2021/2022

Crosshouse Primary School & ELC Standards and Quality Report June 2021

ROAD TO RECOVERY

Attain, Believe & Achieve

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Standards and Quality Report Session 20/21

Context of our school

Crosshouse Primary School is situated in the Greenhills area of East Kilbride.
We currently have a school roll of 378 and 34 children in our ELC nursery class.
We have 15 classrooms, an ELC playroom and 2 additional support needs classes.
The new school building was opened in 2008 and provides an excellent, modern environment in which our learners can learn and achieve.

Our Vision

At Crosshouse Primary School, children at the heart of an inclusive community, where they can achieve success for today and prepare for tomorrow by attaining, believing and achieving.

Our Values

Our Aims

- ♥ To put children at the heart of high quality teaching and learning
- ♥ To promote **active** engagement within learning using a range of relevant contexts.
- ♥ To create **resilient**, highly **motivated** learners.
- ♥ To work in **partnership** with parents/carers, learners and staff.
- ♥ To promote **independent learning** to prepare our young people for the future.
- ♥ To embed the four capacities of **Curriculum for Excellence**.
- ♥ To recognise interventions which **challenge** and **support** all learners to meet their individual needs.
- ♥ To celebrate and provide opportunities for **personal achievement**.

Our Motto

This reflects our high aspiration for all learners to believe that they can attain and achieve great things by working hard and always giving their best.

Key Successes/Challenges and Achievements Session 2020/21

Successes

- 81 digital devices issued to children during remote learning. 14 were allocated from SLC and 67 from school stock.
- 72 children attended school hub during period of remote learning.
- 16% of FME children attended school hub during period of remote learning.
- 16 vulnerable children attended the school hub during the period of remote learning.
- Class teachers working collegiately to deliver remote learning.
- High level of ELC learner engagement during remote learning.

Challenges

- 14.6% of learners had some engagement with remote learning.
- 8.2% of learners did not engage with remote learning.
- Continuity and consistency across Google Classrooms.
- Transition.
- Staff absence during remote learning.

Achievements

- Awarded Financial Education Centre of Excellence.
- First Minister's Reading Challenge National Winners – School Reading The Most Books.
- We have developed a new approach to home learning and a new homework policy which will be rolled out in August 2021.
- P1 Virtual Transition Programme for new families.

Remote Learning Jan-March 2021

In January 2021 Crosshouse Primary & ELC was better prepared and more equipped to deliver remote learning. We learned from the experiences of the previous lockdown and responded quickly to ensure learners could access remote learning. We took active steps to improve children's access to resources by using additional funding, including Pupil Equity Funding to purchase digital resources and tools for learners. We issued 81 digital devices to learners, 14 from local authority/Government funding and 67 from our own school stock.
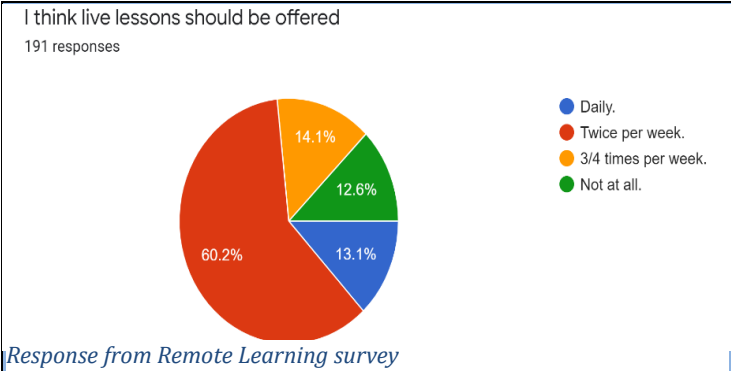
In preparation for remote learning in January 2021, we developed and shared guidance with staff, parents/carers and learners which outlined our expectations for remote learning. All learners were issued with a remote learning pack which contained reading books, jotters, stationary, textbooks and other learning materials. Almost all parents/carers and learners indicated that they found this useful. After 2 weeks of remote learning we carried out a survey of parents/carers and learners and as a result developed our bespoke remote learning policies. Acting promptly to implement local and national guidance to design and deliver remote learning, and taking the views of staff, parents/carers and learners into account enabled us to reflect our own context and the needs of our learners, developing our bespoke remote learning offer. Our Remote Learning Policies can be accessed by clicking the links below:

- ***Remote Learning Policy 2020/2021***

- ***ELC Remote Learning Policy 2020/2021***

- ***ASN Remote Learning Policy 2020/2021***

- ***Remote Learning Policy For Learners***
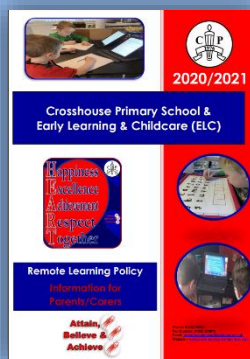
Almost all teaching, ELC and support staff were committed to doing things differently and almost all were very positive about the strong teamwork which developed as a result of working remotely. There are examples of staff accessing and participating in a wide range of professional learning opportunities. Staff reported that across the school, teachers are very supportive of one another and share good practice and resources. Stage partners developed excellent shared working relationships during remote learning which included sharing the responsibility of live teaching and teaching videos.

