, reignite learner responsibility for their learning and achievement.					
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Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Who is Responsible?	Timescale	Desired Outcomes and Measures
<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 should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>			<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>

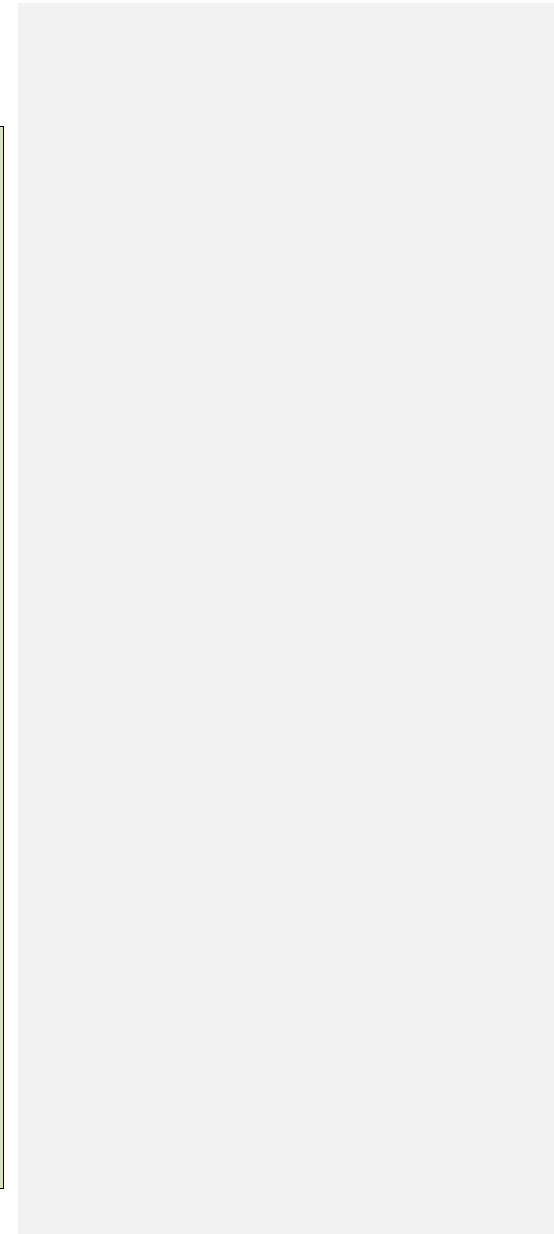
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>Theme 1 Wellbeing As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families.</p> <p>Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> <p>We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people.</p> <p>Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.</p> <p>All staff and partners are proactive in promoting</p>	<p>Schools should:</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 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. Provide opportunities for CLPL 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. Have overt plans in place to support the wellbeing needs of staff and learners. 	<p>HGIOS self-evaluation, as well as consultation with staff, pupils and children has highlighted the need for us to review and update our school's HWB Programme of Study to include an increased focus on mental wellbeing and diversity.</p> <p>An increasing number of children show behaviours associated with insecure attachment.</p>	<p>Identify Attachment Lead and Attachment Ambassador.</p> <p>Introduce Glasgow Wellbeing Assessment (GWA) to staff and complete with all children.</p> <p>Implement SLC's Attachment Strategy across the establishment.</p> <p>Share key pledges of SLC's Attachment Strategy with children and parents.</p> <p>Raise staff awareness of Adverse Childhood Experiences (ACEs)</p> <p>Provide opportunities for participation in extra-curricular activities, including family learning experiences.</p> <p>Review and update existing HWB programme of study to include increased progression between stages, as well as an increased focus on mental wellbeing, pupil resilience and diversity.</p>	<p>All staff</p> <p>HWB Coordinator All staff All P1-7 pupils</p> <p>Attachment Lead & Ambassador All staff</p> <p>Attachment Lead & Ambassador All staff All pupils All parents</p> <p>Educational Psychologist All staff</p> <p>HWB Coordinator YCFL Officer All staff All children All parents</p> <p>HWB working group All staff</p>	<p>August 2021</p> <p>August/September 2021</p> <p>Ongoing throughout the session</p> <p>September 2021 and ongoing throughout the session</p> <p>October 2021</p> <p>Ongoing throughout the session</p> <p>Ongoing throughout the session</p>	<p>Outcome: Attachment-informed practice will be evident across the school.</p> <p>At least 75% of pupils will attend at least one extra-curricular club.</p> <p>The majority of families will engage in at least one family learning experience.</p> <p>Our revised HWB programme will show appropriate progression pathways are in place across P1-P7.</p> <p>Measure: Participation data will be monitored termly in relation to extra-curricular activities and family learning opportunities.</p> <p>Parent evaluations following family learning opportunities.</p> <p>Glasgow Wellbeing Assessment will be completed in August and February.</p>
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<p>positive relationships in the classroom, playground and wider learning community.</p> <p>We consider each child and young person as an individual with his/her own needs, risks and rights.</p> <p>We ensure children and young people are active participants in discussions and decisions which may affect their lives.</p> <p>Theme 2: Fulfilment of Statutory Duties</p> <p>We comply and actively engage with statutory requirements and codes of practice.</p> <p>Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.</p> <p>Theme 3: Inclusion & Equality All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best.</p> <p>Learners, parents and carers, staff and partners feel that they are</p>	<ul style="list-style-type: none"> • Ensure all staff are aware of and fully trained in all current SLC and National Child Protection advice and guidance. • Ensure a sharpened focus on learner wellbeing and responsiveness to changes in circumstances. • Consult with all stakeholders to gain an understanding of need based on experience during lockdown. • Consider the universal Rights of the Child and where the work of the school could be influenced by it. • Identify opportunities to celebrate diversity. 					
