



South Lanarkshire Council



Greenhills Primary School Recovery Standards and Quality Report June 2021

Standards and Quality Report Session 20/21

Our School (*Roll/context etc.*)

Greenhills Primary is a non-denominational, co-educational school situated within the Greenhills area of East Kilbride and serves pupils from 3-12 years of age. Our nursery class operates within 1140 hrs and can cater for 54, 3–5-year-olds. The current school role is 266 school pupils, and our nursery role is 48. The breakfast club operates 5 mornings per week under South Lanarkshire Council.

At Greenhills Primary School and Nursery Class, learning is at the heart of all we do. We strive to provide rich learning experiences that build confidence and self-belief. We foster a “*can do*” attitude, which enables everyone to reach his or her full potential. We work in partnership with our parents/carers and the wider community to ensure we are ready, respectful and safe in all areas of our lives.

Key Successes/Challenges and Achievements Session 2020/21

Health & Wellbeing of pupils, parents and staff was key in session 2020/2021. Meeting with Union Reps to discuss Risk Assessments to reduce mitigation within the school and consultation with staff ensured that almost all staff felt secure returning to school in June and August 2020. Most staff were appreciative of all efforts made collectively by staff to support and care for each other. Engaging with pupils and parents, sharing Risk Assessments and information regarding lunches, bubbles, etc. prior to children’s return to school helped elevate any worries for almost all families. This facilitated a calm return for pupils in August 2020. September 2020 saw a three-week period when there were Covid 19 cases, which resulted in 4 classes working from home. A number of families kept their children home, even though, NHS advised them that they were safe to be in school. Following on we had a few cases, however by this time most people had a greater understanding of Covid19 and felt the school were putting in all the necessary mitigations.

Health and Wellbeing surveys identified that almost all pupils and most staff health and wellbeing was good. Identified support implemented. A further health and wellbeing survey (Shine) in March 2021 of P6 &7 pupils identified priorities, which have now been included in our 2021-2022 SIP.

Our Parent Survey in February 2021 identified that most parents (82%) have felt well or very well supported by the school during lockdown. Almost all parents (96%) are aware of ongoing initiatives that were targeted towards helping to support families. Most parents (88%) are aware of our A-Z of Attachment weekly emails although less than half of families have used these. The majority of children (59%) could tell their parents something about the A-Z of resilience. A few parents (15%) identified other areas of support that could be beneficial, and we will use this information to plan accordingly in our Recovery School Improvement Planning August 2021.

Attachment training for almost all staff has given a greater understanding of how we support children and families in our nurturing school. Our ICT skills including Google Classroom were developed and we updated PE, Technology and Science planners. Mental Maths homework sheets produced, in line with Curriculum for Excellence. Through CLPL, almost all teaching staff are developing their knowledge and understanding of Spanish via online training; however, most staff training was focused on ICT. The outdoor area has been developed with all pupils sharing in this transformation. The nursery has developed a further outdoor area. Some of the leadership training this session has involved

Kirsten Holman who completed her STEM leadership and is now a Tutor Assessor of the Young Stem Leader Programme. Tracy Tyrell and Jenni Walker, both class teachers have developed their Middle Leadership, Jen Phin, Nursery Team Leader has completed her Early Years Leadership Programme.

Staff training was challenging due to working remotely and variation in individuals existing knowledge and skills, however having a clear understanding of the staff needs we were able to plan and support accordingly. Rarely have we had a full complement of staff this session and this has had implications for our development and daily organisation.