Whilst children were provided with a range of remote learning activities, the balance of live learning, independent activity and pre-recorded lessons did vary in relation to their length from class to class. Although our remote learning policies brought a level of consistency in the number of live and pre-recorded lessons offered in Google Classrooms, the duration, standard and use of different resources did vary greatly.

I think live lessons should be offered

191 responses

- Daily.
- Twice per week.
- 3/4 times per week.
- Not at all.

14.1%
12.6%
13.1%
60.2%

Response from Remote Learning survey

In all classes, learners received two live learning lessons each week as this is what the majority of parents/carers, learners and staff felt was required. Whilst all classes engaged in live lessons they did vary greatly in content and delivery across the school. In classes where live learning worked well, teachers are able to teach new learning, check understanding and provide feedback. When live learning was provided, we were not authorised to record the lesson and make them available for children to access at another time. This presented a challenge for those learners who were not able to attend the live lesson. Most lessons were pre-recorded, which enabled and supported learners to revisit key teaching, practise skills and consolidate learning. It also supported parents/carers to balance working commitments as it allowed learning to take place at a time that best suited the needs of individuals and their families. Overall, it was important that we developed the right balance of live learning and independent learning that meets the needs of learners in our school. However this should have been better communicated with parents to ensure a shared understanding of expectations.

Learners at Crosshouse believe that the organisation of remote learning and the variety of approaches used by teachers has improved since the first lockdown. Most feel that remote learning encouraged them to be increasingly more independent in their learning particularly when teachers used strategies like the 'chilli challenge.'
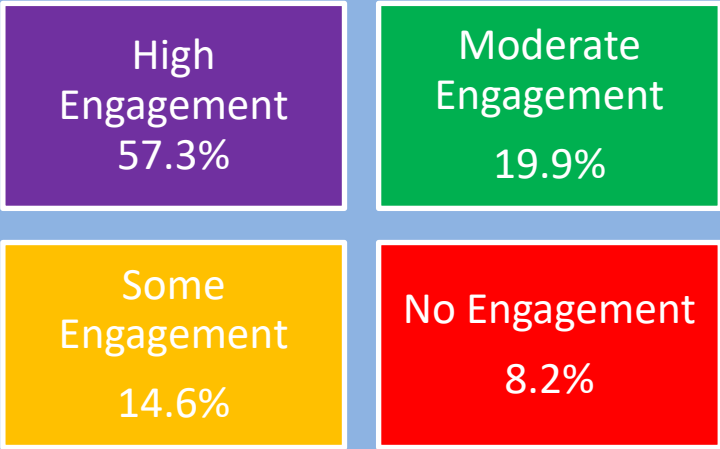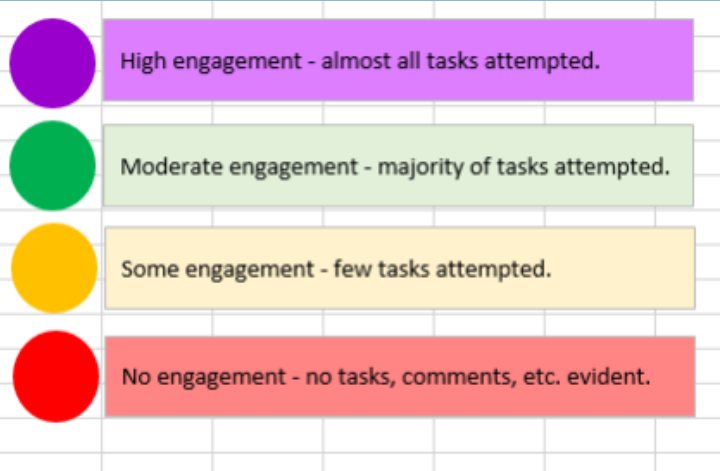
There were challenges for learners with additional support needs accessing remote learning and we responded quickly to this by offering places in our school hub to children in our ASN classes. We recognised that meeting the needs of children was key to supporting engagement in learning and felt that we were better placed in the most recent school closure period to achieve this. Access to time in school has been increased for a number of children who did not previously engage well in remote learning or whose engagement is affected by lack of access to technology. This has had a positive impact for the learners involved and has positively impacted on their participation and motivation.

We found providing high quality feedback to children on their learning and progress in a remote environment challenging. These challenges included providing timely feedback; observing learning and intervening where appropriate; and using skilled questioning to support and extend learning. We recognised that the quality and quantity of feedback on children's work and progress was variable across our school. Some teachers provided individual feedback on every task submission whereas others often provided generic feedback. The approaches we used to provide feedback to children about their learning was limited although most learners highlighted that they received feedback about their remote learning work. Feedback was mostly in written form and in response to a task on Google Classroom. Specific individual feedback in some classes was welcomed by parents, who described the positive effect it had on their child's motivation and engagement in learning. Some parents/carers did not agree with the weekly awards issued in some classes.