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treated with respect and in a fair and just manner.

We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.

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Improvement Priority 3 - Planning for Equity

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Who is Responsible?	Timescale	Desired Outcomes and Measures
1.3 Leadership of Change 1.5 Management of Resources to Promote Equity 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment and Achievement	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.	This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.			This section outlines what the desired impact will be for our children and young people and how it will be measured.
Closing the Poverty-related Attainment Gap						
3.1 Ensuring wellbeing, equality and inclusion Theme 3: Inclusion and Equality We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges	Schools should: Identify groups/learners/stages requiring targeted additional support and identify which barriers are poverty-related through a rigorous analysis of all relevant available data (quantitative and qualitative) which takes account of:	<u>Health and Wellbeing</u> PASS assessment results show that there are significant barriers to learning for 29 children (27.6%). SHANARRI self-assessment assessment results show that children from the targeted group (SIMD 1-2 plus FME) feel less positive about being	<u>Health and Wellbeing</u> Complete Boxall Profiles for all children who are shown to have significant HWB barriers through GWA to identify appropriate interventions, including Nurture. Class teachers will use Boxall Profile findings to plan interventions within	<u>Health and Wellbeing</u> Teaching staff Teaching staff	<u>Health and Wellbeing</u> August/September 2021 September 2021 and ongoing throughout the session	<u>Health and Wellbeing</u> Outcome: There will be a 25% reduction in the number of children with significant HWB barriers recognised via the Glasgow Wellbeing Assessment. Nurturing Principles will be evident across the

<p>such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.</p> <p>3.2 Raising Attainment and Achievement Theme 4: Equity for all learners</p> <p>We have effective systems in place to promote equity of success and achievement for all our children and young people.</p> <p>We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.</p> <p>1.3 Leadership of Change Theme 3: Implementing Improvement and Change</p> <p>Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.</p>	<ul style="list-style-type: none"> - Learners' wellbeing (Boxall profile, observations, wellbeing indicators) - Attainment (standardised assessments, class work, use of benchmarks, in-school assessments, SNSA) - Attendance and Punctuality (in-school at hubs) - Engagement (Leuven scale, observational data) - Participation (remote learning participation data) <ul style="list-style-type: none"> • Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding, with a minimum of 5% of PEF subject to participatory budgeting. • Explore evidence-based approaches through EEF, National Improvement Hub, SLC HWB recovery 	<p>Healthy (-14.5%), Nurtured (-9.8%), Active (-2.0%), Responsible (-7.3%) and Included (-9.2%).</p> <p><u>Attendance and Punctuality</u></p> <p>Attendance data from 2020/20211 highlighted the need for a more bespoke approach to monitoring and additional CLPL for class teachers to ensure any barriers to attendance and punctuality encouraged.