



South Lanarkshire Council

Recovery Standards and Quality Report June 2021



Glenlee Primary School

Standards and Quality Report Session 20/21

Our School

Glenlee Primary School is a school in an urban area of SLC. The current roll is 289 over 12 classes. We have recently had an extension and expansion of our capacity in our nursery class; we currently have 43 pupils enrolled in our nursery who all attend on a fulltime basis. We also share the campus with Hamilton School for the Deaf. This allows us to have unique opportunities for inclusion across all learning areas and stages. The local area is a mixture of social and privately-owned housing. Access to transport and facilities is relatively good however specific areas are still regarded economically and socially as areas of deprivation. The new school building was opened in 2007 and provides an excellent, modern environment in which our children can learn and achieve. Currently, 38% of our pupils are entitled to Free School Meals. Our Scottish Index of Multiple Deprivation profile for 2021-2021 highlights that 61% of our pupils in P1-P7 live in deciles 1 or 2. Our average attendance is 92.1%.

Our school vision and values statement has undergone a significant refresh last session following robust consultation with staff, pupils and parents. Our Vision statement is 'Grow at Glenlee, Glow at Glenlee'; this permeates our school ethos and gives us a narrative upon which to encourage our pupils, staff and all stakeholders to continuously learn, develop and celebrate their achievements. Our school value statements are Be Responsible, Be Collaborative, Be Nurturing, Be Motivated and these are celebrated through a monthly focus but are now beginning to be embedded in the life of the school and our curriculum.

Our staffing situation has been relatively stable this year, this session despite the challenges presented by the pandemic. We have appointed two substantive DHTs and our PT post is currently advertised with the hope that we will be able to make a permanent appointment by the end of the school session. This has provided stability in our senior management team. We have two members of teaching staff who are currently on maternity leave and we have had some long-term absences due to isolation and shielding which had had an impact on our ability to deliver some of our interventions.

We have an interested Parent Fundraising group who support the school in many ways including in fundraising. Our local community is interested in school involvement and we have developed strong links with Friends of Glenlee and Burnbank Woods group and are making progress in developing links with business eg TESCO, Burnbank Credit Union, local/national builders. In recent months we have built on community links working closely with all partners in OPOP, Community Links, Barnardos and other such groups. We have very strong links with the community champions in our local Morrison's store.

We are part of the Calderside Learning Community and we are continuing to develop links with local schools through transition and sporting events. We work very well with a vast number of local nurseries and over four secondary schools to ensure that smooth transitions are planned for.

Key Successes/Challenges and Achievements Session 2021/22

- A successful, engaging remote learning offer for our pupils during the school closure period which was developed in consultation with our pupils, staff and parents. Our home learning offer included at least 3 live lessons per week, 3 recorded sessions per week and live interaction on google classroom from all teaching staff. We also provided bespoke nurture support including live lessons and daily emotional check-ins. This also presented challenges when aiming to provide a continuity of learning following pupil isolation periods. These challenges were addressed by the creation of home learning grids
- We have made excellent progress toward our National Nurturing Schools Award. All children have had a Boxall assessment completed and this data has been used in each class to deliver weekly whole class nurture sessions. As part of our journey towards this award our health and wellbeing curriculum has undertaken a huge refresh with all classes now taking part in a robust emotional literacy programme and each class now has a Nurture Nook breakout area. This progress has been driven and underpinned by CLPL delivered by SLC on the attachment strategy. Two members of staff have now gained nurture accreditation from NurtureUK and a further three members of staff are currently going through the accreditation process. We have taken advantage of some of the COVID restrictions put in place to help benefit our nurturing ethos and our soft start
- We have significantly refreshed our maths and numeracy curriculum over the past session. This has been completely underpinned by staff, pupil and parent input and is beginning to have a positive impact on attainment, engagement and enjoyment across the school. As part of this development, we have also had a very good response from parents who were involved in a pilot of our numicon at home learning packs. This has now been rolled out across our P1-P3 stages and is having a positive impact on sharing learning between home and school.
- We have undertaken a significant amount of CLPL and awareness-raising with staff around the theme of equity. As a result, staff members are now more aware of the impact of poverty, have a clearer picture of what our poverty-related attainment gap looks like and are becoming more confident in analysing the data.

The staff made a great job of welcoming the kids back to school after lockdown. – Parental Comment

The launch of our school vision and values has been a great success this year. –Staff comment

Our multi-faceted approach to nurture has had a positive impact on pupil wellbeing. -Staff Comment

Maths has been so enjoyable this year. I have enjoyed learning my times tables and algebra -Pupil Comment

Remote Learning Jan-March 2021

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

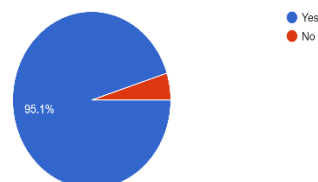
- ***What was achieved***

During our Remote Learning period, we aimed to ensure that our children's learning experiences were as continuous as possible. We provided a continuity of learning as close to the daily face to face experience as it could be, whilst acknowledging that it is neither possible nor desirable to exactly replicate a classroom environment at home. Our remote learning required careful redesign of how a day is structured, learning experiences and teaching that were supported by selecting and deploying a whole range of techniques, resources and delivery models. At Glenlee Primary we are aware of the needs of our school community. We provided devices to families who required them and provided regular technical support. We used Google Classroom as our platform offering remote learning. Additionally, all pupils were issued with 'home packs' consisting of appropriate and relevant physical resources. Pupils were engaged in their classrooms with live interaction from teaching staff, support staff and the Senior Leadership Team. Pupil engagement was tracked and monitored and those not engaging were supported by the Senior Leadership team to engage with the remote learning offer. Regular communication and updates were shared with parents via our school app, twitter page and school website. Pastoral care remained a priority, and pupils/families continued to be supported by the school and all agencies.

- ***Any evidence that sits behind this e.g. around pupil engagement, digital learning***

Pupil feedback was gathered during remote learning period. Some of the feedback is as follows:

Have you enjoyed live sessions?
61 responses



What have you enjoyed about the recorded sessions?

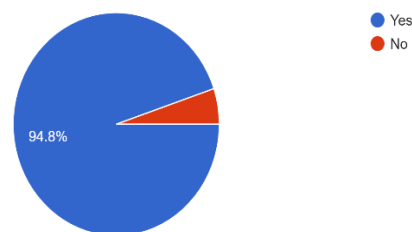
"it helps me understand more things"- Pupil A
"The teacher explains the tasks well"- Pupil B
"I can stop the video and go back if I do not understand first time."- Pupil C

What have you enjoyed about the work posted on google classroom?

