



Crosshouse Primary School & ELC Recovery Planning August 2020



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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
3.1 Ensuring wellbeing, equality and inclusion <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>Strategic Leads: Claire Ashwood – PT & Janice Guy- PT (ASN)</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 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>Schools need to:</p> <ul style="list-style-type: none"> Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. Plan a whole -school co-ordinated approach to identifying need and for planning appropriate, measured, responsive interventions to identified issues on an ongoing basis. This should explicitly refer to the post COVID needs and context and also acknowledge that some children will have gained skills as well as have needs. 	<p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> ♥ Evaluation of wellbeing (Wellbeing Audit) to be carried out prior to August via a Google Form format and again in October. Separate evaluations for children, parents/carers and staff. Wellbeing audit will focus on emotional, social and mental readiness (self-assessment, wellbeing SHANARRI poster) (PT June 2020) * completed ♥ ASN (supported classes) evaluation of wellbeing issued to parents/carers by PT ASN June 2020 ♥ Use data gathered from wellbeing audit to identify specific individual/group needs and identify interventions/support required (Aug 2020 – PT/PT ASN) ♥ Individual/group wellbeing support plans created, interventions identified and resources allocated, including partners e.g. ED Psych, SST, Barnardos ♥ Ongoing review of wellbeing plans – weekly by DHTs/PTs and HWB 	<p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> ♥ Children, staff and families will have a forum to discuss their experiences and feelings, allowing them to feel supported and listened to. ♥ Children, staff and families experiencing emotional or mental challenges will have appropriate, effective supports in place which lead to positive mental and emotional wellbeing. ♥ Interventions will be identified for ALL areas of need. (Timescale Aug-Sept) ♥ 80%-100% of those who identified a need will report an improvement in wellbeing as a result of the interventions. Timescales (August – October & October - December 2020)

<p>Establishments, at all stages of this pandemic, have a critical role in remaining connected with families and supporting learning and wellbeing. Schools should engage directly with parents and in a compassionate, personalised way to foster confidence.</p>	<ul style="list-style-type: none"> • Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. • Focus upon a practical roll-out of SLC Attachment strategy including ensuring staff are appropriately trained. • Provide opportunities for Staff Development which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. • Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. • Work with parents and carers to raise awareness and understanding of the importance of attachment and of a recovery curriculum. Engage with stakeholders in the wider school community. 	<p>Strategic lead and nursery team leader.</p> <ul style="list-style-type: none"> ♥ A skills based framework/pathway for each stage of the school will be developed and all children will have a skills passport. ♥ Teachers will use the face to face time to “check in” with their learners. This checking should be done through listening, talking and observing and will give teachers formative information on learning needs as well as ascertaining the learners’ readiness to learn. An indication of the level of engagement that has taken place since the previous “in school” period could also be evaluated here. ♥ Children, parents/carers and teachers will identify the skills children have developed during the period of school closure and plan for progression of the identified skills. (PT June 2020 – Aug/Sep 2020) ♥ Wider achievements (including skills development) monitored using the school tracking system. Celebrating Achievements at home and school will continue using the current systems. (PT – ongoing) ♥ All staff to attend SLC Attachment Training on 18.6.20 and follow up training on in-service day in August 2020 (PT June-Aug 2020) ♥ Distribute all SLC Attachment Strategy materials and appoint PT to Attachment Strategy Strategic Lead. (HT June – Aug 2020) ♥ Create an action plan for rolling out the SLC Attachment strategy and 	<ul style="list-style-type: none"> ♥ As a result, almost all children will feel that their achievements and skills, during school closure have been recognised and valued. ♥ Almost all staff will feel more confident in applying attachment theory and nurturing principles to support the wellbeing of their pupils leading to children feeling safe and nurtured and ready to learn. ♥ An enhanced nurturing ethos will be evident through the interactions between adult/adults, adults/children,