</p> <p>As at 1st June 2021, 11% of pupils (12) from targeted group (SIMD 1-2 plus FME) have < 90% attendance. 3% (3) of these pupils have <80% attendance.</p>	<p>their own class to target the wellbeing of specific children.</p> <p>Revise the first 3 Principles of Nurture with all staff and children.</p> <p>Share the first 3 Principles of Nurture with parents.</p> <p>Introduce the final 3 Principles of Nurture to all stakeholders.</p> <p>Nurture Groups will continue twice weekly for identified pupils.</p> <p><u>Attendance and Punctuality</u></p> <p>Baseline figures noted for each pupil.</p> <p>Attendance and punctuality figures will be monitored weekly - any patterns of non-attendance/lateness will be identified.</p>	<p>Nurture-trained staff All staff All children</p> <p>Nurture-trained staff All pupils</p> <p>Nurture-trained staff All staff All children All pupils</p> <p>Nurture-trained staff Identified pupils</p> <p><u>Attendance and Punctuality</u></p> <p>Equity Lead</p> <p>Equity Lead YFCL Officer</p>	<p>September 2021</p> <p>September 2021</p> <p>October – December 2021</p> <p>September 2021 then ongoing throughout the session</p> <p>June 2021</p> <p>Ongoing throughout the session</p>	<p>whole school beyond Nurture Groups.</p> <p>By June 2022, all pupils targeted for Nurture intervention will have improved wellbeing with their barriers to learning reduced as evidenced in the Boxall Profile.</p> <p>Measure: Boxall Profiles will be completed termly.</p> <p>Classroom/school observations</p> <p><u>Attendance and Punctuality</u></p> <p>Outcome: Attendance figures for targeted group will improve by June 2022:</p> <ul style="list-style-type: none"> • < 90% attendance: 6 identified pupils will have attendance greater than 90% • <80% attendance: 3 identified pupils will have an attendance greater than 80%
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<p>1.5 Management of Resources to Promote Equity</p> <p>Theme 1: Management of finance for learning</p> <p>We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate.</p> <p>Financial expenditure is carefully planned to improve the quality of learning and teaching and increase attainment and achievement for all learners. We systematically monitor and can evidence the extent to which our use of financial resources leads to improved outcomes for learners.</p> <p>2.4 Personalised Support</p> <p>Theme 2: Targeted Support</p> <p>Our targeted support builds on robust, embedded universal support. Learners' needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required.</p>	<p>support document, etc. to inform thinking. Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap for learners.</p> <ul style="list-style-type: none"> • Ensure sound financial management of all sources of funding • Ensure equity approaches are additional and provide targeted, accelerated support to learners affected by poverty. Move away from universal to more targeted approaches. 	<p>At as 1st June 2021, 13% of pupils (14 pupils) from targeted group have been late on more than 10 occasions during 2020/2021.</p> <p>Numeracy</p> <p>Analysis of MALT standardised assessment has identified that 55 pupils across the school are at least a year behind their expected age range: 6 in P1, 8 in P2, 1 in P3, 8 in P4, 6 in P5, 12 in P6 and 13 in P7.</p> <p>Leuven Scale of Engagement data shows that 17% of identified pupils (18 out of 105) score 2 or fewer when</p>	<p>Parents/carers and pupils will be notified when improvements in attendance punctuality take place to encourage more of this – good news story home.</p> <p>Questionnaire/dialogue undertaken by identified pupils to understand what specific barriers are.</p> <p>YFCL Officer will engage with identified families to help improve attendance/punctuality.</p> <p>Equity Lead will liaise with class teachers to ensure curriculum is relevant, challenging and appropriate for identified pupils.