South Lanarkshire Council

Recovery School Improvement Planning August 2021

Greenhills Primary School and Nursery Class

Improvement Priority 1 - Continuity of Learning

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
2.2 Curriculum • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work 2.3 Learning, teaching and assessment • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring 3.2 Raising Attainment and Achievement • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners	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.

2.2 Curriculum	Schools should:			`
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. There is a strategic overview which we use to ensure **a shared understanding of the purpose and design of the curriculum.** 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. Our creative and innovative approaches to curriculum design support positive outcomes for learners.	• 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	Due to attainment levels and lockdown engagement we will continue to have an enhanced focus on literacy, numeracy and health and wellbeing and where possible include cross curricular links Following our self-evaluation we are focusing on play based learning.	All staff consulted in the review of Curriculum Rationale and aware of school priorities. In-service.- August 2021 Protective Behaviours training for all staff, Philippa, OT In-service.- August 2021. SLT assemblies in term one will focus on pupil health and wellbeing concerns identified from questionnaire. Class teachers to focus on these areas too. August 2021 ongoing. Audit of Playbased Learning with GPS. June 2021 Introduction into P1 and Early level ASN classes. Making use of our staff expertise to model good practice. August 2021 on going Identified member of staff to participate in Pedagogy course run by SLC and disseminate throughout the identified classes. August 2021 ongoing.	**Outcome:** Planning across the school ensures consistency in learning and teaching addressing the updated Curriculum Rationale **Measure:** Pupil attainment data shows an increase of 5%.in Literacy and Numeracy by May 2022 Comparison of March 2021 What I think questionnaire with October 2021 questionnaire shows an increase of 20% **Outcomes**: Children engaged in learning. **Measure** – Engagement and learning through Leuven Scale and pupil monitoring and tracking
Theme 2: Development of the curriculum Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community.	• Ensure the curriculum provides all children and young people with breadth and depth in their learning, including experiences which include skill development in a range of contexts and environments. (including outdoors)	Our S & Q identified a need to build resilience and life skills in our young people. *Also ongoing within curriculum: Science – Stem Leader, Kirsten Holman and Elaine Johnston, HT to work with East Milton and Crosshouse Primary* *Music – Mr Heidinger working on developing music.*	Introduce a whole school programme to include outdoor learning within our school. June 2021 ongoing	**Outcome**: All children access to the outdoors and have responsibility for the growing and caring for their identified plot. **Measure**: Pupil voice is shared through the Pupil Council in the development of the programme

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. We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning. 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.	• 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)			
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. We emphasise enterprise and creativity across all areas of learning.	• Consider the ways to further develop skills for learning, life and work through a variety of contexts.	Data including SIDM, PEF and parental questionnaires identifies a need to focus on whole school partnership working.	Mr McPhilemy and Mrs Walker to lead data talks with all staff.to ensure a better understanding of our partners. In-service August 2021. Increase parental engagement through providing opportunities for families to work together with school support to learn about low cost nutritional options. Sept 2021 ongoing	**Outcomes**: Re-engagement of families through life skills workshops. **Measures:** Majority of targeted families re engage. Compare and contrast previous engagement data.

2.3 Learning, teaching and assessment	**Schools should:**			
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. 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.	• 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.	From evidence gathered through questionnaires and a decrease in out of school opportunities a focus on target setting and coaching was identified.	Pupil voice will determine targets for Literacy, Numeracy and Health and Wellbeing. Staff and subsequently pupils trained in coaching techniques to help achieve targets. Ongoing throughout the session	**Outcome:** SLT will use coaching techniques in PRD process and in turn use questioning techniques with the children. Increase in targets being achieved will be reviewed in June 2022. **Measure:** Pupil to complete targets and staff to collate target data termly and review at tracking and monitoring termly.
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. Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. 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.	• 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 delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment (Moderation) Cycle. (eg. LI/SCs, questioning, feedback...)	Tracking and monitoring identified a need for consistent practice across the school. Staff identified during PRD process a need for peer observations.	Provide opportunities for regular self and peer observation through use of Iris Connect All staff to reflect on current practice and identify areas for development. All staff offered opportunity to participate in CLPL by SLC	**Outcome:** Teachers demonstrate an increased use of technology for self-reflection and improvement in practice. **Measure:** Tracking and Monitoring indicates an increase in attainment.