Remote Learning Jan-March 2021 A clear, consistent plan of learning across the nursery via Learning Journals and school via class Google Classrooms and a weekly overview shared with pupils and parents/carers enabled them to plan for their children's learning around their working week. During this time the SLT, teaching staff and nursery staff engaged with parents ensuring the wellbeing and learning of all children and families, providing support where and when necessary. Our weekly Remote Learning Snapshot and class One Notes allowed us to identify the families to contact and support to aid engagement in learning. The weekly snapshot identified the majority of children engaged with their learning throughout January – March 2021. Although we had been asking parents/carers to engage in homework via Google Classroom from August 2020 we provided IT support to over 70 families in the first week of lockdown and 109 calls/face-to-face to ensure all families were engaging in learning. 28% of the school population were issued with technology i.e., 75 chrome books /iPad and 5 MiFi's. We created Google Classroom guides for staff and parents/carers, shared with the learning community and are available for all on South Lanarkshire Council. Engagement by some families was sporadic due to parents working patterns, which is understandable, however some families did not engage and in these cases, every effort was made to engage including telephone calls, Google Classrooms, home visits and involvement of other agencies, i.e., Social Work, Health Visitors, Barnardo's, etc. Links with external agencies strengthened as we supported our families.

Learning Journals, learning on Google Classroom and assemblies also promoted health and wellbeing. Staff, pupil and parental surveys helped identify needs during lockdown and enabled staff to identify next steps on pupils return to school in February /March 2021.

All staff rose to the challenge of Google Classroom/Learning Journals learning on the job and ensuring a high quality of learning for pupils. On returning to Greenhills, staff used formative and summative assessments to identify pupils' next steps. Our overview of support provided by our Support staff was reviewed to take account of pupil needs. Teacher phone calls home to parents helped reassure about pupils next steps in learning. Tracking and Monitoring meetings took place with staff discussing next steps and attainment levels.

Our Parent Council shared their thanks with all staff for their hard work and support during lockdown and this is displayed in our reception area.

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?

<p>Quality Indicator</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	<p>Recovery Priority</p> <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>Key Recovery Tasks (School specific)</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>Desired Outcomes and Impact</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</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs. 	<p>Key Recovery Tasks (school specific)</p> <p>SLT to identify needs of the school through the Whole school readiness check list <i>June 2020</i>.</p> <p>Create a Google Form for staff based on practitioner reflection. Evaluating questionnaire and identifying next steps for staff training. <i>Scott June 2020</i> Identify School "Attachment Champion" <i>Elaine /Joan? June 2020</i></p> <p>Continue to develop our school ethos through our vision, values and aims. <i>All staff -ongoing see calendar.</i></p>	<p>Desired Outcomes and Impact</p> <p>Outcome: School action plan for created by Senior Leadership Team</p> <p>Impact: Further, develop staff knowledge and skills of attachment theory.</p> <p>Outcomes: Pupils have successfully transitioned back into school. (ethos)</p> <p>Impact: Pupils feel school is a secure base and safe haven</p> <p>Outcomes: Staff have confidently transitioned back to school.</p>

<p>will need a flexible and personalised approach that emphasises the ongoing importance of self-care.</p> <p>It will be important to work out where children and young people are in terms of their wellbeing through observation, conversation, and further assessment with planned interventions for some.</p> <p>Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.</p>	<ul style="list-style-type: none"> • Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. • Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. • Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. 	<p>Implement Staff WhatsApp to encourage a sense of belongingness and connectedness to each other and the school. <i>Natalie April 2020 ongoing</i></p> <p>Set up Buddy System to ensure 1:1 contact for all members of staff <i>Natalie June 2020</i></p> <p>Set up regular contact with staff via, emails, texting, phone calls, Zoom quiz etc. <i>SLT / TL March 2020 ongoing</i></p> <p>Reducing staff anxiety by clear communication on health and safety prior to returning to school in June E.g., Health & Safety reduced staffing in departments, allocation of staff to classes. <i>SLT June 2020 onward</i></p> <p>Regular emails to staff on parent information. <i>SLT April 2020 Ongoing</i></p> <p>All staff to be appropriate trained in SLC Attachment strategy in <i>June 2020</i> and in August 2020 following analysis of staff questionnaire. <i>SLT</i></p> <p>Following both summative and formative assessments of pupil's wellbeing, provide identified training for staff to support individual pupils appropriately. <i>Teaching staff September 2020 ongoing</i></p>	<p>Impact: Staff are a role model for children, attuned to their fears and insecurities and providing timely and appropriate reassurance and comfort.</p> <p>SLT provide employee support for staff.</p> <p>Outcome: Pupils have confidently transitioned back to school and are coping with the blending learning approach.</p> <p>Impact: Pupils feel Greenhills Primary School is a secure base and safe haven.</p>
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	<ul style="list-style-type: none"> • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • 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 which allow staff to be included and consulted. 	<p>Continue to develop links with Educational Psychology, Health Visitors, Speech & Language, Barnardo's, etc. to support families with their well-being and learning. <i>Joan/Vicky ongoing</i></p> <p>Share with all families the A to Z of Attachment – informed practice (email and website) June 2020 Provide opportunities for parents and families to share anxieties through a Microsoft Forms and provide targeted support where appropriate.</p> <p>Creating a Time to Talk Board in staff room <i>Joan June 2020</i> Each staff member to be allocated an <i>SLT/Team</i> Leader mentor Continue to update Care & Welfare board with services provided by SLC. Continue to promote Staff Charter - <i>Joan 2020 ongoing</i></p>	<p>Outcome Staff have a greater in-depth knowledge and understanding of families and their circumstances.</p> <p>Impact: Personalised approach to support pupils and families through GPS and wider community service</p> <p>Outcome: SLT provide a clear process for addressing staff wellbeing</p> <p>Impact: Staff have a clear knowledge and understanding of how to access the care and welfare support within the Greenhills Primary School</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</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. 	<p>Implement stage 1 of SLC Schools Recovery Guidance in conjunction with action points identified from parental questionnaire. <i>SLT Ongoing</i></p>	<p>Outcome: Bespoke programme produced.</p> <p>Impact Pupils social and emotional wellbeing will have improved between August – October 2020</p>