"I feel very supported"- Pupil D
"I'm still learning as much as I would in school" – Pupil E
"It is keeping my mind active"- Pupil F

Parental feedback was gathered as part of our ongoing review of our Remote Learning Offer. Some of the feedback is as follows:

Are you happy with the remote learning on offer?
58 responses



Overall, what do you like about the remote learning on offer?

"We have found the balance across subjects good and he has been able to take enough time to ensure that he understands his tasks with minimal help because parents are also working from home." - Parent A

"There is much more structure and variety and X is much more confident with google classroom. The live sessions are great and help with some of the emotional factors of lockdown as they can still see and speak with the class." - Parent B

"I like that X is learning new material and still be challenged. Not just repeating and practicing previously learned skills." - Parent C

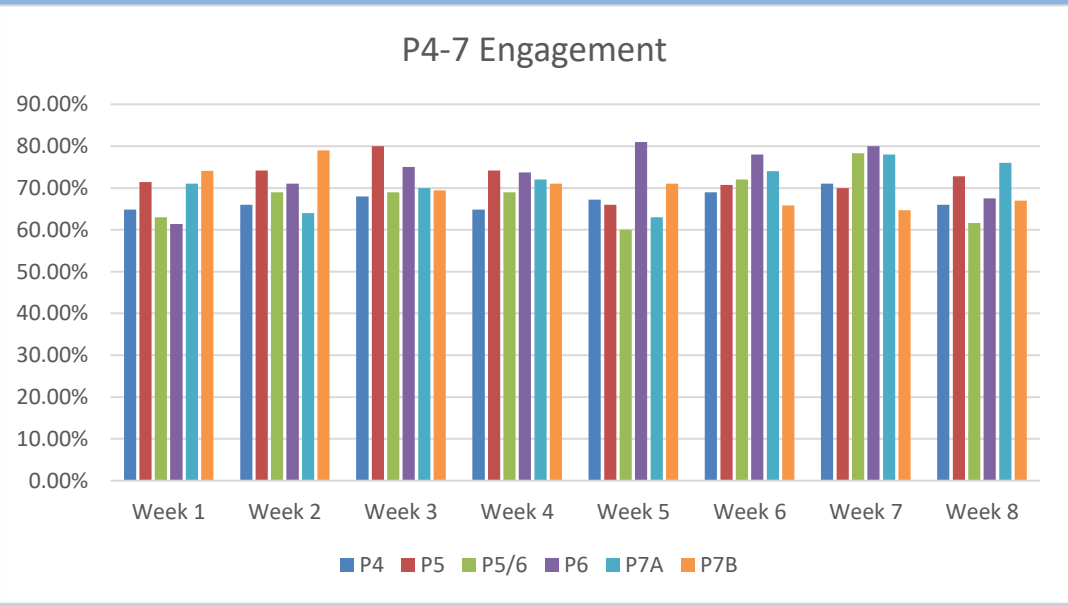
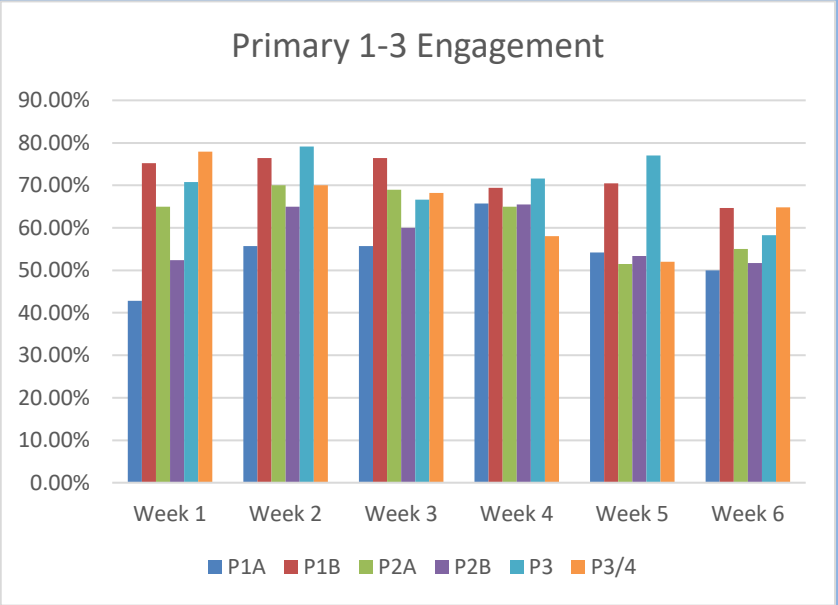
Staff shared their feedback regarding Remote Learning.

"I was delighted to be able to virtually meet with my children and continue to offer support to them during this period of lockdown. It was really beneficial being able to call parents and carers and spend time speaking to them. I think home learning was challenging for lots of our families and I think we offered first class support to them." – Teacher A

"Being able to offer a more structured curriculum during this period was very beneficial for the children. Tracking the children's engagement enabled us to identify children who missed key concepts which were being taught, therefore allowing them to be part of the recovery group." - Teacher B

"It was very time consuming for staff having to plan and resource online lessons, this did however become a little easier as staff became more familiar with the set up. Making resources i.e PowerPoints and videos. Live sessions were a great opportunity to talk to and see the children, although at times engagement in this could be very low." - Teacher C

Overall Level of engagement online week by week:



- Challenges and opportunities

Opportunities:

Collaboration between stage partners increased during the remote learning period. Stage partners take part in live sessions together in their Google Classrooms. Class teachers are engaged in planning, teaching and moderating within their stages and across existing trios across the stages. Teacher X shared “I enjoyed learning from team teaching and shared planning with colleagues, this was a valuable experience”.

In order to gather feedback from all stakeholders we employed the use of Google Forms. This was shared with the school staff and adaptations made if necessary in order to make improvements/ changes to our remote learning offer. This opportunity allowed us to introduce parents and pupils to the use of Google Forms which will be used in future to gather feedback/evidence.

Staff shared that there were opportunities to use new websites to support children's learning, and gave an opportunity to maximise the use of Google Classroom.

Challenges:

Access to devices was initially a real challenge for us and our learners. We were very well supported by a number of local businesses who donated laptops, chrome books and tablets as well as the Scottish Government devices. In total, we were able to distribute almost 75 devices to our pupils who are impacted by poverty. This hugely impacted our engagement with online learning.