</p> <p>Numeracy</p> <p>PEF teacher will release class teacher to work with identified pupils in small groups and/or one-to-one twice per week. Class teachers will reinforce learning undertaken in the small group/individual sessions within class as much as possible.</p>	<p>Equity Lead</p> <p>Equity Lead</p> <p>Equity Lead YFCL Officer</p> <p>Equity Lead All teachers</p> <p>Numeracy</p> <p>PEF teacher Class teachers</p>	<p>Ongoing throughout the session</p> <p>September 2021</p> <p>Ongoing throughout the session</p> <p>Ongoing throughout the session</p> <p>Ongoing throughout the session</p>	<p>Measure: % attendance for targeted pupils will be monitored weekly.</p> <p>Outcome: Punctuality figures for targeted group will improve by June 2022: Number of targeted pupils with 10 or more late-comings over the course of the year will reduce by 30%.</p> <p>Measure: Punctuality figures for targeted pupils will be monitored fortnightly.</p> <p>Numeracy</p> <p>Outcome: By June 2022, 20 children who are currently 12 months – 18 months behind their chronological age will be within their expected age-range for Numeracy and Mathematics: P1 (5); P2 (1); P3 (1); P4 (3); P5 (3), P6 (7).</p> <p>By June 2022, 85% of identified pupils will score 3 or more in</p>
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<p>Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.</p> <p>Theme 3: Removal of barriers to learning</p> <p>Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised.</p> <p>Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty.</p>	<ul style="list-style-type: none"> 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. Ensure barriers to learning are identified and regularly reviewed to reflect changing circumstances. 	<p>undertaking learning in Numeracy.</p> <p>46.7% of targeted children (49 out of 105) are not on track in terms of expected CfE Levels for Numeracy</p> <p>Literacy</p> <p>Analysis of standardised assessments has identified a number of pupils in P3 (4), P4 (1), P5 (1) and P6 (1) who are between 16 months and 2 years behind their expected age-range in Reading.</p> <p>Leuven Scale of Engagement data shows that 11% of identified pupils (12 out of 105) score 2 or fewer when</p>	<p>Catch-Up Numeracy will be introduced to 12 targeted children who are not on track to achieve,</p> <p>Numeracy 5-Minute Box will be introduced to 15 targeted children who are not on track to achieve.</p> <p>Literacy</p> <p>PEF teacher will release class teacher to work with identified pupils in small groups and/or one-to-one twice per week. Class teachers will reinforce learning undertaken in the small group/individual sessions within class as much as possible.</p> <p>Catch-Up Literacy will be introduced to 12 targeted</p>	<p>PEF teacher PEF SSA</p> <p>PEF SSA</p> <p>Literacy</p> <p>PEF teacher Class teachers</p> <p>PEF teacher PEF SSA</p>	<p>Ongoing throughout the session</p> <p>Ongoing throughout the session</p> <p>Literacy</p> <p>Ongoing throughout the session</p> <p>Ongoing throughout the session</p>	<p>relation to the Leuven Scale of Engagement for Numeracy.</p> <p>Measure: MALT in June 2021 is baseline. Further assessment in December 2022 and SNSA for P4 and P7 pupils in May 2022.</p> <p>Catch-Up assessments</p> <p>Numeracy 5-Minute Box assessments</p> <p>Ongoing assessment throughout session utilising in-school numeracy assessments, including holistic assessments on termly basis.</p> <p>Leuven Scale of Engagement completed every term</p> <p>Literacy</p> <p>Outcome: By June 2022, the reading age of P3 (4), P4 (1), P5 (1) and P6 (1) will be within 12 months of their chronological age.</p> <p>By June 2022, 92% of identified pupils will score 3 or more in relation to the Leuven Scale of Engagement for Reading.</p>