<p>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>	<ul style="list-style-type: none"> • 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>Staff to have learning conversations with pupils on Health and Wellbeing. SLT to adapt Tracking and Monitoring form with a greater focus on health and wellbeing key themes.</p> <p>Continue with our Leaders of learning through our pupil groups within the school to encourage pupil voice. <i>Ongoing August 2020</i> Create and implement a three-year programme based on making Rights Real. <i>Kelly Jamison August/September 2020</i></p>	<p>Outcome: identify pupil's anxieties</p> <p>Impact Pupils needs and anxieties are addressed.</p> <p>Outcome: Pupils have an understanding of their rights within society</p> <p>Impact Pupils know their opinion is valued</p>
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Improvement Priority 1 - Health and Wellbeing

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
<p>Supporting pupils, staff and families has been paramount this session. To ensure a safe and smooth transition back to school a whole school action plan was created in June 2020. Through online assemblies the SLT continue to promote the school ethos through our Vision, Values and Aims. Primary 7 pupils have presented regular online school news updates for the whole school community. A Covid 19 Parent Survey (October 2020) identified almost all families were confident risk assessments were robust and deemed the school a safe place to be. Almost all staff trained in SLC Attachment in June 2020 and then in May 2021. A Covid 19 outbreak within the school in September 2020 resulted in many families staying away from school, however as understanding of mitigations in place increased, the school roll returned to expected levels. Our pupil and family survey (February 2021) identify almost all pupils have successfully transitioned back into school. Any concerns identified prior to coming back to school have been addressed by a bespoke whole school programme (assemblies and Health and Well Being Lessons) with class and individual interventions enabling staff and pupils to confidently transition back into school. GPS Care and Welfare Policy was updated in November 2020.</p> <p>Engagement tracking and teacher assessment both during in school and lock down periods have identified next steps in pupils learning. During lock-down, two-way communication via email/phone and One Notes provided staff with updates on family circumstances and engagement, enabling support to be implemented in a relevant and timely manner. Interventions have been appropriately allocated and reviewed. Through careful planning staff health and wellbeing was paramount to ensuring pupils' health and wellbeing with staff acting as positive role models to</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>Action Plan check list –almost all children had a smooth transition. Children identified by class teachers. (T &M) Calm ethos in school as children went about their daily business.</p> <p>Parent Survey (October 2020 & February 2021) –almost all families stated they were confident risk assessments were robust. Attendance improved</p> <p>Attachment training– staff evaluations and nurture visible around the school building. “What a lovely ethos..” Place2Be Counsellor.</p> <p>Variou parental comments from Lockdown showed parent were</p>	<p><i>Please list your new priorities under this heading.</i></p> <p>Continue to develop our nurturing school.</p> <p>Develope Alternative Augmentative Communication & focus on Life Skills.</p>