Overall, we made improvements in the balance and range of activities, including live, independent and pre-recorded lessons. The balance of learning activities and opportunities for children to collaborate with their peers varied from class to class. Increasingly we provided materials digitally so that children could access these at a time of their choosing to revisit key teaching, practice skills and consolidate learning. Of particular note were the positive views expressed by parents and learners about recorded lessons. Children felt that it enabled them to revisit their learning and parents felt it provided flexibility for them to support their child. The morning welcome videos and weekly pre recorded assemblies were very well received as most reported that it increased motivation and engagement levels.

There are times when we found the parental expectations regarding remote learning challenging. Although communication with parents has improved since the first lockdown period, engagement with parents will continue to be important to ensure a shared understanding of the learning being provided by our school

The engagement of children in remote learning has improved since the first period of school closures. Most learners at Crosshouse Primary & ELC participated well. We used a variety of approaches to monitor children's engagement and participation in their learning. This included a focus on how often they engage and the quality of the engagement. Approaches included individual teachers recording engagement and senior leaders tracking engagement across the schools. See tables below. Class teachers tracked and monitored remote learning engagement on a weekly basis using a coding system (see below). If some or no engagement was recorded, this was followed up with a telephone call by the class teacher or senior management team. The follow up phone calls increased engagement for most learners in this category. Places in the school hub were offered to those when engagement did not improve.

⬤	High engagement - almost all tasks attempted.
⬤	Moderate engagement - majority of tasks attempted.
⬤	Some engagement - few tasks attempted.
⬤	No engagement - no tasks, comments, etc. evident.

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High Engagement 57.3%	Moderate Engagement 19.9%
Some Engagement 14.6%	No Engagement 8.2%

Improved and targeted communication with parents/carers helped to increase children's participation and engagement. The use of feedback from parents/carers was helpful in supporting teachers to reflect on effective engagement and adapt approaches to ensure the right balance of remote learning activities. In some classes where learners had more of a voice in shaping remote learning approaches this had a notable impact. For example, in a few classes digital tools were used to provide children with the opportunity to suggest what they would like to experience during remote learning sessions. In some classes this led to greater opportunities for choice during tasks.

We used additional staffing to provide individualised and targeted support for children facing barriers to learning, including those with additional support needs. This included family support sessions at the P3 stage. We also provided targeted support though our Barnardo's support worker and by working collegiately with our colleagues in social work. This helped address individual learner needs, support entire family groups to access learning and signpost families to additional help and support available e.g. Grants, food packages, vouchers.

Despite the various approaches we had in place 8.2% children did not engage in remote learning. As a result, additional staffing was used to provide individualised and targeted support at the P3, P4 and P5 stages for children when they returned to school.

We continued to support and maintain connections within and across the school community to increase participation and engagement. Whole-school online events such as assemblies and seasonal events e.g. Burns Competition were popular, resulting in high levels of engagement from children and their families.

The pace of change towards remote delivery has been, and continues to be, demanding and staff are continuing to develop their skills and confidence in delivering high quality learning remotely especially during periods of isolation. We acknowledge that staff would benefit from further professional learning on approaches to pedagogy for remote learning; assessing the progress of learners; and supporting those children with additional support needs.

Our approaches are continuously developing, reviewing and evolving in our delivery of remote learning. We have taken positive steps to gather the views of parents and learners during the first lockdown and have used feedback to adjust and refine our approaches and provide professional learning to address needs.

At Crosshouse Primary & ELC we acknowledge that remote learning is not a substitute for face-to face learning within a school building. Positive work has been undertaken to adapt the curriculum and provide children with a broad range of learning during periods of remote learning. That being said, the breadth and depth of the curriculum provided is variable. We have focused on learning in literacy, numeracy and health and wellbeing as well as some cross-curricular topics. We acknowledge that in doing this, the curriculum offer has narrowed. Some learning opportunities have been paused during remote learning or become more difficult to deliver fully. There are particular challenges in delivering practical subjects and providing learning appropriate for those children with additional support needs. Overall, there is more work to be done to ensure children at all stages are learning across the breadth of the curriculum, allowing them to receive learning opportunities which reflect the principles of Curriculum for Excellence.

Parents/carers, staff and learners highlighted their concerns around health and wellbeing both during the period of remote learning and for the return to school. Parents/carers are experiencing challenges in balancing their work and other commitments in addition to supporting their children's wellbeing and learning at home during periods of close contact and COVID 19 isolation. Learners can sometimes experience fear and anxiety when positive COVID 19 cases are identified in school and individuals and groups are required to isolate. Moving back to remote learning during isolation periods is challenging and can have an impact on wellbeing. There are also concerns about the demands and impact on staff wellbeing. Creating lessons for live learning, prerecording learning, and delivering learning remotely is challenging and demanding and are taking positive steps to support the wellbeing of staff throughout this period. However, the impact of Covid-19 on the mental health wellbeing of children is a concern. While providing support for health and wellbeing has been a strong feature, there will need to be a continued emphasis on support for learners, parents/carers and practitioners.