Some children were unable to access live lessons at the time they were streamed. However, we recorded the teaching input from these sessions and shared this.

At the beginning of the remote learning period, engagement was higher, and more pupils attended live lessons. However, as time progressed, engagement on live lessons decreased. SLT made direct calls to parents to remind them of live lesson times to ensure children were online and, in some instances, hub places were offered if deemed necessary.

Our Barnardo's Worker also hugely supported the engagement of pupils during our remote learning period by providing devices, support and encouragement to target families.


Learning arising from this period/next steps.

- Google classroom as a platform for remote learning was an excellent choice to fit in well with the school and pupil needs. The use of this will continue in the future for homework and assignments.
- If live sessions are held again using Google Classroom, new input will be recorded.

Planning for and Evaluating improvement

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

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

	Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff		How will we know we've been successful?
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. Plan how best to promote an attachment -informed ethos and environment that nurtures 	<p>Key Recovery Tasks (school specific)</p> <p>Launch School Vision and Values Launch our newly refreshed school vision statement, values and motto through in-class activities, assemblies and communication with parents. Launch of School App</p> <p>National Nurturing Schools Award Ethos development, Staff CLPL, Targeted approaches to Pupil Voice and in-class nurture teaching.</p> <p>Attachment Strategy</p>	<p>Desired Outcomes and Impact</p> <p>All staff, pupils, parents and stakeholders know and talk confidently about our visions and values.</p> <p>High percentage of parents using school app.</p> <p>Nurturing ethos becomes more consistent across all areas of the school</p>

<p>approach that emphasises the ongoing importance of self-care.</p> <p>It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some.</p> <p>Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.</p>	<p>reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy.</p> <ul style="list-style-type: none"> • Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. • Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. • Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and 	<p>To continue to develop attachment theory and practice across the school (Learning Trios). As a school we need to look at a refresh of EY FIAIR and FIAIR for Teenage Years and A-Z of Attachment. Practice to be audited a key areas identified to focus on this year.</p> <p>Partnerships to support Family Recovery Barnardo's – raise the profile of Barnardo's worker to staff to ensure referrals are appropriate Community Links YCFL Worker – 1 day per week (TBC) Save the Children Targeted Community Regeneration Programme Social Work</p> <p>Parent Steering Group Set up virtually feedback and partnership working on separate issues on a rotational basis: -Vision and Values -National Nurturing Schools Programme Parent Group -Behaviour Position Statement</p> <p>Pupil Voice Virtual Pupil Council- Have Your Say Virtual House and Vice Captains, other pupil voice groups established to support national nurturing schools.</p>	
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	<p>which allow staff to be included and consulted.</p>	<p>Staff Support/ CLPL Staff secret buddy re-established Staff check-in time every Wednesday- SMT to check-in with allocated staff once per fortnight; Staff check-in in trios every other fortnight. Coaching and Mentoring Conversations. CLPL for staff – SLC Sway and Education Recovery Site.</p> <p>Behaviour Strategy To be launched by October</p>	
<p>Theme: HWB CURRICULUM</p> <p>Rationale: The approach to the curriculum, learning and teaching is a key part of ensuring recovery. Effective delivery of a “recovery curriculum” is underpinned by recognition that all Behaviour is Communication.</p> <p>Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches.</p> <p>Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated with good outcomes, including recovery from adversity.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Contextualise the 'Reconnection & Recovery' guidance to develop a recovery curriculum within a unique context. Ensure Effective planning and monitoring is in place to support the learning and teaching process in the promotion of resilience and the support of mental, emotional, social, and physical wellbeing Enable opportunities for children and young people's voices to influence decisions and ensure the curriculum is responsive to needs. 	<p>Whole School Nurture</p> <p>Emotion Works 8 Hours of CLPL</p> <p>Mindfulness</p> <p>SULP</p> <p>Pupil Voice In the Class New format of Circle Time established in every class when full-time opening commences.</p> <p>Have Your Say – Established Monthly and led by Pupil Council</p>	



Improvement Priority 1 - Health and Wellbeing

Progress Report June 2021



What did we actually achieve?	How do we know?	What do we need to do next?
<p><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></p> <p>Launch School Vision and Values We have worked with a range of stakeholders to refresh and update our school vision and values. This was completely driven by stakeholder input and has given us a clear, shared narrative upon which to re-open our school post-lockdown. Our school motto and vision statement is visible in all communal areas and classrooms and it underpins the curricular developments we have undertaken this year. We have launched a Vision and Values award which is issued monthly and we have a focus on this value at special monthly assemblies. This has allowed teaching staff to focus on whichever value is the focus that month.</p> <div data-bbox="73 1117 772 1492"> <p>The key visions and values have been well shared and taken on board by the pupils; the monthly focus is a great motivator as well as the celebration with personalised prizes – Staff Quote</p> </div> <div data-bbox="667 1181 1288 1492"> <p>I love our ‘Grow at Glenlee, Glow at Glenlee’; it helps me to try hard and never give up. -Pupil Quote</p> </div> <div data-bbox="1176 1268 1780 1525"> <p>It is simple but effective and exactly what we want our kids to do -Parent Quote</p> </div>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p><i>Feedback from all stakeholders has been positive. It is clear from observations that this development has had a positive impact on our school ethos and that it is beginning to feed into the direction in which our curricular plans are going.</i></p> <p><i>96% of parents have said that the new vision statement and values are positive.</i></p>	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <p><i>To have a more strategic approach to celebrating pupil achievement. To involve our Pupil Council in the promotion of the Vision and Values.</i></p>