<p>assist the reduction of anxiety amongst pupils. A greater emphasis on meeting health and wellbeing needs were a focus of tracking and monitoring meetings. All staff were consulted at all stages of health and safety prior to returning to school and whilst in school. The updated Risk Assessment was shared by email prior to returning to school in June August and as and when changes occurred and is displayed in each staffroom. Fortnightly meetings with Health and Safety Reps also ensured a whole school approach to reducing staff anxieties. Almost all staff participated in the staff health and wellbeing questionnaires created by Natalie Martin, EIS Union Rep., in conjunction with the head teacher and once analysed, staff were supported accordingly, e.g., time for self-care, access to relaxation techniques and SLC health and wellbeing. Time to Talk Board was implemented and regularly highlighted to staff. Almost all staff participated in our reintroduction of Staff What's App, which encouraged a sense of fun, belongingness and connectedness to each other and the school both during lockdown and when back in school: It was used to alert staff to check their emails for information that needed to be shared at short notice. Almost all staff participated in our buddy system and regular contact made with staff throughout lockdown. SLT/Team Leaders continue to support staff throughout the year and staff continue to support each other. All staff consulted on Staff Charter: updated June 2020. Where possible staff worked from home and meetings occurred via Google Meet. In March 2021, support staff worked through wellbeing questionnaires with each child to ascertain children's wellbeing. Information gathered was analysed and subsequent assemblies addressed identified main concerns. Information also shared with staff to enable support that is more individual. Primary 6 and 7 pupils completed an online health and wellbeing survey through SHINE (Schools Health and Wellbeing Improvement research Network) Having received our school evaluation, a programme to support all pupils will be implemented in 2021-2022. We have continued to develop links with all partners throughout the year to ensure that the needs of all pupils and families are met. A Barnardo's worker has supported families identified by SLT and a Place2Be worker started working in the Learning Community but based in GPS in May 2021. To support families weekly A-Z of attachment weekly emails have been sent. Parent/carer questionnaire (February 2021) identifies that 38% of families had used this. Sharing of ideas of how to have fun ensured parents were given ideas that would not involve a cost</p>	<p>pleased with learning and support form the school.</p> <p>Tracking and Monitoring – targeted Interventions implemented and evidence of pupils development.</p> <p>Risk assessment consultations School had a very positive ethos and staff remained calm and supportive of each other.</p> <p>WhatsApp – Almost all staff interacted keeping people in touch with each other and a positive vibe.</p> <p>Pupil Wellbeing questionnaire identified almost all pupils coping, however few children identified as not feeling special, or not knowing who to talk to</p> <p>Shine questionnaire, although generall positive for most pupils identified further development of resilience</p>	<p>Develop a consistant Resilience Programme for whole school.</p>
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(Cost of the School Day). All parents/carers were provided with our Family Assistance email. Lynn Duff (PEF) contacted families from August – March as a means of additional support.

Staff consultation resulted in a new Health and Wellbeing resource being ordered for the school in June 2020 however due to IPROC issues it is unlikely we will receive this before June 2021; therefore, this will be rolled out session 2021-22.

A 3-year Making Rights Real programme has been implemented ensuring pupils have explored a right of the month. Due to various barriers, our Pupil Voice has not been as strong as anticipated due to Covid restrictions and absences. This session the real focus of pupil voice has been through Health and Wellbeing and our Outdoor space. Currently a mural is being painted in the school grounds.

Pupil Voice is a key focus of 2021-22. We are also through to the finals of Make Scotland Beautiful, Pocket Garden Showcase with our Mad hatters Tea Party entry.

Discussion with pupils identifies that they are aware of the Rights covered.

Pupils pride in their designs for the mural.

Continue with our Making rights Real Programme

Continue to develop our outdoor space as part of daily learning



Improvement Priority 2 - Planning for Equity

How will we know we've been successful?