Planning for and Evaluating improvement

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

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

	Improvement Priority 1 - Promote the positive health and wellbeing of children & young people, parents/carers and staff	How will we know we've been successful?

Quality Indicator	Recovery Priority	Key Recovery Tasks (School specific)	Desired Outcomes and Impact
3.1 Ensuring wellbeing, equality and inclusion • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality	These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets. **Strategic Leads: Claire Ashwood – PT & Janice Guy- PT (ASN)**	This section should give a brief indication of what success would look like and how it will be measured.
Theme: Whole School Wellbeing **Rationale:** School ethos is a determinant in promoting social and emotional wellbeing and mental health for everyone within the school community. 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. 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. It will be important to work out where children and young people are in terms of their wellbeing through observation,	**Schools need to:** • 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.	**Key Recovery Tasks (school specific)** ♥ 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) <mark>* completed</mark> ♥ 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	**Desired Outcomes and Impact** ♥ 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)

conversation, and further assessment with planned interventions for some.

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. | | ♥ Ongoing review of wellbeing plans – weekly by DHTs/PTs and HWB Strategic lead and nursery team leader.

♥ A skills based framework/pathway for each stage of the school will be developed and all children will have a skills passport. | |
| | • 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 | ♥ 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) | ♥ 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 |

	recovery curriculum. Engage with stakeholders in the wider school community.	♥ Distribute all SLC Attachment Strategy materials and appoint PT to Attachment Strategy Strategic Lead. (HT June – Aug 2020)	children feeling safe and nurtured and ready to learn.
	• 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.	♥ Create an action plan for rolling out the SLC Attachment strategy and plan time for staff to engage and reflect upon it – Aug 20 ♥ 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)	♥ An enhanced nurturing ethos will be evident through the interactions between adult/adults, adults/children, children/children and will be reflected in ongoing wellbeing self-assessment ♥ 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.

		♥ 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 someone to chat and/or get advice. (HT Aug 2020) ♥ 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)	♥ 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.
Theme: HWB CURRICULUM **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. Reconnection with learning focusses upon key themes of; supporting engagement and motivation, readiness to learn, connection to prior learning and metacognitive approaches. Involving children and young people in decisions is part of a rights-based approach and acknowledged as best practice. It is strongly associated	**Schools need to:** • 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.	♥ Reflect on the 'Reconnection and Recovery in Schools' & SLC Schools Recovery' guidance with SMT and staff ♥ Plan with staff and pupils for a recovery curriculum – with a focus on the school vision, values and wellbeing indicators. ♥ Develop Crosshouse Recovery Curriculum Rationale, involving all stakeholders. (HT June -Sep 2020) ♥ Involve the Rights and Health Committees in the wider school plan for promoting and safeguarding wellbeing – PT Aug 20 ♥ Consult with Pupil Leadership groups to establish new ways for children to support one another. (PT Aug 2020)	♥ 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 ♥ Staff will have a shared and consistent approach and language to support the learning of all children thereby improving pupils' emotional literacy ♥ Pupil voice is heard leading to a curriculum which is personalised to the needs of individuals and groups within our unique context. ♥ Almost all children develop a consistent language of emotions and develop emotional competence and resilience.

| with good outcomes, including recovery from adversity. | | All staff trained in Emotion Works whole school recovery programme. Roll out to nursery and all classes – Sept-Dec 20 Continue with existing engagement monitoring programme – Sept 20/Nov 20 Ongoing review of wellbeing curriculum plans – monthly from Aug 20-HT/DHT, PTs/ HWB coordinator & nursery team leader/teacher | |

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?
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.	*Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.*	*Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.*

Attachment & Nurture

- All staff attend SLC Attachment Training Part 1 and a follow up session was provided by Principal Teacher.

- Principles of nurture explained to all staff during in-service training and to learners during assemblies.

- Significant targeted Nurture provision extended for 19 P2 & P3 pupils.

- Very little information on Attachment Informed Practice and the SLC Attachment Strategy has been shared with parents/carers.

How do we know?

- Almost all staff report that they feel more confident in applying attachment theory and nurturing principles to support the wellbeing of their pupils. Very few (9%) of staff feel that they need further training in Attachment.

- An enhanced nurturing ethos is evident through the interactions between adult/adults, adults/children, children/children.. 92% of parents/carers feel their child is treated fairly and with respect. 100% of staff believe children are treated fairly and with respect.

- Attachment informed practice is evident across the school community leading to positive relationships which allow children to feel safe and secure. Almost all children feel safe when in school. 98% of parents/carers feel their child is safe at school.

- 84.7% of parents/carers and 73.7% of staff indicated that our Nurture provision has had a positive impact on learners this year. Boxall profiles of almost all children attending our Nurture provision show improvement with 1 child making so much improvement the intervention was no longer required.

What do we need to do next?

- All staff to complete SLC Attachement Training Part 2.
- Information on Attachment Informed practise to be shared with parents/carers as part of improvements in Family Learning.
- Information on Nurture provion to be shared with parents/carers as part of improvments in Family learning.