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	<ul style="list-style-type: none"> Have overt plans in place to support the wellbeing needs of staff which acknowledge that there will be many different circumstances and concerns. Ensure communication channels are clear and consider how staff may both support and help each other. Ensure there are clear processes in place which support all personnel functions, and which allow staff to be included and consulted. 	<p>plan time for staff to engage and reflect upon it – Aug 20</p> <ul style="list-style-type: none"> ♥ Revisit Nurturing principles, PPRUDB and ACE's on in-service day to assist with planning – Aug 20 (PT & PT ASN Aug 2020) ♥ Educational Psychologist invited to attend Parent Council meeting via video conferencing to discuss Attachment Strategy and intervention supports. (HT Sep 2020) ♥ Communicate with parents regarding Attachment theory and the recovery curriculum in an ongoing and supportive manner using emails, Twitter, school website and Google Classroom. (PT & PT ASN Sep 2020) ♥ Devise a strategy to support staff wellbeing based on staff suggestions – June 20. Wellbeing survey to be carried out with all staff. 'Readiness to Return' (HT June-Aug 2020) ♥ All SMT to complete Coaching & Mentoring training. (SMT Aug/Sep 2020) ♥ Revisit all SLC Employee supports during in-service day. (HT Aug 2020) ♥ PRD meeting with staff members with a focus on wellbeing and CLPD needs – Sept 20. HT will meet with all staff individually. ♥ Consult with staff re required supports eg establish mentor relationships or a buddy system whereby staff check-in with 	<p>children/children and will be reflected in ongoing wellbeing self-assessment</p> <ul style="list-style-type: none"> ♥ Attachment informed practice will be evident across the school community leading to positive relationships which allow children to feel safe and secure. ♥ Staff are fully equipped to deliver the recovery curriculum and to support the wellbeing needs of all children. ♥ Most parents will have an understanding of attachment theory and the importance of building and nurturing strong positive relationships with their children resulting in children exhibiting positive behaviours at school and at home ♥ Almost all staff feel supported in the workplace and can confidently access help if required allowing them to feel safe and supported in the workplace. ♥ All senior managers, buddies and pastoral care leads feel confident in supporting members of staff and can access support if required. ♥ Almost all staff feel that their achievements and strengths are recognised. ♥ All staff have a sound understanding of their targets and next steps and know where to access the required CLPL.
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		<p>someone to chat and/or get advice. (HT Aug 2020)</p> <p>♥ Time for staff to reconnect with peers and prepare for the physical switch back into the classroom and a return to face-to-face teaching. (HT June 2020)</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>♥ Reflect on the 'Reconnection and Recovery in Schools' & SLC Schools Recovery' guidance with SMT and staff</p> <p>♥ Plan with staff and pupils for a recovery curriculum – with a focus on the school vision, values and wellbeing indicators.</p> <p>♥ Develop Crosshouse Recovery Curriculum Rationale, involving all stakeholders. (HT June -Sep 2020)</p> <p>♥ Involve the Rights and Health Committees in the wider school plan for promoting and safeguarding wellbeing – PT Aug 20</p> <p>♥ Consult with Pupil Leadership groups to establish new ways for children to support one another. (PT Aug 2020)</p> <p>♥ All staff trained in Emotion Works whole school recovery programme. Roll out to nursery and all classes – Sept-Dec 20</p> <p>♥ Continue with existing engagement monitoring programme – Sept 20/Nov 20</p> <p>♥ Ongoing review of wellbeing curriculum plans – monthly from Aug 20-HT/DHT, PTs/ HWB coordinator & nursery team leader/teacher</p>	<p>♥ Staff has ownership of the curriculum and are confident that it matches the needs of pupils leading to a positive ethos and focused learning experiences</p> <p>♥ Staff will have a shared and consistent approach and language to support the learning of all children thereby improving pupils' emotional literacy</p> <p>♥ Pupil voice is heard leading to a curriculum which is personalised to the needs of individuals and groups within our unique context.</p> <p>♥ Almost all children develop a consistent language of emotions and develop emotional competence and resilience.</p>

Improvement Priority 2 - Planning for Equity

How will we know we've been successful?

Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p>2.4 Personalised Support</p> <ul style="list-style-type: none"> Universal Support Targeted Support Removal of barriers to learning <p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> Attainment in Literacy and Numeracy Attainment over time Overall quality of learners' achievements Equity for all learners 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p> <p>Strategic Leads: Isabelle Murray – HT & Lara Tolland - DHT</p>	<p>This section should give a brief indication of what success would look like and how it will be measured.</p>
<p>Theme: Re-identifying the poverty-related attainment gap.</p> <p>Rationale: To plan effectively to address the “gap” there needs to be a clear understanding of what the current “gap” is. Learners will have had a varied experience during their home learning period, and won’t necessarily be at the same point in their learning when they left school in March. Some learners will be further ahead; some at the same point; 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>	<p>Schools need to:</p> <ul style="list-style-type: none"> Consider the experiences learners have had during the school closure period, drawing on for example: <ul style="list-style-type: none"> Engagement data Home-school communication Home-learning submissions Engagement at hubs Use a range of quantitative and qualitative measures to undertake a new “gap” analysis for all pupils, which takes account of: <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>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> ♥ Tracking and monitoring of engagement data analysed by class teachers and SMT during tracking meetings. (All staff - Aug 2020) ♥ Home learning participation and engagement data analysed by SMT (June 2020) Report produced July 2020. Comparisons made between SIMD/FME and engagement/participation during school closure. ♥ Termly evaluative review of engagement, home learning & home-school communication completed by class teachers in June 2020 and analysed by SMT, identifying next steps and future actions to support blended learning. ♥ Children will complete skills passport, detailing what skills they have learned during school closure. (as above) 	<p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> ♥ SMT and class teachers have a fuller picture of the home learning experiences and prior attainment information of individuals to inform next steps in children’s learning, allowing for effective planning of blended learning. ♥ All class teachers and SMT have an excellent understanding of current attainment for individual pupils, leading to appropriate learning and teaching experiences and interventions where required.

	<p>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. 	<ul style="list-style-type: none"> ♥ Transition meetings arranged (June 2020). Class teachers to pass on and discuss tracking & monitoring data and transition information. ♥ Wellbeing self-assessment to be completed by all children. Parents/carers also asked to complete a wellbeing assessment for their child. (PTs June 2020) Completed ♥ Standardised assessments –SWST, SWRT, PM Benchmarking – carried out by class teachers and SMT ♥ All children on Catch up Literacy & Catch Up Numeracy prior to school closure are re assessed. (PT Aug/Sep 2020) ♥ Boxall profiles to be completed for all children accessing Nurture prior to school closure. (PT ASN Aug/Sep 2020) ♥ Investigate use of SNSA. This is a diagnostic tool and could be used to support class teachers in identifying gaps in learning. (DHT Aug 2020) ♥ Teacher observations of learner engagement using Leuven scale– ongoing from Aug 20. Data compared with engagement levels pre school closure. (DHT Aug/Sep 2020) ♥ SMT engagement visits & wellbeing learning Conversations – Sep & Nov 20 ♥ Tracking & Monitoring completed by class teachers (September 2020). Moderation meetings with previous class teacher. Analysis of pre and post school closure data. (All staff Sept/Oct 2020) ♥ SMT undertake rigorous analysis of data and establish the school's 'new gap' ♥ All staged interventions reviewed by Personalised Support Strategic Lead together with class teachers. (PT/DHT Sep 2020) 	<ul style="list-style-type: none"> ♥ SSAs have a very good understanding of the current attainment for individual children with whom they work. ♥ All staff have a very good understanding of the new 'gap' position and the barriers to learning thereby allowing for targeted supports to be put into place. ♥ All groups/learners/stages requiring targeted additional support are identified. ♥ Specific, targeted interventions are implemented for all children identified as requiring support. ♥ SNSA (if used) provides diagnostic data which supports targeted planning for learning and teaching.