<p>Quality Indicator</p> <p>2.4 Personalised Support</p> <ul style="list-style-type: none"> • Universal Support • Targeted Support • Removal of barriers to learning <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>Recovery Priority</p> <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>Key Recovery Tasks (School specific)</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>Desired Outcomes and Impact</p> <p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Re-identifying the poverty-related attainment gap.</p> <p>Rationale: To plan effectively to address the “gap” there needs to be a clear understanding of what the current “gap” is. Learners will have had a varied experience during their home learning period, and won't necessarily be at the</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider the experiences learners have had during the school closure period, drawing on for example: <ul style="list-style-type: none"> - Engagement data - Home-school communication. - Home-learning submissions - Engagement at hubs 	<p>Key Recovery Tasks (school specific)</p> <p><i>SLT to review Home school communications and engagement at hubs June 2020.</i></p> <p><i>Teaching staff to review impact of home learning during the period</i></p>	<p>Desired Outcomes and Impact</p> <p>Outcome: All staff have a clear understanding of learners' experience during Lockdown</p>

<p>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"> • 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> <ul style="list-style-type: none"> • Undertake a rigorous analysis of the pre and post lockdown data with all relevant staff to establish the school’s new “gap” position. This will enable identification of groups/learners/stages requiring targeted additional support. 	<p>March 2020 to June 2020 via pupil questionnaire. <i>August 2020 All Staff</i> to address gaps identified. <i>August 2020 ongoing SLT</i> review measures to be undertaken by staff to identify the new gap position. <i>September 2020</i></p> <p>Further staff training based on pedagogy to maximise pupil success including implementation of Curriculum Rationale Elaine <i>September 2020 ongoing</i></p> <p>Staff use both quantitatively and qualitative data and in discussion with SLT identify next steps to reduce the gap in pupil’s health and well-being and literacy and numeracy. <i>August 2020 then termly SLT</i></p> <p>Pupils in conjunction with staff set appropriate health and wellbeing, literacy and numeracy targets. <i>Teaching staff/pupils/parents August 2020 onwards Joan</i></p>	<p>Impact: Poverty related engagement gap(s) are identified, and pupils engaged in learning.</p> <p>Outcome: Gap in health and well-being, literacy and numeracy identified for each pupil Interventions matched to needs of pupils. Staff training</p> <p>Impact: Improved teacher confidence in pedagogy to maximise high quality teaching and learning and maximise pupil success.</p> <p>Teachers have a greater understanding of data and how it affects change.</p> <p>Pupil attainment gap identified and where possible addressed.</p> <p>Outcome: Pupils are meeting their targets and reducing the gap in health and wellbeing, literacy and numeracy</p> <p>Impact: Pupils, parents and staff know a child’s next steps in learning. Closing the attainment gap for pupils.</p>
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<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>Work in partnership with all partners to discuss use of PEF to reduce attainment gap and learners' barriers to learning. <i>SLT-June 2020 ongoing</i></p> <p>Further develop staff knowledge and understanding of learners needs and Education. Endowment Foundation (EEF) research and findings – <i>SLT August 2020</i> Blended Learning Working party/SLT HWB – Joan & Tracy working party. Literacy – Elaine & Gail working party. Numeracy – Scott working party. Training review and identify staff training in light of Covid 19 - Vicky. ICT – Stephan</p>	<p>Outcome: Agree PEF Funding with all partners. Impact: Interventions/resources close attainment gap for identified pupils.</p> <p>Outcome: Each working party to produce planner as to how to close attainment gap beginning with overview from Blended Learning Working Party</p> <p>Impact: Individuals make progress in closing the attainment gap.</p>
<p>Theme: Tracking and monitoring impact of equity approaches.</p> <p>Rationale: To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy. • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans 	<p><i>SLT</i> to review Tracking and Monitoring process <i>June 2020 ongoing.</i></p> <p><i>All staff</i> to work together to ensure tracking and monitoring is rigorous. <i>Ongoing</i></p> <p>Through discussion, <i>SLT and teachers</i> identify what works well for individuals and monitor and</p>	<p>Outcome: Identify new Assessment, Tracking, and Monitoring programme in light of Covid-19.</p> <p>Impact: Smart targets identified for learners, so the attainment gap is closing for all identified pupils</p>