- 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 – Improvements in Family Learning.

- Extend Nurture provision. 2 further members of staff to attend Nurture training. – Improvements in Equity Interventions

Emotion Works

- A working group of teaching staff, support staff, parents/carers and learners led the roll out of Emotion Works across the whole school.

- All staff attended in-service training in Emotion Works.

- All staff have a shared and consistent approach and language to support learners and develop their social and emotional literacy. All Primary, ASN & ELC classes have engaged with the Emotion Works programme.

- Emotion Works presentation for Parent Council and parent/carer infromation leaflet on Emotion Works was issued to the wider parent/carer forum.

Wellbeing Evaluations

- The Glasgow Motivation and Wellbeing profile was issued to all learners in P4-7 during the remote learning period.
- The raw data was not used to it's full potential and not shared well enough with class teachers.
- Interventions were identified mostly on a individual basis by HT.
- The profile was reissued in June 2021 but at the time of writing had not yet been compared to the previous responses.

Staff Wellbeing

- Staff completed a wellbeing survey and SMT identified support for individuals.
- Feburary inservice dedicated to staff wellbeing inclduing a staff yoga session.
- Personal gifts of thanks from SMT hand delivered to staff during remote learning.
- HT carried out PRDs for all teachers & support staff. DHT carried out PRDs for ELC staff.

- Most learners have developed a shared, consistent language of emotions in order to develop emotional competence and resilience. 61.6% of learners feel that they are more confident in sharing their feelings and emotions since engaging in Emotion Works lessons. 96% of learners indicated that they would know what to do to feel better if they felt angry, upset or worried. Some children indicated that the language used for emotional literacy was not used out with Emotion works lessons.

- 71% of parents/carers were not aware of the Emotion Works programme. 87% of parents/carers indicated that they had not used Emotion works to engage in conversations with their child.

- 92.3% of parents/carers on our Parent Council and 90% of staff believe Emotion Works has been successful in developing children's emotional literacy.

- 74% of teachers feel that Emotion Works has helped to improve the delivery of social and emotional wellbeing.

- 71.4% of staff feel that developing strategies in relation to children's metal wellbeing should be a strategic priority. 70% of staff have indicated that they would like further professional learning in mental health.

- Limited impact at time of writing.

- Profile reissued to learners in June 2021. Raw data to be compared and analysed with previous responses.

- Profile to be issued in August 2021. Class teachers to receive training in how to use the data from the Motivation and Wellbeing profile. Class, group and individual interventions identified and monitored using the data from the profiles.

- All staff were able to indicate what individual supports they would like.

- Almost all staff report that they have received the necessary support this session.

- Improvements in Family Learning to include Emotion Works and how to develop emotional literacy with children at home.

- Further staff training in Emotion Works.

- Further roll out of Emotion Works. Embedd across other areas of the curriculum.

- Further communication and consultation with parents/carers required. Information leaflet issued to all parents/carers in June 2021.

- Emotion Works home learning to be included in the new homework framework to be issued in August 2021.

- Extend and enhance what has been learned in the development of emotional literacy in improvments in developing mental health.

- Motivation and Wellbeing Profile to be used as part of Improvements in mental health & wellbeing and equity interventions.

- Staff wellbeing to feature as part of mental health Improvement Plan priority.
- Sign post staff to supports available as part of annual staff in-service training.
- Appoint staff mental health awareness champion.
- Reinstate stage meetings as per feedback from staff survey.
- Build staff wellbeing sessions into in-service training days.
- Establish staff support pods and wellbeing staff check ins.

	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**
2.4 Personalised Support • Universal Support • Targeted Support • Removal of barriers to learning **3.1** Ensuring wellbeing, equality and inclusion • Wellbeing • Fulfilment of Statutory Duties • Inclusion and Equality **3.2** Raising Attainment and Achievement • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners	These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets. **Strategic Leads: Isabelle Murray – HT & Lara Tolland - DHT**	This section should give a brief indication of what success would look like and how it will be measured.

Theme: Re-identifying the poverty-related attainment gap.
 	
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.
	Schools need to:
	
	• Consider the experiences learners have had during the school closure period, drawing on for example:
	  - 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:
	  - Learners' wellbeing (e.g. Boxall profile, observations, wellbeing indicators)
	  - Attainment (e.g. standardised assessments, class work, use of
		Key Recovery Tasks (school specific)
		
		♥ 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
			Desired Outcomes and Impact
			
			♥ 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

| | benchmarks, in-school assessments)
 - Engagement (e.g. Leuven scale, observational data)
 - Participation (home-learning participation data)

 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.

 • 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. | and future actions to support blended learning.

 ♥ Children will complete skills passport, detailing what skills they have learned during school closure. (as above)

 ♥ 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 sued 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. | experiences and interventions where required.

 ♥ 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. |

		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)	
Theme: Planning to close the poverty-related attainment gap and reduce learners' barriers to learning. **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.	**Schools need to:** • 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.	♥ 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)	♥ 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.