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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. 	<ul style="list-style-type: none"> ♥ Annual PEF survey issued to parents/carers. (HT - June 2020) ♥ HT to consult with Parent and Pupil Councils re PEF. PEF plan updated to take account of consultation. (HT – August 2020) ♥ Survey to parents of children in receipt of FME with regards to access to IT, training requirements and access to other home learning resources – (DHT – August 2020) ♥ SMT review and reflect on EEF Covid-19 resource to support blended learning – June/Aug 20 ♥ Consult with all parents regarding the support they require to successfully manage blended learning, including ‘training’ requirements for home learning - review ♥ Identify ways to support children & families in receipt of FME and ASN with home learning e.g. Google meet support sessions, home learning packs, IT devices. (HT & DHT Aug-Oct 2020) ♥ Develop a ‘blended learning’ position statement which can be shared with staff and parents. (DHT September 2020) ♥ Survey staff with regards to training needs for blended learning – (ICT coordinator/DHT- August 2020) ♥ Utilise tracking and monitoring of attainment and wellbeing assessment to plan for interventions and Closing of the Gap (HT & DHT Aug-Oct 2020) 	<ul style="list-style-type: none"> ♥ A targeted approach to using PEF funds will ensure that all children in receipt of FME have the resources they require to fully access blended learning opportunities. ♥ The blended learning strategy for the school is based on research, staff experience and family needs making it reciprocally connected and coherent. ♥ Home learning opportunities are well planned and take account of family circumstances. ♥ A suite of support is in place to help parents gain necessary skills and confidence. There is a 30%-40% increase in confidence levels amongst parents/carers. ♥ All teachers have the skills and confidence to implement blended learning effectively to ensure progress and attainment for all learners. ♥ Rigorous tracking of attainment and wellbeing will lead to progress for all children and the allocation of appropriate support for individuals.
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<p>Theme: Tracking and monitoring impact of equity approaches.</p> <p>Rationale: To ensure maximum impact for learners, there needs to be rigorous, regular tracking and monitoring of equity approaches. This enables schools to understand what works well, and to build on this, but also ensures approaches can be changed, stopped or adapted quickly when there is little/no impact.</p>	<p>Schools need to:</p> <ul style="list-style-type: none"> • Identify key measures, which will evidence impact for your approaches. Consider: when; how; by whom; bureaucracy. • Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. • Consider points in planning section to find alternative approaches. 	<ul style="list-style-type: none"> ♥ Use data gathered from wellbeing audits and support plans to evaluate progress of individuals and groups – Aug/Oct/Dec 20 ♥ Forward plan and tracking discussions (SMT & CT Sep/Nov/Feb/May) ♥ All class teachers to plan implement and evaluate specific targeted intervention with identified group of learners, using current EEF research. https://educationendowmentfoundation.org.uk/projects-and-evaluation/ ♥ Pupil Equity Fund Planning & Reporting document outlines the key measures and outcomes. (HT June 2020) ♥ Pupil Equity Profile of Spend completed(HT Jun 2020) ♥ Class teachers complete termly PEF Impact Evaluations, detailing impact, attainment data and feedback from parents/carers and children (CT Oct, March & June) ♥ SSAs with responsibility for interventions complete termly PEF evaluations, detailing impact. (SSAs Oct, March & June) ♥ SMT analyse PEF Impact Evaluations and arrange meetings with all class teachers and parents/carers. (Sep/Oct, Jan/Feb, April/May) ♥ 3 class teachers to pilot the EEF ‘DIY Evaluation Toolkit’ SMT to support. https://educationendowmentfoundation.org.uk/tools/diy-guide/getting-started/ 	<ul style="list-style-type: none"> ♥ Rigorous tracking of attainment and wellbeing is evident and will lead to progress for all children and the allocation of appropriate support for individuals. ♥ Rigorous tracking and monitoring of equity interventions is evident and leads to a reduction of the equity gap at almost all stages. ♥ 2% increase in targeted children achieving expected CfE levels at all stages. As a result, poverty related attainment gap in will close by at least 2% across literacy, numeracy & HWB. ♥ Staff capability, capacity and confidence in the learning, teaching and assessment of targeted interventions will improve. ♥ Most parents/carers will have a clear understanding of the intervention approaches used in school and will know how to support their child at home ♥ Increase in parental engagement for children who have gaps in their learning; almost all parents from targeted group will be working with school to help close gaps for children. ♥ Teachers use the evaluation strategies to evaluate the impact of a particular intervention and as a result understand what works well, and build on this or change, stop or adapted quickly when there is little/no impact.