<p>be changed, stopped or adapted quickly when there is little/no impact.</p>	<p>promptly and accordingly if little/no impact evidenced.</p> <ul style="list-style-type: none"> • Consider points in planning section to find alternative approaches. 	<p>track progress regularly to ensure gap reduction. <i>Ongoing</i></p> <p>Discussion in Literacy around identified assessment week in planners and how data informs next steps August 2020 <i>ongoing SLT/Teachers.</i></p> <p>Review Numeracy overview to include assessment week <i>Numeracy Working Party June 2020</i></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 approach to ensure no learner misses out due to financial constraints.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Revisit Child Poverty Action Group Website • Read CPAG article on impacts of school closures. • Revisit your CoSD Position Statement. Consider how you can best eliminate charges for families. • Consider how you will equip learners with the tools required to undertake home-learning. • Consider how our actions can inadvertently alienate families in poverty. • Use knowledge/intelligence and sensitively engage with families as appropriate to understand any financial impacts. • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider staff training needs – ensure all staff are consistent in their approach to poverty. 	<p>Staff have a clear understanding of family's needs. <i>SLT August/September 2020 ongoing</i></p> <p>Produce a list for families identifying support for health and wellbeing, financial aid, food banks etc. <i>June 2020 Barnardo's</i></p> <p>Identify a "Let's Talk" advisor in school who will be in contact with identified families. <i>Elaine June 2020</i></p> <p>Review Cost of School Day through parental questionnaire <i>Elaine September 2020</i></p>	<p>Impact: School calendar will not have a financial impact on families.</p> <p>Outcome: Reduce family anxiety by supporting families with information about health and wellbeing.</p>

	<ul style="list-style-type: none"> Consider what changes will need to be made to the school calendar in light of changes to family income. 	Review School Calendar, Enterprise, trips, etc. <i>Joan & SLT</i>	
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 <h2 style="margin: 0;">Improvement Priority 2 - Equity</h2> <h3 style="margin: 0;">Progress Report June 2021</h3> 		
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>We consulted with parents and carers regarding PEF funding and a plan was put in place. SLT contacted almost all families throughout lock down in March – June 2020 which allowed us an insight into the health and wellbeing of our children and families. Almost all our children were happy to return to school and settled well into the school routine. In August 2020 staff used both summative and formative assessment to identify next steps. Due to staff absences our PEF teacher completed approx 10 weeks in this role and covered classes the remainder of the year. Interventions for health and wellbeing, literacy and numeracy were implemented and an outbreak of Covid in September 2020 saw a large number of children remaining at home. Fiona McCallum, our Barnardos Worker liaised with identified families and helped them throughout the session. Curriculum Rationale implemented and staff trained in using new Seemis Tracking system.</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>Almost all families coped with lockdown in March impact happy children and parents in August 2021. (Attendance, Parent Comment)</p> <p>PEF Teacher impact has been minimal (few) in 2020-2021 due to covering absences for almost all of the session.</p> <p>Creative Solutions with P7 has positively impacted almost all pupils – observation and pupil feedback. Creative Solutions still ongoing with P6 impact not yet evidential.</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>Adaptation of Target Setting (using coaching method)</i></p> <p><i>Family Engagement</i></p>

<p>Pupil targets shared with parents/carers and this will be developed further next session to enhance children's understanding of their next steps.</p> <p>Monitoring and tracking of pupils learning ongoing.</p> <p>The school calendar was produced and focus on recycling and reusing items. The majority (50%) of parents that completed our questionnaire knew that we recycled school uniforms and Less than half (28%) were willing to help fund raise through bag packing, etc. Sweatshirts freely given to families who do not have or forget to bring to school.</p> <p>All families supported with A-Z of attachment sent out weekly with less than half of families (38%) used these supports.</p>		<p><i>Develop further communications strategies for working with families and look to supporting families in The Cost of a school Day</i></p>
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 <h2 style="text-align: center;">Improvement Priority 3 - Continuity of Learning</h2>			<p style="text-align: center;">How will we know we've been successful?</p>
<p>Quality Indicator</p> <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 	<p style="text-align: center;">Recovery Priority</p> <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</p>	<p style="text-align: center;">Key Recovery Tasks (School specific)</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 style="text-align: center;">Desired Outcomes and Impact</p> <p>This section should give a brief indication of what success would like and how it will be measured.</p>