		♥ 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)	♥ Rigorous tracking of attainment and wellbeing will lead to progress for all children and the allocation of appropriate support for individuals.
Theme: Tracking and monitoring impact of equity approaches. **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.	**Schools need to:** • 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.	♥ 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)	♥ 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

	♥ 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/	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.
Theme: Cost of the School Day **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.	**Schools need to:** • 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.	♥ 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	♥ 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.

	• 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.	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.	

Improvement Priority 2 -   Equity

Progress Report June 2021

What did we actually achieve?	How do we know?	What do we need to do next?
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.	*Please detail evidence of impact here. This may be quantatitive e.g. data or qualititive e.g. feedback from stakeholders.*	*Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.* • Attainment and attendance gap data shared with all members of staff. – Equity IP Priority.
• A wide range of assessment approaches used to inform teacher professional judgement in relation to achievement of a level. • Additional staffing, including PEF teacher, NQT additionality and COVID additional funding used to release class teachers to work with identified learners in small groups and or one-to-one at least twice per week. • We have appointed a secondary PE specialist as our PEF teacher. She provided high quality daily PE lessons during remote learning. • Due to COVID restrictions our PEF PE teacher was only able to work in a limited number of classes and stage partners were not able to work within other classes as a result.	Whole school attainment data is collected and analysed by stage. Attainment data is collected for target group (SIMD 1 & 2 + FME) • 90% of teaching staff feel that this has been a successful or very successful intervention. 84% of parents/carers feel that this has been successful. 16% don't know. (perhaps parents/carers would not be aware of this if their child was not involved) • A significant number of parents/carers and learners indicated that they felt the daily PE lessons with our PEF PE teacher were excellent during the remote learning period. • Only 30% of classes benefited from PEF PE teacher due to COVID restrictions when in school. • 70% of staff feel this has been successful with 15% feeling it has been somewhat successful due to the COVID restrictions. • 85% of parents/carers said the PE PEF teacher was successful with 15% indicating that not all children benefited due to the restrictions.	• 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. – Equity IP Priority. • PEF teacher will release CTs to work with identified pupils in small groups and/or one-to-one twice per week. CT will reinforce learning undertaken in the small group/individual sessions within class as much as possible. - Equity IP Priority. • CT will provide an 8-week learning block after-school for identified learners and their parents/carers in September and October 2021. Home-learning packs will be purchased to support these sessions and encourage further learning at home.

Reidentification of Attainment Gap 2020/21		
• Additional staffing deployed at P3 stage to support interventions and reduce poverty related attainment gap. The gap has been reduced significantly at the P3 stage.	**P3 attainment gap:** • Reduced in reading. Target group now working beyond their peers in reading. • In writing gap was 11.5% in 19/20, now reduced to 2.33%. • In numeracy the gap was 12.93% this has now been reduced to 0.23%	• PEF teacher will release CTs to work with identified pupils in small groups and/or one-to-one twice per week. CT will reinforce learning undertaken in the small group/individual sessions within class as much as possible. - Equity IP Priority. • SSA to provide daily Catch Up Literacy & Numeracy intervention for identified learners.
• Additional staffing deployed at P5 stage due to concerns in lack of remote learning engagement and to support interventions and reduce poverty related attainment gap.	The number of children in the target group at P5 increased by 4. **P5 attainment gap:** • Reading – 11.32% gap. • Writing – no gap • Listening & talking – 14.26% • Numeracy – 10.18% Staff feel that without the additional staffing and targetted intervention this gap could've been much wider.	• PEF teacher & additionality teacher will release CTs to work with identified pupils in small groups and/or one-to-one three times per week. CT will reinforce learning undertaken in the small group/individual sessions within class as much as possible. -Equity IP Priority. • SSA to provide daily Catch Up Numeracy intervention for identified learners.
• Additional staffing deployed at P4 stage due to concerns in lack of remote learning engagement and to support interventions and reduce poverty related attainment gap.	**P4 Attainment gap:** The number of children in the target group at P4 increased by 50%. As a result the gap widened as follows: • Reading – 20% • Writing- 18% • Listening & Talking- no gap • Numeracy -18% Staff feel that without the additional staffing and targetted intervention this gap could've been much wider.	• CT will provide a 12-week learning block for identified learners and their parents/carers in September and October 2021. Home-learning packs will be purchased to support these sessions and encourage further learning at home. Equity & Family Learning IP Priority. • PEF teacher & additionality teacher will release CTs to work with identified pupils in small groups and/or one-to-one three times per week. CT will reinforce learning undertaken in the small group/individual sessions within class as much as possible. -Equity IP Priority. • SSA to provide daily Catch Up Numeracy & 5 Minute Box interventions for identified learners.
• Additional PEF staffing deployed at P6 stage. 6 children at P6 staged engaged in specific targeted intervention, Catch Up Literacy.	**P6 attainment gap:** • Reading – gap widened by 2% • Writing – gap reduced by 8% • Listening & Talking – gap widened by 1% • Numeracy – gap reduced by 2%	• CT will provide a 12-week learning block for identified learners and their parents/carers in September and October 2021. Home-learning packs will be purchased to support these sessions and encourage further learning at home. Equity & Family Learning IP Priority.
• 12 children at P7 stage engaged in specific targetted intervention, Catch Up Numeracy.	The number of children in the target group at P7 increased by 5. **P7 attainment gap:**	