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<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. • Consider what changes will need to be made to the school calendar in light of changes to family income. 	<ul style="list-style-type: none"> ♥ Review CoSD position statement with pupils, Parent Council and staff and make any necessary changes- (DHT Sep 2020) ♥ Parent Council arranges for unwanted uniform to be collected/dropped off. SMT distribute uniform to families. (June 2020) completed ♥ Continue to work with local foodbank to help deliver food to families. (SMT – ongoing) ♥ Consider ways to support children in receipt of FME with home learning e.g. Google meet support sessions, home learning packs, IT devices – Aug 20 (DHT Aug/Sep 2020) ♥ Appropriate financial and wellbeing supports will be signposted to families via the School Newsletter and website (HT – ongoing) ♥ All children will be provided with the required stationary and materials for use in school and at home. 2 packs will be provided. (All staff Aug 2020) ♥ Revisit CoSD with staff at in service taking account of CPAG advice– (DHT Aug 20) ♥ Following consultation with staff, parents/carers and children, PEF funds will be allocated to support blended learning. (HT Aug-Sep 2020) ♥ Learners will not be asked to complete any task that has a cost. 	<ul style="list-style-type: none"> ♥ No family will be disadvantaged or have additional stresses as a result of financial costs related to school. ♥ No child or family feels less worthy than others, as a result of something that has been said or implied.
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Improvement Priority 3 - Continuity of Learning

How will we know we've been successful?

Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work <p>2.3 Learning, teaching and assessment assessment</p> <ul style="list-style-type: none"> • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation.</p> <p>Links are included where appropriate.</p>	<p>This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.</p>	<p>This section should give a brief indication of what success would like and how it will be measured.</p>
<p>Theme: Learning In School</p> <p>Rationale: <i>The implementation of physical distancing will impact upon the capacity for in-school learning within a specific setting. For the first phase of re-opening, schools should assess the maximum 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>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. 	<p>Key Recovery Tasks (school specific)</p> <ul style="list-style-type: none"> ♥ Complete capacity audit, risk assessment in consultation with all staff and Parent Council – SMT June 20 ♥ Adapt the physical environment of the school in light of the capacity audit and risk assessment – SMT June 20 ♥ Planning meetings with teaching and nursery staff – June 20 ♥ Issue SLC Curriculum Recovery document to all staff. (HT – June 2020) Completed 	<p>Desired Outcomes and Impact</p> <ul style="list-style-type: none"> ♥ All safety precautions will be in place ensuring that the risk to children and adults is minimised whilst in the school building ♥ Children, staff and parents/carers will be confident in the school's ability to provide a safe learning environment and a well- planned and considered blended learning experience.

<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> <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</p>	<ul style="list-style-type: none"> • Consider if communal and social areas could be repurposed to provide additional learning space. https://www.gov.scot/publications/coronavirus-covid-19-re-opening-schools-guide/ • 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 a clear focus on health and wellbeing and the use of high-quality formative assessment. 	<ul style="list-style-type: none"> ♥ Establish ‘In School Learning’ Recovery group. (DHT Aug 2020) ♥ PE Teacher will teach each class for 1 hour each week. Class teachers will use this time to plan for equity initially. (CT Aug – Oct 2020) ♥ Forward plans adapted, with Literacy, Numeracy and Health and Wellbeing initial priorities. (HT Aug 2020) ♥ Class timetables split into three sessions. Literacy, numeracy & Health & Wellbeing. (All Staff Aug 2020) ♥ Staff will consider cross curricular linked themes as a way of delivering these experiences and activities. ♥ Relevant Experiences and Outcomes will be identified and the National Benchmarks for Early-Third Levels will be used. SLC Literacy Interim Benchmarks and Numeracy Progression Pathways will also support this process. ♥ Revisit ‘Learning, Teaching and Assessment (Moderation) Cycle’ with all staff. (SMT Aug-Oct 2020) ♥ Regular collegiate sessions for staff to discuss their creativity in how they deliver lessons, with social distancing considered. (All staff – ongoing) ♥ Update ‘Learning & Teaching Policy and engage in CLPL – (DHT August 2020. 	<ul style="list-style-type: none"> ♥ All children will participate in at least 1 hour of physical education per week. ♥ All learning experiences are adapted for each group of learners, taking into account their individual abilities, needs and home circumstances. ♥ All teaching sessions will be differentiated to ensure the needs of all learners are taken into account. ♥ Every lesson will be engaging, relevant, personalised and creative as per Crosshouse policy. ♥ Pace for movement around the classroom may be limited, but teachers will be innovative in their delivery method, taking into account of Crosshouse ‘Learning & Teaching Policy. ♥ Teachers and children will be absolutely clear about intended learning and what success will look like. Children will co-construct LI & SC as per policy.