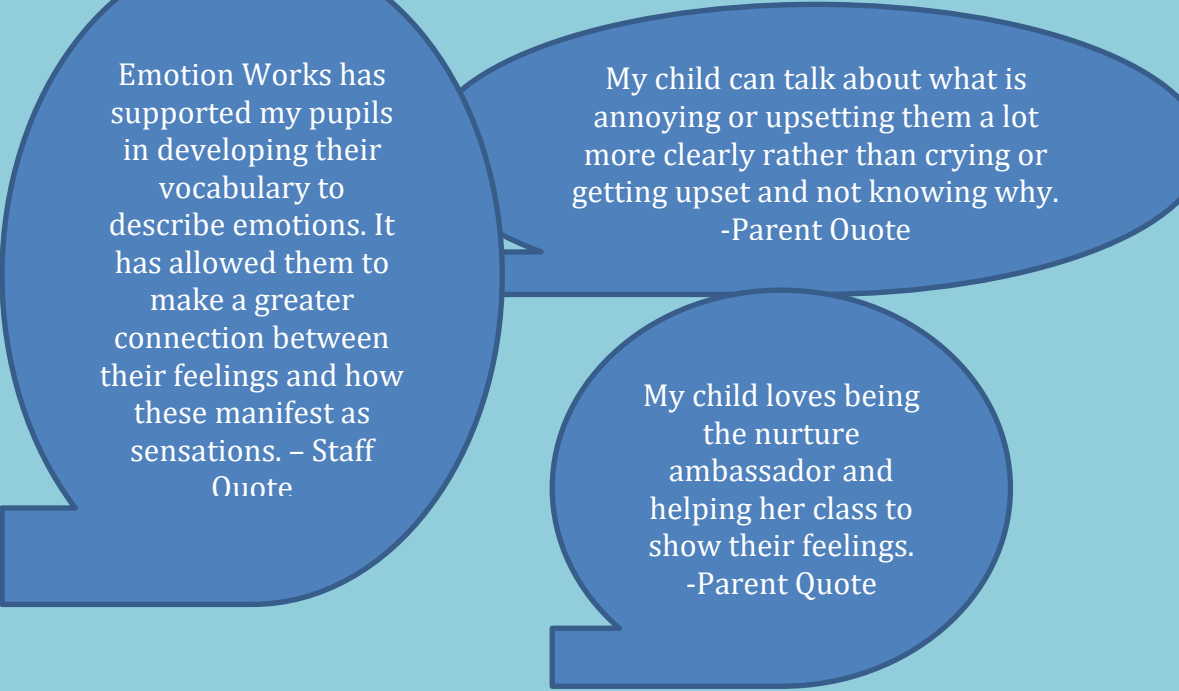
National Nurturing Schools Award/ Attachment Strategy/ Behaviour Strategy

We have been progressing towards our National Nurturing Schools Award across the year. A member of teaching staff and a member of SMT have been involved in 3 training days with Nurture UK which has involved networking and sharing good practice at cross-authority level. The work undertaken towards our national nurturing schools award has led to an improvement in ethos, a consistency in approach to nurture provision at targeted and whole-class level and much deeper understanding from staff about the purpose of nurture. Some of the measures we have put in place due to COVID have complimented the nurturing approach and ethos we have aspired to. For example, our soft start and calmer playgrounds. We have refreshed our targeted approach to nurture to ensure we are meeting the needs of our children who are not yet ready to learn. Children's nurture referrals are now completed holistically by class teachers and children can be considered for either group nurture sessions or one-to-one sessions depending on their needs. All children involved in nurture sessions have a Stirling Scale sent home and this is completed by their parent/ carer; the information from this is used in conjunction with observations, Boxall assessments. All children in the school have now had Boxall assessments completed twice in the term. The information gathered from these assessments have been used to deliver whole-class nurture session/ lessons. All staff have undertaken in-house training delivered by SMT and CTs around whole class nurture lessons and resources have been purchased, piloted and implemented to support this approach. Each class now has a daily health and wellbeing session where children take part in lessons and activities related to the six principles of nurture. We have had two whole school nurture weeks which have focused on our children's experience of nurture and where we have launched our child friendly principles of nurture. Every classroom now has a nurture nook breakout area which is freely used by children who require some calm down time. Every child takes part in a daily emotional check-in. All staff have undertaken emotion works training and this programme is now delivered in all classes at least once per week. This has given all children an opportunity to garner the emotional literacy skills upon which to share their emotions and has contributed to their ability to continually build upon their resilience skills. We have also refreshed our whole school behaviour policy and we have worked hard to share the expectations with both teaching and support staff. During the course of this year, following numerous CLPL events based on attachment and nurture, we have come to realise that this behaviour strategy needs a rebrand and relaunch in the new term. The current strategy is firmly rooted in good attachment practice and is based on an emotional coaching model. All staff have undertaken professional reading of 'When the Adults Change, Everything Changes'.

Feedback from all stakeholders has indicated that developments in this area have been hugely positive. Parents have reported that children are talking positively about nurture approaches used in school at home, parents have noticed a difference in their children's emotional literacy and ability to talk about feelings at home and some parents have credited the work we have done in this area as having a direct impact on such a positive recovery and reopening period for the school. Boxall assessments of almost all children indicate that this work is beginning to have an impact on the diagnostic and developmental targets we've set for all classes; with most of our classes having progressed in Boxall strands that have been a target for learning and teaching. Almost all children who receive targeted nurture intervention have seen a positive increase in their Boxall assessment results. The results from the Stirling Scale gave us clear evidence to implement this programme. Staff evaluations have indicated that this has had a positive impact on professional practice and that the implementation of emotion works and national nurturing schools has had a positive


To continue with our progress and evidence gathering for our National Nurturing Schools Award. To submit our evidence and undergo assessment for our National Nurturing Schools Award. To continue with Boxall assessments of all pupils to help underpin whole class nurturing approaches. To promote and embed the work of our Nurture Ambassadors. To establish and appoint a staff wellbeing champion to help address nurture provision for staff. To use the work and evidence gathered during this development to feed into the refresh of our Health and Wellbeing programme leading to the development of new health and wellbeing pathways of learning which incorporate and provide direction on whole class nurture strategies and emotions works in a progressive manner.

Establish Attachment Leads within the staff team. Continue to promote good Attachment practice. Follow-up sessions for staff on how this looks in

 <p>Emotion Works has supported my pupils in developing their vocabulary to describe emotions. It has allowed them to make a greater connection between their feelings and how these manifest as sensations. – Staff Quote</p> <p>My child can talk about what is annoying or upsetting them a lot more clearly rather than crying or getting upset and not knowing why. -Parent Quote</p> <p>My child loves being the nurture ambassador and helping her class to show their feelings. -Parent Quote</p>	<p><i>impact on pupils. For those who haven't improved we have targetted them with additional nurture sessions which have been a mixture of one-to-one sessions and group sessions; we've engaged more closely with parents and have encouraged parental assessment of progress through the use of the Stirling Scale which has supported us in target setting for pupils. Learning walks throughout the school show that the majority of classes are engaged in their work. Pupil Learning Conversations and Work Sampling shows that almost all classes have improved in their engagement and enjoyment levels as the session has progressed. Staff feedback has indicated that engagement with Attachment Strategy CLPL has had a positive impact on daily practice. SSAs enjoyed learning about the importance of attachment informed practice.</i></p>	<p><i>practice particuallry in relation to how this links with our relaunch of our behaviour strategy.</i></p> <p><i>To complete our NNSP and achieve our National Nurturing Schools Award.</i></p> <p><i>To create a working party to refresh and create a whole school health and wellbeing programme/ pathways.</i></p> <p><i>To continue to promote and engage with partners to further support health and wellbeing</i></p>
<p>Partnerships to support Family Recovery</p> <p>Our partnership with Barnardo's has been fantastic this session. Our Barnardo's worker has worked hard during this session to build strong links with 23 target families; some of whom she supports on a more regular basis than others. Our Barnardo's worker has supported families with practical housing related issues, financial support, routines, foodbank referrals, support with mental health and anxiety. Our YCFL worker was unable to complete the work with families that we had initially planned due to the COVID restrictions, however, she worked with 12 target pupils in our senior school who completed</p>	<p>All target families involved with Barnardo's have reported that his support is beneficial. Some families have said that the Barnardo's worker has been a lifeline during school closure and lockdown periods. The majority of children involved in</p>	<p><i>Following a period of robust review and consultation, we have decided to increase or Barnardo's workers contract to 3 days per week with our school. This will allow us to extend the provision currently on offer</i></p>