<ul style="list-style-type: none"> • 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>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>Theme: Learning In School</p> <p>Rationale: <i>The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum number of pupils they can safely accommodate at any one time while maintaining a quality learning environment, Remaining in-school provision should be distributed across all year groups to ensure that every pupil benefits from in-school learning wherever possible</i></p> <p><i>It would be naive of any Headteacher to think that the child will pick up the Curriculum at exactly the same point at</i></p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Consider your current position in terms of staffing and pupil numbers. Use Local Authority and National Risk Assessment advice and recovery planning guidance to plan an in school curricular provision. • Plan a whole school approach to how you will best utilise your learning spaces, taking account of social distancing and the types of learning episodes this will allow you to deliver. • Consider if communal and social areas could be repurposed to provide additional learning space. <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. 	<p>Key Recovery Tasks (school specific)</p> <p>Review school layout and identify class layout and use of communal areas <i>Elaine and Wayne, Janitor June, August 2020 and ongoing</i> Implement new class and open area layout. <i>Wayne & Staff June 2020</i></p> <p>Produce whole school plan for all staff <i>SLT June ongoing revision.</i></p> <p><i>SLT to identify curricular areas to be delivered taking account of physical space and staff capacity</i></p>	<p>Desired Outcomes and Impact</p> <p>Outcome: Identify number of children who can safely return to school in August</p> <p>Impact: Children safely in school following social distancing rules where possible.</p> <p>Outcome: All staff are aware of curricular areas to be taught in school.</p>

<p><i>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> <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>	<ul style="list-style-type: none"> • Consider how you will build opportunities for staff to work collegiately to moderate and assess within this structure. • Consider planning for longer blocks of learning over a longer-term timetable where possible (ie for secondary – 3hrs of a face to face learning of a subject once every 2 weeks) • Review your school’s learning, teaching and assessment processes. Your assessment guidelines will need to take account of the different learning experiences pupils will have had during school closures, there should be a clear focus on health and wellbeing and the use of high-quality formative assessment. • Consider how you will continually assess learner progress and engagement 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 	<p><i>June 2020 reviewed August 2020 and then ongoing.</i></p> <p><i>SLT to identify and continually review ways of staff collegiality in light of social distancing measures.</i></p> <p><i>SLT to provide guidance on reconnection and recovery following guidance from Education Scotland and SLC. SLT August 2020</i></p> <p><i>All Staff to discuss and implement new assessment calendar August 2020.</i></p> <p><i>Staff training review. Vicky June – August 2020.</i></p> <p><i>Identify the curriculum in school and at home All staff August 2020. Produce a bank of outdoor learning activities for pupils from early level</i></p>	<p>Impact: Children and families are aware of what is being taught in school and at home</p> <p>Outcome: Assessment and moderation process reviewed, and strategies identified and implemented</p> <p>Impact: Assessment and moderation will ensure all pupils are reconnecting with learning appropriately</p> <p>Outcome: Staff training identified</p> <p>Impact: Online and in school training is completed to ensure all staff feel confident in the recovery curriculum.</p>
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<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>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.</p> <ul style="list-style-type: none"> • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning in school. • Consider how to take account of parental views and pupil voice when developing the learning in your school. 	<p>to second <i>June 2020 Trisha/Scott W</i> Review where we are in Literacy. And identify next steps <i>June – August 2020 Gail</i></p> <p>Review our communication with parents and pupils to ensure all pupils/ parents will receive information about their learning. <i>Elaine Scott & Stephan June 2020</i></p> <p>Update school website with materials which will help parents support learning at home <i>Scott June 2020</i></p> <p><i>Whole school discussion on how we will take account of parental views and pupil voice LOL All staff</i></p>	<p>Outcome: Clear plan of pupil engagement both at home and school</p> <p>Impact Pupils, engaging in their learning at both home and school.</p> <p>Outcome: All families have an identified method of communication with school.</p> <p>Impact: Regular links between home and school are consistent</p> <p>Outcome: All stakeholders are given opportunities to express their views Impact: A range of voice groups for parents and pupils are implemented within the school</p>
<p>Theme: Learning At Home</p> <p>Rationale:</p> <p>A blended model of in-school and in-home learning is reliant on consistent, easy to use in-home learning materials which are intended to support and complement, but not replicate, in-school learning. This includes consideration of</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. 	<p>Following the Schools Recovery Guidance June 2020 Identify staffing numbers and have a clear picture of staffing available.</p>	<p>Outcome: All staff have a clear knowledge and understanding of their role in August Impact: All staff deployed to support blended learning.</p>