Theme 3: Effective use of assessment 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. 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. 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. **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.	• 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. • 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.	Through staff consultation and WTA a review of assessment calendar was required to ensure balance across the year.	SLT to review assessment calendar and share with staff for consultation. A range of purposeful assessments including online and baseline to be completed at significant stages of learning. June 2021 ongoing Individual learning styles and needs will be addressed to ensure progress of all pupils is recorded using B-squared, Learning Journals, Seemis recording and school spreadsheet. August 2021	**Outcome:** A robust profile of each learner will provide clear understanding of each child's learning pathway. **Measure:** Information will be collated and analysed by all staff to ensure progression in learning.
3.2 Raising Attainment and Achievement **Theme 1: Attainment in Literacy and Numeracy** Raise attainment in literacy and numeracy for all learners Learners make very good progress from their prior levels of attainment in literacy and numeracy.	**Schools Should:** • 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	Our self-evaluation identifies a decrease in attainment in literacy and Numeracy.	Targeted support across the school for both numeracy and literacy, 5-minute box, catch up literacy and interventions for identified individuals/groups of pupils in each stage. August 2021 Whole school numeracy working party on pedagogy. Ongoing throughout the year	**Outcome**: Through tracking, monitoring, and our revised annual calendar we evaluate our overview of support and adapt support accordingly. **Measure**: 5% reduction in pupils requiring targeted support **Outcome**: Pupil attainment in Numeracy will increase by 7%

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. 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.	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.	Due to Lockdown opportunities for Pupil Voice have been limited across stages/bubbles	Whole school working party on AAC and provision of training in Makaton (Professional Development). August 2021 In class, pupils are identifying their individual learning targets in Literacy, Numeracy and Health and Wellbeing. August 2021 ongoing	**Measure** Planned standardised assessment identifies improvement in numeracy attainment. **Outcome**: Pupils will agree individual targets. **Measure**: The majority of pupils will know and plan their next steps.
Theme 3: Overall quality of learners' achievements Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.	• 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.		Pupil Voice Groups to have a high profile within the school (/Leaders of Learning (LOL) Pupil Council, Reading Leadership Group, Sports Committee, Eco, Making Rights Real, Enterprise, STEM, House Captain) August 2021 Ongoing Community: Further develop volunteering and involvement in the community through the wider achievement and life skills programme. September 2021 ongoing Globally: Making Rights Real provides focus for discussion and planning events/activities with a global focus	**Outcome**: Collaboratively each pupil voice groups take forward their action plan. **Measure**: Action plan achieved.

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)	Desired Outcomes and Measures
3.1 Ensuring wellbeing, equality and inclusion • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality	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.

3.1 Ensuring wellbeing, equality and inclusion	Schools should:			
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. Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. 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. 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. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. We consider each child and young person as an individual with his/her own needs, risks and rights. We ensure children and young people are active participants in discussions and decisions which may affect their lives. **Theme 2: Fulfilment of Statutory Duties** We comply and actively engage with statutory requirements and codes of practice.	• 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. • Ensure all staff are aware of and fully trained in all	Increase in distressed behaviour of pupils since returning from lockdown in 2020. Following pupil survey (March 2020) which highlighted 4 areas of development we will focus on these areas and continuing to further develop our nurturing school	Emotion Stations introduced in each classroom to provide pupils with the opportunity to self-regulate. Whole School relaxation Programme developed and implemented. All staff involved in either teaching or supporting of pupils. Barnardos, Place2Be, SALT, OT, Covey, Social Work, etc. Working groups/individual as necessary. August 2021 ongoing The Health and Wellbeing Working party have reviewed and identified a new resource, which will aid individuals. New resource to be implemented	**Outcome** Throughout the year there will be a decrease in distressed behaviour in the PPRUDB monthly monitoring and an increase in the use of the emotion stations to self-regulate. **Measure** PPRUDB and Emotion station monthly monitoring. **Outcome.** A 20 % decrease in the number of children expressing concern of one of the four highlighted areas **Measure:** Repeat of What I Think Tool -Week beg 28th September 2021 and Learning Conversation Week Beg 21 March 2022.