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<p>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>	<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. 	<ul style="list-style-type: none"> ♥ Revisit formative assessment CLPL. (DHT Aug 2020) Update Crosshouse Assessment Policy. Organise Effective questioning CLPL for all staff. ♥ Update Crosshouse Assessment policy. (DHT Oct 2020) ♥ Update daily planning format and issue to staff (HT Aug 2020) ♥ Establish collegiate meetings calendar. (HT June 2020) Through regular collegiate planning, staff will agree the key aspects of Literacy, Numeracy, Health and Wellbeing on which to focus first. When planning for assessment within these learning experiences, the use of progression pathways will be used. (CT Aug/Sep 2020) ♥ Explore the skills required for learning (metacognition) as a staff team. (DHT Aug/Sep 2020) ♥ Regular tracking and monitoring periods established as per school system: ♥ Forward plan meetings with individual class teachers – Sep/ Nov/Feb ♥ Nursery planning meetings bi-weekly from Aug 20 ♥ Timetable of class visits. Leaders of Learning (Pupil Leadership group) involved in the process ♥ Tracking & monitoring – End Sep/Oct 20 and then following annual cycle 	<ul style="list-style-type: none"> ♥ Assessment and feedback are integral to the learning and teaching process and can be evidenced in all lessons. ♥ Formative assessment is weaved all the way through the lessons, with teachers continuously gathering nuggets of information about pupil learning. This will be recorded in daily planning. ♥ Effective differentiated questioning is evident in all lessons as a vital tool for checking learner understanding. ♥ All learners receive purposeful feedback as this is essential in ensuring learners are supported in recognising and agreeing their next steps in learning. ♥ Learner conversations as well as both self and peer assessment is regularly planned, implemented and evaluated in almost all lessons. ♥ Almost all learners are cognitively engaged in lessons, demonstrating optimum learning.
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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 should consider how they track ongoing engagement in remote blended learning and support families where it is clear this is an area of significant difficulty.</p>	<p>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. • 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 	<ul style="list-style-type: none"> ♥ Consult with staff about the provision of home learning including support, resourcing, ASN, Closing the Gap, reviewing tasks and giving feedback . ♥ Revisit Termly class teacher reviews from period of school closure. (DHT, Aug 2020) Identify 'What worked well ie when engagement was high. ♥ Plan opportunity for staff to engage with EEF Planning home learning frameworks. (HT Aug/ Sep 2020) https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-for-schools/ ♥ Survey staff with regards to training needs for blended learning – ICT coordinator/PT- June 20 . ♥ Survey staff and learners with regards to IT provision ♥ Use normal communication channels to regularly update and support parents/carers. ♥ Class teachers will continue to use engagement trackers used during school closure. (DHT Aug-Oct 2020) ♥ Investigate the use of Google Meet to support learning at home. (ICT Coordinator/DHT Sep 2020) 	<ul style="list-style-type: none"> ♥ Learning at home is shared with all learners in a way which is accessible to them. ♥ The holistic needs of all pupils and their parents/carers is known and considered, particularly individual family circumstances when planning home learning. ♥ A successful home learning curriculum which blends seamlessly with in school learning will result in a coherent, progressive and reciprocally interconnected learning experience for all learners. ♥ Staff are able to confidently plan progressive, interconnected and coherent blended learning experiences. ♥ Parents and pupils feel confident to engage in home learning experiences and have the skills to do so successfully ♥ Learning is shared with learners in a range of creative ways – via Google Classroom, through Learning Grids or via individual tasks to complete. ♥ Learners can exercise some choice about how they will learn whilst at home. ♥ Learning intentions and success criteria are clear and explicitly shared with learners and their parents/carers.
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