<p>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 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"> • 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. • Review and plan how you will deliver and set work at home and how feedback will be given to learners. • Establish a baseline on the number of pupils and staff who have home access to ICT. • Consider how to take account of pupil voice in their learning at home. • Identify how you will convey all information to learners and to parents/carers and strategies to engage with them further on supporting learning at home. • Consider how you will measure and track engagement with home learning 	<p>Recovery Team set up to discuss and identify how to support the learning curriculum at home with the resources we have as well as identifying training necessary. <i>Recovery Team & Vicky</i></p> <p>SLT to provide a regular questionnaire for pupils and staff to identify ICT access and share views of home learning. Ongoing</p>	<p>Outcome: Blended learning curriculum and training identified.</p> <p>Impact: All pupils have appropriate resources to access blended curriculum.</p> <p>Outcome: Home access of ICT reviewed, and equitable approach developed to support learners at home.</p> <p>Impact: All pupils continue regular access to home learning.</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>Risk Assessments shared and consultation with staff prior to return to school in June 2020 and in August 2020. Union Reps met every 2 weeks with HT Throughout August – December. Clear risk assessment direction to all staff throughout the session. Blended Learning did not take place so information was not share with families. Homework given out via Google Classroom so that parents/carers were aware of what was being taught including pupils target setting. Target setting will continue to be a focus in 2021-2022. New assessment calendar implemented as part of the annual calendar. However, adaptations had to be made due to Covid19 and staff ensured both formative and Summative assessments carried out to identify pupils’ next steps. Attainment in numeracy requires a further focus on pedagogy around number and identifying pupil exact next steps through SEAL. Staff training in Google Classroom to ensure staff feel confident in the recovery curriculum. Pupil and Parent guidance Produced for Google Classroom. Staff were a great support to each other sharing expertise, as they learned something new. Teacher and SLT worked with almost all families to encourage engagement and support families. Regular links took place by teachers and SLT. Weekly engagement data identifies that the majority of pupils engaged in their Remote Learning All stakeholders given numerous opportunities for Pupil Voice although this was mainly based around health and wellbeing and our development of the outdoors. Staff members are also working on STEM training with one member now a Young Stem Leader Assessor Planned Pupil voice /Leaders of Learning did not happen to the extent we had planned for due Covid restrictions and sharing of resources. This will continue to be a focus for 2021-2022. The majority of families engaged with the parental voice but we will continue to work on this to improve engagement with PEF families. In session, 2021 - 2022 will focus on pedagogy of play-based learning.</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>Risk Assessment feedback- All staff supportive, calm school, following rules.</p> <p>Blended Learning – Not required</p> <p>Pupil Engagement – Almost all pupils engage during Lock down</p>	<p>Pedagogy of Number and understanding of SEAL (Stages of Early Arithmetic Learning)</p> <p>Use of data to assist in target setting and targeted interventions.</p> <p>Increase Pupil Voice via /Leaders of Learning Focus on Literacy/Numeracy and Health and Wellbeing. Implement Young Stem Leaders</p> <p>Work towards the new Reading School Accreditation.</p>

		Pedagogy of play-based learning
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