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.

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.

Learners, parents and carers, staff and partners feel that they are 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. | 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. | Following on from positive feedback during Lockdown 2021, we endeavour to maintain the good relations we have with family, staff and partners. | Parental/Carer questionnaires at school events to ensure parent views are sought and acted on.

Mrs Martin, EIS Rep will engage with staff via the Staff Charter. Sept 2021 ongoing | **Outcome:** Parent/carers, staff and partners will have a positive view of the school. Parent Charter Produced

Measures: Questionnaires identify parental views with an increase of 5% on the 2020 Wellbeing survey.

Outcome: Almost all staff feel that the 8 areas of the Staff Charter are being adhered.
Measure: Questionnaires |

Improvement Priority 3 - Planning for Equity

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	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 such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.	**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: - Learners' wellbeing (Boxall profile, observations, wellbeing indicators)	Lockdown and class teacher observations identified children who have not been engaging in learning to appropriate levels.	Using data and pupil observations, class teachers will observe and identify children within the first month of returning to school.	**Outcome**: Children's engagement rises. **Measure**: Using Leuven scale

3.2 Raising Attainment and Achievement **Theme 4: Equity for all learners** We have effective systems in place to promote equity of success and achievement for all our children and young people. We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.	- 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)			
1.3 Leadership of Change **Theme 3: Implementing Improvement and Change** Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.	• 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 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.	Parent/carers Working Party to, identify the 5% spend area based around parental engagement, ICT for home learning and outdoor learning all areas which our Parent Council have identified.	Parental Working Party created May /June 2021 to identify areas of spend.	**Outcome**: Targeted support provided in areas of need. **Measure:** Minutes of Working Party
1.5 Management of Resources to Promote Equity **Theme 1: Management of finance for learning** We take account of local and national advice in our financial management, seeking support from those with financial expertise as appropriate. Financial expenditure is carefully planned to improve the quality of learning and teaching and increase	• Ensure sound financial management of all sources of funding	Following PEF announcement an increase of 15% from the Scottish Government. All SIP priorities have been allocated a budget.	Stakeholders will be involved according to their remit and all resources purchased within the set budget by January 2022	**Outcomes:** Identified priority resources and positive impact on children's learning **Measures:** Each area i.e. Barnardo, Working Party, Mind Marvel, etc. will have their own specific measure to

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.				gauge the impact on pupil's health and wellbeing and attainment.
2.4 Personalised Support **Theme 2: Targeted Support** 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. Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship.	• Ensure equity approaches are additional and provide targeted, accelerated support to learners affected by poverty. Move away from universal to more targeted approaches.	Pupil data gathered from Tracking and Monitoring identified the children who require targeted support.	Using transition data, Leuven Scale, formative and summative assessments identify next stage for pupil's learning	**Outcome**: Increase in Literacy and Numeracy attainment and pupil health and wellbeing **Measure**: Targeted support provided in areas of need.
Theme 3: Removal of barriers to learning Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised. Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty.	• 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.			

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.				
2.5 Family Learning **Theme 2: Early Intervention and Prevention** Our staff are aware of the factors causing child poverty within our community. We work with parents and other agencies to help parents minimise the effect of poverty on our children. Our staff has an informed understanding of local demographics that informs more targeted support when appropriate.	**Schools should:** • Revisit Child Poverty Action Group Website and other relevant reading. • Revisit their CoSD Position Statement in relation to: - Getting dressed for school - Fun events - Eating at school - School trips - Learning at school - Travelling to school - Attitudes - School clubs - Travelling to school - Home-learning • 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.	January 2020 highlighted the number of families without ICT.	The Parent/Carer Working Party will work to increase the number of families with ICT devices. August 2021 review of ICT equipment in the family home	**Outcome:** All children engaged in meaningful home learning **Measure**: Monthly monitoring of online homework engagement