	• Reading – gap reduced by 17% • Writing – gap reduced by 16% • Listening & Talking – gap widened by 15% • Numeracy – gap remained the same.	• Additionality teacher will be deployed to the P3 stage from August -October. release CTs to work with identified pupils in small groups and/or one-to-one three times per week. CT will reinforce learning undertaken in the small group/individual sessions within class as much as possible. -Equity IP Priority.
• Despite additional staffing being deployed at the P2 stage, the gap has widened and is a cause for concern.	The number of children in the target group at P2 has increased by 4. **P2 attainment gap:** • Reading – widened from 3% to 38% • Writing – widened from 3% to 35% • Listening & Talking – gap closed • Numeracy – widened from 30% to 47%	
Tracking and Monitoring Impact of Equity Approaches • The tracking and monitoring of impact of equity approaches across the school is inconsistent. This was mainly due to the frequent changes to staffing timetables in relation to COVID absences and limiting class/group contacts for staff and learners. • Rigorous tracking and monitoring of equity interventions is evident at some stages and has led to a reduction of the equity gap at P3, P6 & P7. • At he stages where rigorous tracking and monitoring is evident, communication with parents is very good.	• 81% of teachers would like further support with literacy interventions. • 95.2% of teachers would like further support with numeracy interventions. • Most teachers and almost all suport staff would like further training on specific interentions to support literay, numeracy and health & wellbeing.	• 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/ • Class teachers & SSAs carrying out interventions complete termly PEF Impact Evaluations, detailing impact, attainment data and feedback from parents/carers and children (CT Oct, March & June) This will be followed up with a meeting with Equity Lead and a meeting with parents/carers. • • 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.

Cost Of The School Day

- All learners were issued with individual stationary and resource packs for use in school and at home.

- All P1-3 children were issued with a NLC active literacy magnetic board and phoneme pack.

- Equity lead identified to facilitate Participatory Budgeting. Attended training event on 4th May 2021.

- Barnardo's worker employed to work 1 day per week. All support was home based in the form of telephone calls, virtual calls and garden visits with 6 identified families. Financial support was accessed for all 6 families. This included food parcels, food vouchers, white goods replacement, help with fuel costs. Our Barnardo's worker also provided emotional support to families during school closure periods.

- SMT contacted vulnerable families on a weekly basis and all were offered places in the school hub. We know our families very well and most feel able to talk about their circumstances. We have an excellent relationship with our local food bank Toy Appeal.

- We were very aware of the impacted of the restrictions and costs to our families at Christmas time.

- 90% of staff felt this was successful, with 10% feeling it was somewhat successful. 100% of parents/carers felt this was successful or very successful.

- Individual stationary and resource items also helped with our infection control measures.

- 5% of Pupil Equity Fund allocated to Participatory Budgeting.

- All 6 families have indicated that our Barnardo's worker has helped them significantly during this session. With one parent commenting 'she has been a God send'

- £324 was allocated to providing winter clothing for identified learners. Winter jackets, boots, scarfs, and gloves were purchased for 10 learners.

- Christmas dinner boxes, hamper boxes and Christmas treat boxes were distributed to 10 families from local food bank.
- 35 learners received Christmas gifts from the local Toy Appeal.
- Santa and his reindeer visited our school in December 2020 and all children were able to visit!

- Equity Lead to undertake individual learner conversations with each identified pupils to ascertain what equipment they require, e.g. texts, IT, stationery, desk, etc. – Equity IP Priority

- Family Link Worker/Equity Lead/Barnardos worker will sensitively liaise with parents/carers to discuss issues and resources will be procured for these pupils to be utilised at home, to enable them to engage in home learning activities. – Equity IP Priority

- Barnardo's contract extended. Will more to a more in school based model which will be linked to our improvements in family learning. – Family Learning & Equity IP priority.

- Participatory Budgeting Equity lead will set up group in August 2021 – Equity IP priority.

- Check Santa's availability for December 2021!

Improvement Priority 3 - Continuity of Learning			How will we know we've been successful?
Quality Indicator 2.2 Curriculum • Rationale and design • Development of the curriculum • Learning pathways • Skills for learning, life and work 2.3 Learning, teaching and assessment assessment • Learning and engagement • Quality of teaching • Effective use of assessment • Planning, tracking and monitoring **3.2** Raising Attainment and Achievement • Attainment in Literacy and Numeracy • Attainment over time • Overall quality of learners' achievements • Equity for all learners	**Recovery Priority** These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines, including the SLC Recovery Guidance documentation. Links are included where appropriate.	**Key Recovery Tasks (School specific)** This section is for school-specific planning. What needs to be done in your specific context? Who will be involved and when? Set SMART targets.	**Desired Outcomes and Impact** This section should give a brief indication of what success would like and how it will be measured.
Theme: Learning In School **Rationale:** *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	**Schools need to:** • 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	**Key Recovery Tasks (school specific)** ♥ 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	**Desired Outcomes and Impact** ♥ 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.

ensure that every pupil benefits from in-school learning wherever possible

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." **The Recovery Curriculum, Think Piece**

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.