<p>a bespoke programme focused on positive choices and self-esteem. We have strong links with local social work departments and we work in close collaboration to support a number of targeted families through multi-agency work.</p> <p>Parent Steering Group Whilst we intended to set up a number of virtual parent steering groups, we found that parental interest and availability did not lend itself to this model of working. We have since adopted a new model of consulting parents regularly via google forms posted out on our school app. This has been successful in that we have regular contributors to these forms, however, we would like to increase responses from parents.</p> <p>Pupil Voice We have established a number of pupil voice groups this session including pupil council, house and vice-captains, nurture ambassadors, maths ambassadors and pupil maths coaches. Pupil council have played a key role in relaunching our vision and values and sharing monthly winners with their classes. Children have enjoyed the responsibility of these roles and have been involved in evaluating the school improvement plan, the remote learning offer and curricular developments. Due to covid restrictions, it has been challenging for us to engage with our pupil voice groups as often as we would have liked to due as we cannot bring reps from different bubbles and classes together, however; we</p>	<p>the YCFL bespoke programme have reported that they enjoyed this programme.</p> <p><i>Our percetnage of returns on google forms has increased steadily as the session has gone on from 30 returns to 40 and more recently 73 returns.</i></p>	<p><i>to higher number of families whom we feel will benefit from this service. Our Barnardo's worker is also due to complete LIAM training which will mean she will be upskilled in working closer with chidlren on a one-to-one basis further extending the provision offered. We have also made strong links with a local supermarket and intend to lead provision in a local community foodbank over the summer holiday period.</i></p> <p><i>Continue to consult parents on a regular basis via the school app and usign google forms on at least a monthly basis. When COVid procedures allow, re-establish family learning programmes.</i></p>
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have met with one pupil voice group per month virtually. Pupils involved in these groups have instead been promoting the work of their pupil voice group within their classes.		
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 Improvement Priority 2 - Planning for Equity			How will we know we've been successful?
Quality Indicator 2.4 Personalised Support <ul style="list-style-type: none"> • Universal Support • Targeted Support • Removal of barriers to learning 3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality 3.2 Raising Attainment and Achievement <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	Recovery Priority These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	Key Recovery Tasks (School specific) This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.	Desired Outcomes and Impact This section should give a brief indication of what success would look like and how it will be measured.
Theme: Re-identifying the poverty-related attainment gap.	Schools need to:	Key Recovery Tasks (school specific)	Desired Outcomes and Impact

<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; with others showing limited progress if any. Schools therefore, need to reconsider their “gap” and re-assess to establish where the current gaps and barriers to learning are for their learners. This provides a clear foundation for improvement and planning.</p>	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Learners’ wellbeing (e.g. Boxall profile, observations, wellbeing indicators) Attainment (e.g. standardised assessments, class work, use of benchmarks, in-school assessments) Engagement (e.g. Leuven scale, observational data) Participation (home-learning participation data) <p>Purple text gives examples of how schools may tackle this; this isn’t exhaustive but provides a starter for ten. Take a balanced and staged approach to assessment; remember learners are recovering and beginning to re-engage with their learning, and that their wellbeing comes first. Remember that some children may well have gained skills/experiences as well as lost them.</p> Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school’s new “gap” position. This will enable identification of groups/learners/stages requiring targeted additional support. 	<p><u>Tracking and Monitoring</u></p> <p>Boxall Boxall Profile Scores tracked, analysed and used to inform curriculum planning and nurture provision – National Nurturing Schools Programme</p> <p>Summative Assessment As well as Boxall profiling the whole school, we will also complete the following summative assessments in Early September: MALT Assessments NGRT Assessments YARC (for our already known not-on track P1-P3 Pupils) Schonell Spelling Assessments (Results of which used to identify children to go on to IDL)</p> <p>Leuven Scale Following the model set up in session 19-20, an identified group of children (balancing FME/ Non-FME) to be observed over 3 sessions to track engagement.</p> <p>Questionnaires Data Collection from google classrooms to measure pupil engagement and identify potential links to poverty.</p> <p>Data Analysis Class on a Page finished and issued to all staff- September</p>	
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		<p>Analyse and identify gap from data gathered and compare post to pre-COVID.</p> <p>Re-establish 3 tracking periods – Nov, Mar and Jun</p>	
<p>Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning.</p> <p>Rationale: As learners return to school, SAC/PEF plans need to be flexible and adaptable to meet the current needs of learners as blended learning is implemented. Whilst there will be parts of the equity plans that are still relevant and can delivered, there will also be parts that are no longer relevant and 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 in-school? You may find the EEF covid-19 resources helpful when considering this. 	<p>Consultation Pupil Council Parent Council</p> <p>Share the gap Once data has been collected in September – Class on a page and specific gaps will be shared with staff. Targeted children identified for Literacy, Numeracy and Health and Wellbeing in an aim to reduce the gap ahead of Nov tracking meetings.</p> <p>Partnership Working Social Work, Barnardo's, Community Links and YCFL to support most vulnerable to access learning at home via ICT support. DYWF – Local Businesses to support.</p>	
<p>Theme: Tracking and monitoring impact of equity approaches.</p>	<p>Schools need to:</p>	<p>Tracking and Monitoring</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>	<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. 	<p>As mentioned above- tracking and monitoring periods to be amended to Oct/Nov, March and June. These will take place via robust Tracking and Monitoring Dialogue conducted between each class teacher and SMT.</p> <p>This process will be quality assured by following up tracking and monitoring dialogues with targeted jotter monitoring where SMT will select pupils' work to monitor to ensure whether professional judgement levels are reflected in work samples.</p> <p>To track pupils' progress at home, a google form will be issued via the school app to parents to be added to tracking and monitoring.</p>	
<p>Theme: Cost of the School Day</p> <p>Rationale: The coronavirus will have affected families in different ways. Those who experienced poverty prior to the epidemic were already pushed into unacceptable hardship, and may have been pushed deeper into poverty due to the effects of the coronavirus. There will also be a number of families who are now experiencing poverty who weren't before. As a result, cost of the school day has never been more important. We need to poverty-proof our approaches, particularly as we move towards a blended learning</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Revisit Child Poverty Action Group Website • Read CPAG article on impacts of school closures. • Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families. • Consider how you will equip learners with the tools required to undertake home-learning. • Consider how our actions can inadvertently alienate families in poverty. • Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts. 	<p>Cost of the School Day Position Statement Refreshed and Reviewed in August.</p> <p>All other actions already in place.</p>	