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		<p>undertaking learning in Reading.</p> <p>40% of targeted children (42 out of 105) are not on track in terms of expected CfE Levels for Reading.</p> <p>59% of targeted children (62 out of 105) are not on track in terms of expected CfE Levels for Reading.</p>	<p>children who are not on track to achieve.</p> <p>Literacy 5-Minute Box will be introduced to 15 targeted children who are not on track to achieve</p> <p>New texts will be purchased, which will engage these pupils in reading. Pupils will visit the in-school library each week to ensure they have appropriate texts at home to read for enjoyment. This will also help to support writing.</p>	<p>PEF SSA</p> <p>Literacy Co-ordinator Class teachers</p>	<p>Ongoing throughout the session</p> <p>Ongoing throughout the session</p>	<p>Measure: Salford Reading Assessments to be completed twice per year.</p> <p>NGRT assessments in September and May.</p> <p>Catch-Up assessments</p> <p>5-Minute Box assessments</p> <p>Ongoing Active Literacy assessments</p> <p>Leuven Scale of Engagement completed every term</p>
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Being a poverty-aware school and reducing/mitigating the Cost of the School Day

Schools are being asked to undertake PB for a minimum of 5% of their Pupil Equity Funding. Please highlight in any colour the outcomes, measures, tasks and rationale related to PB in the following section.

<p>2.5 Family Learning Theme 2: Early Intervention and Prevention</p> <p>Our staff are aware of the factors causing child poverty within our community.</p> <p>We work with parents and other agencies to help parents minimise</p>	<p>Schools should:</p> <ul style="list-style-type: none"> Revisit Child Poverty Action Group Website and other relevant reading. Revisit their CoSD Position Statement in relation to: <ul style="list-style-type: none"> Getting dressed for school Fun events 	<p>Cost of the School Day</p> <p>During lockdown, an average of 83.7% of pupils posted up work on Google Classroom. This comprised 72.6% of targeted pupils.</p> <p>Of our 105 targeted children, 55 of them (52.4%) regularly complete homework</p>	<p>Cost of the School Day</p> <p>Physical resources will be sent home with each targeted child to support home learning.</p> <p>Individual learner conversations will take place with each identified pupil to find out what equipment they require,</p>	<p>Cost of the School Day</p> <p>Equity Lead Targeted pupils</p> <p>Equity Lead Identified pupils</p>	<p>Cost of the School Day</p> <p>August 2021</p> <p>August/September 2021</p>	<p>Cost of the School Day</p> <p>Outcome: By October 2021, all identified pupils will have the necessary equipment at home to enable them to undertake learning at home.</p> <p>Almost all identified pupils will be engaging</p>
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<p>the effect of poverty on our children.</p> <p>Our staff has an informed understanding of local demographics that informs more targeted support when appropriate.</p>	<ul style="list-style-type: none"> - Eating at school - School trips - Learning at school - Travelling to school - Attitudes - School clubs - Travelling to school - Home-learning <ul style="list-style-type: none"> • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider what changes will need to be made to the school calendar in light of changes to family income and how you will communicate this. 		<p>e.g. texts, IT, stationery, etc.</p> <p>Sensitively liaise with parents/carers to discuss issues and IT resources will be procured for these pupils to be utilised at home, to enable them to engage in home learning activities.</p> <p>Introduce a weekly homework support club for identified children to enhance engagement in home learning activities.</p>	<p>Equity Lead YCFL Officer Identified pupils Identified parents</p> <p>Equity Lead Identified staff Identified pupils</p>	<p>Ongoing throughout the session</p> <p>Ongoing throughout the session</p>	<p>in home learning by March 2022.</p> <p>At least 20% of identified pupils will show improvements in attainment.</p> <p>Measure: Home learning participation data monitored termly.</p> <p>Attainment data will be tracked and monitored in November, February and May.</p> <p>Pupils' attendance at homework support club will be monitored weekly.</p>
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