Decisions need to be made about what assessments will be used to re-assess the regulation, wellbeing and learning needs

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.

  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

♥ Planning meetings with teaching and nursery staff – June 20

♥ Issue SLC Curriculum Recovery document to all staff. (HT – June 2020) <mark>Completed</mark>

♥ 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.

♥ 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.

♥ 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.

for each child. Very careful consideration should be given to the use of summative tests as a route to baseline pupils.

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.

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.

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 .

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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 interaction. In school curriculum should focus on the communication of complicated or new concepts, problem solving activities which might require specialist support

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- 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.

- 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)

- 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.

	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.	♥ 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	
Theme: Learning At Home **Rationale:** 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.	**Schools need to:** • 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?	♥ 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	♥ 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.

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. 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.	• 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	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)	♥ 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.

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?
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.	*Please detail evidence of impact here. This may be quantitative e.g. data or qualitative e.g. feedback from stakeholders.*	*Please list your new priorities under this heading. These will form the basis of your SIP for Session 21/22.*
Financial Education • In June 2020 we were successful in our bid to Young Enterprise Scotland & Young Money to become a Financial Centre of Excellence. As a result, the development of Financial Education was added to our IP priorities. • With support from an experienced education consultant from Young Enterprise, our Improvement Group have developed a whole school Financial Education Curriculum. • All staff participated in Financial Education CLPL and new resources were purchased to support curriculum delivery. • A successful launch of our Financial Education curriculum took place in May 2021 with a week dedicated to Financial Education.	As a result of our improvements in Financial Education we received the Financial Education Centre of Excellence status. Further information to follow. Not available at time of writing.	Embed Financial Education into our curriculum.

Infant Literacy

- A working group of staff, led by DHT and Literacy coordinator were keen to develop and improve our reading curriculum at the P1-3 stages. This was in direct response to the outdated reading resources which were not fit for purpose when engaging in remote learning.

- Improvement group undertook a rigorous review of current approaches to the teaching of reading in the infant stages. This included a review of the current reading scheme.

- The outdated reading scheme was deemed not fit for purpose and the improvement group engaged in CLPL in relation to the use of a reading scheme.

- The improvement group engaged with colleagues in other schools and across local authorities and sought advice.

- Literacy coordinator has updated and refreshed our Literacy Strategy.

Continuity of Learning At Home

- The priorities identified above were written in response to a blended model of delivery. However, we decided to develop our entire view of home learning to encompass remote learning, family learning and homework learning under one 'home learning' theme. It is under the broader sense of 'home learning' that our strategic improvement group focussed.

- A robust evaluation of 'home learning homework was carried out with parents/carers, learners, and staff.

- Improvement group engaged in professional enquiry and research on the development and design of Crosshouse Home Learning Policy.

- A home learning curriculum policy has been developed. It blends seamlessly with in school learning and other school policies eg Learning & Teaching Policy & Vision & Values.

- Each learner will be provided with a home learning pack of resources. This will include stationery and resources. All P1-3 have a magnetic board and magnetic letter phonemes.

- All staff in the infant stages said that the reading scheme was outdated and not fit for purpose.

- Some parents/carers have recently complained about the lack of books, quality of texts and relevance.

- Parents who felt the homework didn't support reading skills (under 5%) identified texts as boring and difficult to engage their child.

- Self-evaluation evidence shows that our infant department operate a traditional model of pedagogical delivery.

- 33.3% (7 members of staff) indicated that we need to work on this area of pedagogy. This equates to ALL of the staff in the infant department.

- 88.5% of parents/carers are very confident or confident when supporting their child with learning at home. 3.8% have no confidence at all and 7.6% have low levels of confidence.
- Almost all felt that approaches to home learning required updating to reflect the improvements and developments made during periods of remote learning e.g. Use of Google Classroom.
- In their feedback learners indicated that they wanted more variety and choice with home learning.
- Most teachers said that homework should feature as part of our home learning policy.
- Most teachers (75%) said there was a link between homework engagement and attainment. 12.5% were not sure.

- Roll out of new reading scheme across infant stages including staff training.

- Communicate with parents/carers on the introduction of the new approaches and resources. – Family Learning IP Priority

- Communicate updated Literacy Strategy with all stakeholders. – Continuity Of Learning IP Priority.

- The development of Play Pedagogy will be key priority in SIP.

- The new 'Learning At Home' approach will be rolled out across the school in August 2021. It will provide a coherent, progressive and reciprocally interconnected learning experience for all learners. Continuity of Learning IP Priority

- A suite of 'How to' videos for parents/carers will be developed and shared. – Family learning IP priority

- A Family Learning Home Learning club will recommence in August 2021. This will be called 'Learning Together At Home' - Family Learning IP priority

- Equity lead to arrange home learning resources for families – Equity IP priority.