approach to ensure no learner misses out due to financial constraints.	<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 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. 		
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<div>  <div> <h2>Improvement Priority 2 - Equity</h2> <h3>Progress Report June 2021</h3> </div>  </div>		
What did we actually achieve?	How do we know?	What do we need to do next?
<p><u>Tracking and Monitoring & Data Analysis</u></p> <p>We have now established and embedded three tracking periods across the school year. At each of these periods, teaching staff meet with a member of SMT and discuss each child's progress towards being on track or not. Teaching staff then identify target children for the following tracking period and this is followed up by professional dialogue the following term. This has proven to be very successful in raising attainment and in the majority of instances, target children have improved their attainment. Staff are more confident in their professional judgments and these regular tracking meetings have increased staff awareness of our poverty gap and target children. Each class now has a class on a page which has identified each class's poverty-related attainment gap. This has helped increase staff awareness of the gap and has resulted in the majority of staff increasing their skill and understanding the demographic of their pupils. Equity, data analysis and sharing of the gap has been a focus for our moderation</p>	<p><i>Tracking and monitoring data. Closing the gap data. Attainment Stats. (please see graphs and analysis included below) Staff, pupil and parent questionnaires.</i></p> <p><i>Staff report that they now understand more fully how the improvement of one pupil can impact on overall attainment.</i></p>	<p><i>Continue with established tracking periods. Continue with processes to analyse attainment data. Continue with high quality and challenging professional dialogue. Continue with the identification of target children to increase attainment levels and close the poverty-related attainment gap. Refresh attendance tracking to reflect attainment tracking</i></p>

this session. All staff have worked collaboratively to critically assess their class on a page within their learning trios, evaluate and analyse their class's attainment data. More recently, all members of staff have taken part in a robust assessment of our interventions for equity which we have used to inform our PEF planning and profile of spend next session. Targeted children have been identified during tacking meetings and this identification has led to positive impacts on attainment data across the session

When comparing our data from November to June; we have seen an increase in attainment across all classes in the four areas of listening and talking; reading; writing and; numeracy and maths. We have seen an improvement in our poverty-related attainment gap in some of the following areas when comparing our data from November to June:

***Listening and Talking:
P7 – the gap has decreased so much in this area that our pupil impacted by poverty are attaining at a higher level than their peers.***

***Reading:
In November there was 7% poverty-related attainmnet gap at P4. In June, this has now been closed to 0% with an ovreall increase in attainment of over 30% for all learners in this year group.***

***Writing:
Our overall attainment data in writing shows that there is a dip in attainment at P4. This was the last cohort to have been taught using the NLC Active Literacy strategies since P1; we aim to target writing development next session with a focus on our upper school to address this overall dip.***

process and become more streamlined.

Boxall assessments to be continued and used twice per session to track progress.

<p>Boxall</p> <p>All children have had two Boxall assessments completed on them this session. These results have been tracked, analysed and used to inform curricular planning for whole class nurture approaches.</p> <p>Summative Assessment</p> <p>We have devised and implemented a whole school summative assessment calendar this session. As a result, all pupils have undertaken a MALT assessment at the beginning and end of the year which has allowed us to track the impact of our maths developments this session. All pupils have undertaken an NGRT assessment this session which has allowed us to track the impact of learning in literacy. All children in our senior classes have undertaken a schonell spelling assessment and children identified as not being on track now access our IDLS intervention support. Children who are not on track for literacy in P1-P3 have completed a YARC assessment which has helped us to pinpoint the area of intervention required. These summative assessment have been particularly useful in supporting our strategic approach to targeting our pupils impacted by poverty. It has</p>	<p>Attainment in writing at P1 for learners impacted by poverty has increased by 22%.</p> <p>Maths & Numeracy:</p> <p>Attainment for our learners impacted by poverty has increased at P1 by 4%; P4 by 25% and P7 by 28%. Our poverty-related attainment gap has decreased at P1, P4 and P7.</p> <p>Almost all children who have received targeted nurture support have improved in both their diagnostic and developmental profiles. We have seen the biggest increases in the strands which have been targeted strands for both one-to-one nurture support and group sessions.</p>	<p>More targeted and strategic approach to be adopted for the use of summative assessment for PEF interventions. Intervention position statement to be created to support identification of target pupils for</p>
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<p>helped to highlight gaps in learning for these learners as well as identify additional target children for interventions. The above comments on how these assessment have helped us to identify the gap, analyse it and see progress by using these assessment results can be seen.</p> <p>Leuven Scale We have used the Leuven Scale to track engagement in maths for one period this session. Due to COVID restrictions upon classroom visits, we have been unable to track this as often or as closely as we had planned to. The small amount of data we have gathered has been useful in identifying target children and stages where input is required next session.</p> <div data-bbox="78 774 560 1236"> <p>Class on a page information is really useful and this means support is much more targeted for children. -Staff Quote</p> </div> <div data-bbox="660 766 1232 1324"> <p>Boxall assessments have been very useful. I have been able to use these assessments to incorporate skills and knowledge into the classroom routine. -Staff Quote</p> </div>	<p><i>Almost all children showed a high level of engagement on the Leuven Scale when oobserved.</i></p>	<p>interventions and agreed assessment periods.</p> <p>An agreed calendar for observations to take place to track engagement focusing on numeracy 3 times per session. Staff to use the Leuven Scale to assess Engagement in the classroom.</p> <p>Continue with class on page. Continue to allocate time to equity moderation to promote collaboration a shared understanding of the gap and data analysis.</p> <p>Create PEF intervention position statement to agree on an approach and impact of PEF interventions.</p>
<p>Consultation We have recently consulted all parents and our pupil council on ideas for future PEF spend and ideas for how we best implement this. We would like to make this a more robust and regular consultation process and intend to use the participatory budgeting group.</p>	<p><i>Questionnaires, Observations and professional dialogue.</i></p>	<p><i>Establish participatory budgetting group. Continue to consult all stakeholders on direction of PEF developments.</i></p>

<p>Partnership Working See above for information related to Barnardo's and community partners. In addition to this, we have continued to develop strong relationships with colleagues in social work and work very closely to support children accessing their service.</p>	<p><i>Raw data, class on a page, professional dialogue as part of equity moderations.</i></p> <p><i>Professional dialogue, feedback from partners.</i></p>	<p><i>Continue with class on a page approach, continue to ring-fence time for equity moderation.</i></p> <p><i>Increase contract of Barnardo's worker, continue to establish and embed links with community parnters.</i></p> <p><i>Establish Participatory budgetting group.</i></p>
<p>Cost of the School Day Position Statement Refreshed and Reviewed in August. We have not run any events this session which have asked for a mandatory donation. We have kept events which ask for a voluntary donation to 2 per academic session and have made it very clear that this is voluntary. We promote unbranded uniform and encourage parents and carers to purchase plain uniform to keep costs low. This is promoted throughout the year and is made very clear at our induction sessions for new pupils. We have purchased a number of uniform packs throughout the session for target families who require a uniform top-up and regularly provide uniform packs to new pupils who are impacted by poverty. We used the winter clothing payment to buy essentials for target families such as underwear, socks, boots, winter clothing and wellies. These were all gratefully received. We keep a bank of preloved uniform and clothing which we regularly top-up and issue to target families who require support. We work closely with our local foodbank, community partners and parent council to ensure we are supporting our families. We work in very close partnership with a local youth organisation each Christmas to create Christmas gift and food packs for target families. This year we supported 78 families with these packs.</p>		<p><i>Update Cost of the School Day policy, share with staff and identify extra-curricluar provision support we are able to put in place. Share this policy with parents and pupils.</i></p>



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:</p>	<p>Schools need to:</p>	<p>Key Recovery Tasks (school specific)</p> <p>Physical Distancing</p>	<p>Desired Outcomes and Impact</p>

<p><i>The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible</i></p> <p><i>It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder. Compassionate Leadership is crucial at this time.”</i> The Recovery Curriculum, Think Piece</p>	<ul style="list-style-type: none"> • Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision. • Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. • Consider if communal and social areas could be repurposed to provide additional learning space. <p>https://www.gov.scot/publications/coronaviruses-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) • 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 	<p>All classes set-up to ensure appropriate physical distancing following current guidance and reflected in detailed risk assessments.</p> <p>Curricular Plans Curricular Plans have been devised and shared with staff. These follow a pattern of health and wellbeing being taught 3 times per day (mindfulness, emotion works and nurturing whole class strategies) with each HWB slot being followed up by targeted literacy and numeracy teaching.</p> <p>Literacy Continue to develop Active Literacy following Year 2/ Year 3 Implementation Cycle. Writing to be audited with the intention of identifying a path of improvement for our writing curriculum and a pilot to implemented.</p> <p>Numeracy Numeracy developments and improved pedagogy already put in place and implemented last session will continue and continue to evolve.</p> <p>Mental Agility sessions every day,</p>	
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<p>Schools should consider the needs of children and young people after a prolonged period of remote learning and absence from school. It will be important to promote reconnection and recovery within the curriculum.</p> <p>Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs for each child. Very careful consideration should be given to the use of 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>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 concepts, problem solving activities which might require specialist support and practical or investigative work. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school. • Consider how to take account of parental views and pupil voice when developing the learning in your school. 	<p>Progressive Planners and Progressive Pathways used by all staff.</p> <p>Numicon approached to be used in all classes to support learning in numeracy.</p> <p>Learning Trios to be re-established when appropriate to share good practice in learning and teaching.</p> <p>HWB</p> <p>National Nurturing Schools Programme- Boxall Strategies for Whole Class Strategies.</p> <p>Emotion Works – to ensure children build resilience and become more emotionally literate.</p> <p>Mindfulness- to ensure children are taught relaxation strategies.</p> <p>Outdoor Learning</p> <p>Auditory Skills</p> <p>Physical Education- Bleep Test to assess children’s physical progress and information used to help plan for at home learning as there is no space to accommodate Physical Education in school.</p>	
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<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 curriculum at home and how this will be facilitated. 	<p>Numeracy Implementation of Sum-dog for at home use – subscription purchased.</p> <p>Numicon At Home to be launched to all P1-P3 to further enhance Numeracy learning at home to ensure continuity of learning. Additional Packs purchased</p> <p>Literacy IDL – Spelling assessments to be completed and all children not on track to be added to IDL.</p> <p>NLC Active Spelling boards purchased for each child in P1-P3 for use at home to ensure continuity.</p>	

<p>Schools should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.</p>	<ul style="list-style-type: none"> • 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>Other Curricular Areas Whole School approach and themes identified for other curricular areas. Stage appropriate activities identified, linked to our theme, and shared via the school App. E.g: BSL for Families. Outdoor Learning to be identified (following guidelines).</p> <p>ICT Access Staff Access ICT Audit already completed – to be updated in August.</p> <p>Pupil ICT Access to be completed via school app and through local knowledge of families. Barnardo's to support children with lack of ICT Access.</p>	
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Improvement Priority 3 - Continuity of Learning



Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
<p><i>With reference to the above priorities, please provide a commentary of what was achieved and what was not. This section may include a description of other priorities under this banner that may have been added in to respond to events or circumstances.</i></p> <p>Physical Distancing All classes were set up to ensure appropriate physical distancing following current guidance and reflected in detailed risk assessments. Classroom set up reflected risk assessments in place with all seating plans clearly identified.</p> <p>Curricular Plans Curricular Plans were devised and shared with staff. They followed a pattern of health and wellbeing being taught 3 times per day (mindfulness, emotion works and nurturing whole class strategies) with each HWB slot being followed up by targeted literacy and numeracy teaching.</p> <p>Literacy We continued to develop Active Literacy following Year 2/ Year 3 Implementation Cycle. IDL – Spelling assessments to be completed and all children not on track to were added to IDL. NLC Active Spelling boards purchased for each child in P1-P3 for use at home to ensure continuity. Initial stages of writing audit underway with the intention of identifying a path of improvement for our writing curriculum and a pilot to implemented as part of our Improvement plan for 2021-22. There is continuity of the Active Literacy Programme across the school and Big Maths and maths planners for numeracy. Children are used to how these programmes work and this is helping with their understanding and consolidation.</p>	<p><i>Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.</i></p> <p>Analysis of data, evidence from observations and feedback from stakeholders gathered through google forms indicates the following:</p> <p>Physical Distancing - visible signage in schools and clear messages shared in classrooms and online.</p> <p>The use of centralised planners, resources and pathways has been fantastic in allowing for a cohesive planning schedule across the year and this continued through the online learning period.</p> <p>We have made a smooth transition between home and in-school learning this year, as the programs and resources we have used can be embedded both online and in class.</p> <p>We were able to keep continuity of learning whilst children were learning from home by providing high quality live lessons and content on Google classroom and also providing devices to all children who needed them to be able to work from home.</p>	<p><i>Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.</i></p> <p>Literacy Active literacy is embedded, more sharing of good practice would help to reflect on the teaching approach to active literacy across the stages. Auditing, developing and piloting a programme/ approach to Writing across the school will be a key priority. This will be a clear writing and grammar framework showing progression of skills expected at each stage.</p> <p>Maths and Numeracy Further opportunities for staff to discuss ideas for/see Numicon use in class- sharing good practice. Develop holistic assessments for maths and numeracy</p>

<p>Numeracy Numeracy developments and improved pedagogy in place. Mental Agility sessions took place every day, Progressive Planners and Progressive Pathways used by all staff.</p> <p>Numicon approach was used most classes to support learning in numeracy.</p> <p>Learning Trios were not re-established as yet. This will take place in 2021-22 to share good practice in learning and teaching.</p> <p>HWB</p> <p>National Nurturing Schools Programme- Boxall Strategies for Whole Class strategies were implemented.</p> <p>Emotion Works programme used to ensure children continue to build resilience and become more emotionally literate.</p> <p>Mindfulness in place to ensure children are taught relaxation strategies.</p> <p>Outdoor Learning can be further developed in 2021-22. Some good practice in place to be shared. During remote learning, children were given active literacy boards and numicon shapes home with them which was a huge support for children's learning at home and enhanced their learning in literacy and numeracy.</p> <p>Health & Wellbeing: National Nurturing Schools Programme, Emotion Works, Mindfulness these have all been successful in helping the children learn, understand and share their emotions.</p> <p>Staff CLPL</p> <p>School App – key way of sharing information for staff so ability to use this platform is important.</p>	<p>Active Literacy embedded and writing should be audited.</p> <p>The children and staff are working hard to bridge the gap of the learning the children have missed. This has been done by ensuring a clear plan of what each stage should be taught in both literacy and maths at an appropriate pace.</p> <p>Numeracy development has been positive- Big Maths, pathways, holistic assessment, Numicon, Sumdog use, sharing good practice across stages this has resulted in improved pedagogy, embedding of pathway, progressive planners, mental agility sessions with clear progress visible in attainment of pupils and pace through planners within Numeracy.</p> <p>Numeracy has been a huge success this year with mental agility improving children's numeracy massively and is embedded as part of their daily routine. This has enhanced children's numeracy across the board and they have applied their skills and knowledge in other aspects of Maths. This has shown through assessment and progress tracking.</p> <p>Health and wellbeing has been at the forefront.</p> <p>CLPL opportunities for digital learning were easily accessible and were a great benefit to personal development of skills for staff. This impacted our high quality remote learning offer which consisted of at least 2 live sessions and 3 recorded sessions per week.</p>	<p>HWB</p> <p>More collaboration work with colleagues to share ideas and work as part of our trios to collaborate. A more progressive and coherent programme for Health and Wellbeing to ensure progression and consistency across the school</p>
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Google Classroom webinars on SLC Education Recovery Site to improve functionality for children were accessed by staff.

Emotion Works – 8 hours of CLPL purchased to support staff in delivering an enhanced HWB Curriculum. Additionally another 1 ½ hour training programme to roll out use following recovery programme.

Implementation of Sum-dog for at home use – subscription purchased and utilised by all staff and classes.

Numicon At Home was launched to all P1-P3 to further enhance Numeracy learning at home to ensure continuity of learning. Additional Packs purchased to further build home-school links.

Other Curricular Areas

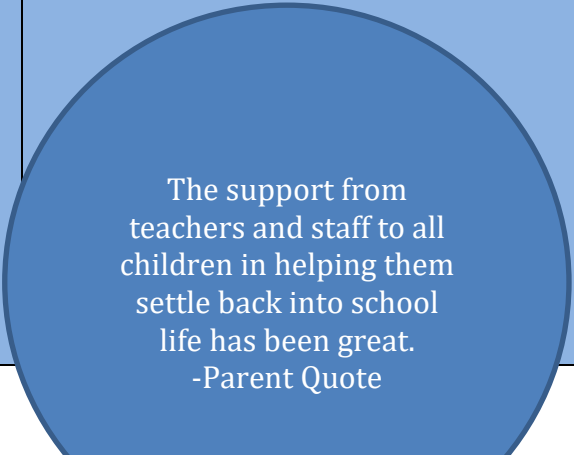
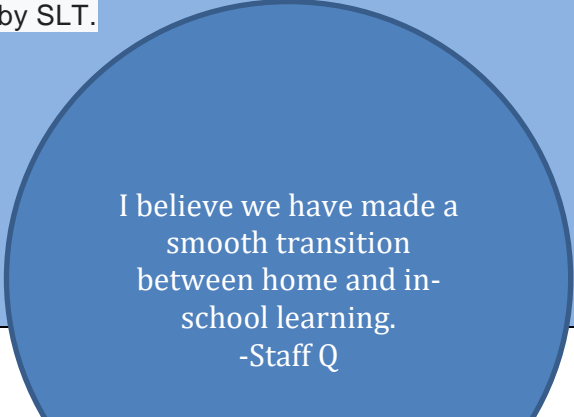
Whole School approach and themes identified for other curricular areas. Stage appropriate activities identified, linked to our theme, and shared via Google classrooms. E.g: Scotland focus, STEM focus, Olympics focus.

ICT Access

Staff Access updated and maintained.

Pupil ICT Access was completed via a Google form and through local knowledge of families. Families issued devices when required. Devices sourced from donations/ PEF/ Government scheme. Barnardo's to support children with lack of ICT Access.

Chromebooks/tablets were provided on short term/long term basis for families requiring them. Families were supported to access technologies through telephone call support by SLT.



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